



Courtney Primary School
Nurture, Inspire, Flourish.

Behaviour Policy

Courtney Primary School

Reviewed: October 2019 **by** Gareth Thomas, Deputy Headteacher

New Review Date: October 2021

Signed by: D Wood

Position: Headteacher

General principles

- All children, staff and visitors have the right to feel safe at all times at school.
- Courtney Primary is an inclusive school. All members of the school community will be free from discrimination of any sort.
- Staff, children and parents will work together to maintain a suitable climate for learning.
- Consistency is key in the behaviour policy being effective. All staff members will follow the agreed protocols for administering the policy.
- Our behaviour policy is based on a positive approach where children are expected to behave well both outside and inside of school. Such behaviour will be rewarded.
- The agreed range of rewards and sanctions will be applied fairly in such a way as to encourage positive behaviour, including outside in the playground and at dinnertimes.
- Internal and fixed term exclusions will be used to address both repeated and more serious poor behaviour choices.
- Permanent exclusions will only be used as the very last resort.
- Reception Class require an age-appropriate approach so will implement the sanctions e.g. loss of 'choosing time' on the same day any poor choice occurs. Adults will be informed at pick up. There will be a transitional time between EYFS and Y1 to adjust to the whole school reward and sanction system.
- When a child has specific SEND needs for social, emotional and mental health (e.g. attachment, Autistic Spectrum Condition) which results in them being unable to access whole school systems, personalised approaches will be agreed. These will be shared with staff members, parents and children where relevant.
- All kinds of behaviour, either inside or outside the classroom, will be recorded in the class Behaviour Book. This means that we operate an incremental reward system based on cumulative 'rewards' over time but also so that repeated poor behaviours and whole school patterns can be easily identified and addressed.
- Copies of the behaviour policy will be in the front of the behaviour books.
- All teachers will monitor patterns in behaviour of their own classes and be the first port of call for administering rewards and sanctions.
- All behaviour books will be handed to the Deputy Headteacher/Headteacher before assembly on Fridays for monitoring purposes.
- The Senior Leadership Team will monitor overall trends within school and ask 'critical friend' questions if there are ongoing issues. This may result in comments being made in the behaviour books for teachers to react to.

The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Mission Statement

Nurture, Inspire, Flourish.

Vision Statement

At Courtney, staff, governors and parents work together to ensure children receive a rich, inspiring and engaging education in a safe and nurturing environment. By providing each child with opportunities to flourish, we develop an aspiration to expect high standards of achievement in all areas of life and start them on their personal journey of lifelong learning.

Ethos

We are committed to developing a welcoming, safe and stimulating learning environment that will enable our pupils to become responsible citizens and lifelong learners. We celebrate that our pupils bring different experiences, interests and strengths, which we will use to influence the way we teach. Our commitment to creating a nurturing ethos supports all individuals in their journey to achieve their full and unique potential.

Aims

Nurture

We know that children learn best when they enjoy school and are feeling safe and happy. We will:

- promote well-being and the development of the whole child.
- develop the skills needed for strong, healthy and supportive relationships to thrive.
- champion and encourage mutual respect and tolerance.
- develop growth mindsets to encourage resilience and perseverance.
- encourage the adoption of healthy lifestyle choices.
- develop a strong sense of self-worth and belonging.
- celebrate individuality and personal successes.
- allow each child's voice to be heard.

Inspire

We will:

- create a culture of ambition and aspiration.
- develop positive attitudes to learning based on hard work and commitment.
- develop creative, innovative and adaptable minds.
- inspire each child to be their best self.
- provide experiences to develop creativity and imagination.
- provide the highest quality teaching and learning.
- offer activities which allow children to discover new passions.
- provide a range of 'stages' to showcase and develop skills and talents.
- participate in events which involve meeting with children from other schools.

Flourish

The children will:

- achieve their academic potential.
- have the skills needed to be life-long learners in a changing world.
- understand the positive role they can play within the wider community.
- be rounded individuals and confident to be themselves.
- have empathy and self-awareness.
- be able to use their skills in a range of different situations

Courtney Crown Values

Our Crown Values set out the positive behaviours we want to see demonstrated throughout school.

PLEASE NOTE: these are updated at the end of every year.

Term	Courtney Crown Values 2019-20	Jigsaw scheme of work
1	We are resilient and persistent in the face of challenges.	Being me in my world
2	We celebrate our similarities and differences and respect the rights of others.	Celebrating difference
3	We commit ourselves to ambitious targets at home and at school.	Dreams and goals
4	We take responsibility for our choices and do the right thing even when it's difficult.	Healthy me
5	We show kindness and assertiveness to ourselves and others.	Relationships
6	We celebrate our achievements and are proud of our efforts.	Changing me

As well as these, at the start of each academic year, each class will create their own set of positively-worded class charter, following the guidance in the Jigsaw scheme of work, which will be displayed on their classroom wall.

Behaviour Tree

Great Achiever (Gold)	You have followed the Crown Values and you have achieved great things with your behaviour. Your parents will be informed by the teacher, by text in person. You will receive a gold sticker. You will receive 5 house points. Your name will be entered into an end of term raffle to win a prize.
Great Mover (Silver)	You are showing that you understand the Crown Values and that you are capable of achieving great things. You will receive a silver sticker. You will receive 3 House points.
Starter (Green)	Ready to learn
Warning Area	
Blocker (Yellow)	You have shown blocker behaviour and have not stopped, even after a warning. Miss 5 minutes of Golden Time.
Blocker (Amber)	You will be sent to one of our senior teachers, Mrs Westcott or Mr Thomas. Go to another classroom for 5 minutes (KS1) or 10 minutes (KS2) with a reflection sheet, which will be collected by your teacher and saved. This period will be timed with a sand timer which the child will bring from their classroom. You will finish any missed work at playtime or at home and miss 10 minutes of your Golden Time.
Blocker (Red)	You will be sent to Mr Thomas. Your teacher will inform your parents. You will miss 15 minutes of your Golden Time. 2 nd time on Red in a week, sent to Mrs Wood. She will contact your parents and agree an action plan with a review date.

Protocol for using the Behaviour Tree

- The Behaviour Tree will be displayed in each class in a common format.
- Descriptions of the kinds of behaviours will be displayed at the side of the Behaviour Tree.
- Names will be placed in each area so that they can be moved accordingly during the day.
- All children will start the day on green.
- Children making the right choices will ascend the Behaviour Tree.
- If a child makes the wrong choices and has reached warning or below a second chance will not be given.
- Each child can move their own name on the Behaviour Tree.
- Each child's position on the Behaviour Tree, other than Green, at the end of each day will be recorded in the behaviour book. This includes any warnings given.
- If a child is on silver or gold and then makes a poor choice then they will be moved to green.

Rewards

If a child is making the right choice, they will be moved up the Behaviour Tree and awarded 3 House points.

At playtimes and dinnertimes, an adult can award a white slip for making the right choices. This should be recorded on the Behaviour Tree and the slip sent home for parents to see.

These lists of positive behaviour contain suggestions of what positive behaviour may look like but, by no means, exhaustive. Children should be demonstrating the Courtney Crown Values.

	In Class	Playtimes and Dinnertimes (Via White Slips)
Positive Behaviour	<ul style="list-style-type: none">• Contributing well to lessons• Resilience in tasks• Making mistakes and learning from them• Not giving up• Good teamwork• Showing kindness• Positive attitude• Willingness to get involved• Showing 'can do' attitude• Encouraging others• Helpfulness• Being pleased for peers' success	<ul style="list-style-type: none">• Tidying Up• Showing politeness• Good teamwork• Showing kindness• Positive attitude• Willingness to get involved• Encouraging others• Helpfulness

Additionally, there will be a special reward playtime at the end of each term for any child who has been placed on silver or gold in the term AND not been placed on yellow or below.

Any child who reaches silver will get a special silver sticker.

Any child who reaches gold will get a special gold sticker and a text home. **Teachers/TAs to send a list to the office of all children who are on Gold.**

The Book of Pride will also be used for any child who has been nominated by an adult in the school because of making good behaviour choices and going 'above and beyond'.

House Points

House points can still be awarded for one off positive behaviours but in small increments or 1 or 2 house points. This is to allow the children who are exhibiting very positive behaviour consistently to be recognised.

Examples of why house points might be awarded for one off positive behaviours include:

- Sitting nicely
- Giving great answers to questions
- Holding the door open
- Tidying up, especially when not reminded
- Good manners e.g saying please and thank-you, addressing adults by their name

Sanctions

These are examples of the kind of behaviours which will result in moving one step down the Behaviour Tree at a time. A warning will always precede the first movement down the Behaviour Tree.

What are low level 'blocker' behaviours?

In Class	Playtimes and Dinnertimes
<ul style="list-style-type: none"> • Persistent calling out • Chatting when directed otherwise • Intentionally moving equipment so that it stops learning • Swinging on chairs • Interrupting others • Using rude words • Provoking others deliberately • Refusal to share • Throwing objects (not aimed) • Spitting (not aimed) • Disregard for school equipment e.g. not looking after stationery • Not doing work • Being unkind • Delay in doing what has been asked • Laughing at someone • Looking at someone to cause upset • Excluding someone on purpose 	<ul style="list-style-type: none"> • Playing in areas that are not permitted • Chasing others around playground (that's not part of a game) • 'Spying' on other children's games • Refusal to share • Using rude words • Being unkind • Not wearing a coat when asked to • Going back into school when told to be outside • Rough play including fighting games • Hurting with words (first time) • Dangerous behaviour- e.g. playing tag on the slide • Aggressive sports play e.g. tackling in football when someone might get hurt • Damaging property where it was avoidable • Throwing objects (not aimed) • Spitting (not aimed)

- If a child is placed on Yellow or below on the Behaviour Tree, this will result in the accumulative loss of Golden Time, as stipulated according to colour.
- At playtimes and lunchtimes, all staff will carry pink slips. These will be a means of informing the classteacher about wrong choices. The classteacher should react accordingly by altering the child's position on the Behaviour Tree and, if appropriate, administering the sanction.
- If a child has been placed on Amber for three times in a week or Red twice in a week then parents will be informed by their classteacher and actions agreed to improve their behaviour. Likewise, any child who misses part or all of their Golden Time for three consecutive weeks will also have their parents informed by the classteacher.
- If there is a repeat of the above for a further week then SLT will be informed and will arrange to meet with parents to discuss the repeated behaviour.
- All outcomes of meetings and/or conversations with parents will be recorded in the Behaviour Book.
- During the monitoring process on Friday, the Headteacher or Deputy Headteacher will write an action for the classteacher to carry out if there are repeat offenders or will contact parents themselves.

Team representation

- To make the link clear between behaviour, being a role model and representing the school, there will be occasions in Upper Key Stage Two when moving down to Yellow, Amber or Red will result in a child being de-selected from representing Courtney at an inter-school game, tournament or festival.
- It is the responsibility of the club/event leads to ensure children are aware of this consequence at the beginning of each term when the clubs start.
- When this event has passed, that child will be eligible for future representation.
- This system is reset at the beginning of each term. Our Sports Leader, Chris Smith, will liaise with relevant teachers upon selecting teams for events.

Leadership

- To make the link clear between behaviour, being a role model and representing the school, any child who regularly makes the wrong choices in school will have their House Captaincy, Deputy House Captaincy or School Council status either suspended or removed.

Behaviour Books

- Each class has its own Behaviour Book. This is filled in daily and should be a record of every child who has moved off the starter Green colour on the Behaviour Tree.
- Reasons for poor behaviour choices, as well as when and where they occurred should be written in the book to help track patterns.
- Each week, a member of the Senior Leadership Team will monitor the Behaviour Books and identify those children who are regularly using 'blocker' behaviour. Appropriate action will be taken starting at missing Golden Time to contacting parents.
- During the monitoring, the SLT member will talk to each child who has made poor behaviour choices individually in order for them to learn from it and make the right choices the following week.
- Any child sent to another adult will take their Behaviour Book.

Playground Duty

At playtime, a pink slip will be filled in to inform the class teacher to adjust placement on the Behaviour Tree and the reasons why.

Lunchtimes

At lunchtime, a pink slip will be filled in by the LBS team. These will not be sent home but stapled into the class Behaviour Book. If a child receives a pink slip then these will be collected by Mrs Radford, who will monitor how many pink slips each child has for each lunchbreak. The LBS team should send the child, alongside a good role model, to Mrs Radford when a pink slip is given.

Blocker behaviour (1st offence) will result in a pink slip and staying with Mrs Radford for 10 minutes of cooling down time. The pink slip will be handed to the teacher at the end of lunchtime and the classteacher will adjust placement of the Behaviour Tree and staple the slip into the Behaviour Book.

Blocker behaviour (2nd offence) will result in another pink slip, and the pink slip which will be handed to the teacher at the end of lunchtime. The child will be sent to either Mrs Wood or Mrs Thomas. Again, the classteacher will adjust placement of the Behaviour Tree and staple the slip into the Behaviour Book.

Any child who receives more than one pink slip in a week will be seen by Mr Thomas initially. For more serious offences or for a pattern of poor behaviour choices then will be seen by Mrs Wood.

Severe Behaviour

What is severe behaviour?

This is behaviour which will not be tolerated and will operate separately from the Behaviour Tree. In these incidents, the child will be sent to the Headteacher or the Deputy Headteacher and who will deal with it in the ways listed.

An attempt has been made to list typical behaviour that our school will not tolerate but some incidents will have to be considered as situations arise and in response to contextual information.

Internal Exclusion	External Exclusion
Sent to another class for the rest of the day. Parents informed Incident recorded on internal exclusion form for monitoring purposes Three internal exclusions in a term will result in a formal meeting with SLT, parents and the child	Sent home for a set period of time- proportional to wrong doing Parents called in Meeting with parents on return to school to agree actions so that repeated behaviour doesn't happen Three external exclusions will result in a formal meeting with SLT and pastoral support plan set up
<ul style="list-style-type: none">• Leaving class without permission• Rudeness to an adult- rolling eyes, huffing, extremely personal remarks• Intentional spitting at someone• Strong swearing to any member of the school community• Comments that are racism, homophobic or relate to physical disabilities or gender, both in person or on social media• Hurting anyone physically on purpose for any reason• Hurting with words (repeat offence)• Continued bullying (physical, verbal or on social media) after a warning from Headteacher/Deputy Headteacher• Intentional damage to property• Stealing (maturity, item and intent taken into account)• Throwing dangerous objects-throwing in anger or violence• Hurtful comments on social media which cause upset inside school (first offence)• Crude or sexualised remarks or gestures to another person	<ul style="list-style-type: none">• Serious challenge to authority (this includes not responding to a repeated request by SLT or HT)• Extreme physical aggression to other pupils or self• Continued bullying- physical, verbal or on social media• Extremely dangerous behaviour• Throwing things intentionally at a member of staff• Physical abuse• Slandorous comments about a member of staff, either verbally or online• Hurtful comments on social media which cause upset inside school (repeat offence after an internal exclusion)

Communication

- Staff will be made aware from the SENco those children who have different behaviour strategies, as recommended by outside agencies, via the school bulletin. These children will be on the SEN register.
- LBS have a board inside the chair store in the hall for communication. It is the responsibility of the teachers to use this or to communicate with the Lead LBS to inform the team of any issues.
- Likewise, LBS will inform teachers if there has been issues at breaktimes with friendships, eating etc through a 'Just to let you know' slip which might not be flagged up via a pink slip.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (Section 93, Education and Inspections Act 2006). This will cover the Out of School Club. Force will only be used as a last result.

There are a number of staff that are appropriately trained in the use of force - 'team teach'. Where at all possible, these will be adults to use reasonable force.

School can use reasonable force to:

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.