



**Courtney Primary School**  
**Nurture, Inspire, Flourish.**

# **Positive Relationships Policy**

**Courtney Primary School**

**Reviewed:** September 2023      **by** Kristy Barter, SENDCo

**New Review Date: September 2024**

**Signed by:**

**Position:** Headteacher

## General principles

- At Courtney we aim to build **positive relationships** with pupils which support them as they learn strategies to help them to behave well and flourish in our school community. We aim to highlight and celebrate those behaviours which encapsulate what it means to be a positive contributor to our school community.
- **Consistency** is key in the behaviour policy being effective. All staff members will follow the agreed protocols for administering the policy in class and at break times and lunch times.
- Our **three school rules** and **six Courtney Community Values** underpin our behaviour expectations for all and provide the basis for any rewards or sanctions.
- All children, staff and visitors have the right to feel welcome and safe at all times at school. This begins from the start of the day when all children are greeted individually by their class teacher.
- 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.
- 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.
- Behaviour will be recorded on Arbor so behaviours and whole school patterns can be identified and addressed. Arbor behaviour records will be monitored weekly by the Deputy Headteacher.
- All teachers will also monitor patterns in behaviour of their own classes and be the first port of call for administering rewards and sanctions.
- The Governors expect the Headteacher to include guidance on the use of positive handling, within the Positive Relationships Policy.

## Courtney School Rules

1. **Be ready**
2. **Be safe**
3. **Be respectful**

## Modelling positive behaviours as adults

As adults we will all:

1. Show the children that we have regard for them as individuals and we welcome them at our classroom doors every morning.
2. Teach children what good behaviour looks like by setting clear routines and expectations.
3. Recognise good behaviour publicly and correct inappropriate behaviour privately.
4. Respond consistently with the same recognition, language and sanctions across the school and across all staff.
5. Remain calm and assertive when managing inappropriate behaviours.
6. Explicitly teach positive behaviour (personal and social) through our values work, through PSHE (Personal Social Health Education) and assemblies.

## Courtney Crown Values and Courtney Community Ambassadors

Our **Crown Values** set out the positive behaviours we want to see demonstrated throughout school. Children who demonstrate these values are known as **Courtney Community Ambassadors**.

Term	Jigsaw	Courtney Community Ambassador Values
1.	Being Me in My World	We are part of our community
2.	Celebrating Difference	We are inclusive
3.	Dreams and Goals	We are confident and aspirational
4.	Healthy Me	We know how to look after our wellbeing
5.	Relationships	We are empathetic
6.	Changing Me	We are resilient

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

## Rewards and Praise linked to behaviour

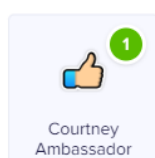
### House points

Each class has a virtual House Point collection system using the platform '**Classroom Dojo**' to reward positive behaviours and for demonstrating school values and ethos. Please see below for further behaviours' children could be awarded House Points.

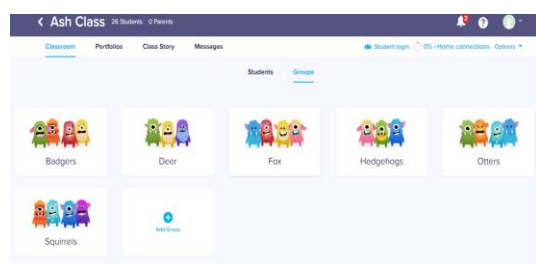
Any adult in the school can award a House Point.

There is no cap on the amount of House Points awarded.

On 'Classroom Dojo' there is only one button to give a child a House Point. This is labelled 'Courtney Community Ambassador'.



The only screen that is visible to children is the screen indicating the houses. Children's individual House Point scores will not be visible.



House Points are collected weekly by Year 6 House Captains on a Friday afternoon. This is then celebrated in Celebration assembly with the winning house's ribbon being displayed on the cup. The house point totals will be

displayed in the hall. The Deputy Headteacher and Headteacher also keep a running total of each house over the term (see below). The winning house for the most House Points for the week will receive extra playtime and a celebratory winner's sticker.

## Courtney Crown Value Certificates

Each week, one child from each class receives a certificate linked to the value of the term. The certificate is awarded in celebration assembly. Teachers will let the office staff know the name of the pupil in their class by midday on Friday so that a text message can be sent to their parents/carers.

## Positive Behaviours

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 at all times.

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

## Over and Above

While we want all members of our school community to follow the school rules and demonstrate the Courtney values, this is a basic requirement. We aim to celebrate those children whose behaviour is over and above this requirement with a termly hot chocolate and biscuits with a member of SDL. There is no set number of children and it can be for actions in or out of school. The children's photo will be added to the book of pride and a text will be sent to their parents.

## Rewards and Praise linked to the curriculum (PIP)

At Courtney Primary School we use the system of **PIP** (Praise In Public) and **RIP** (Reprimand in Private) across the whole of the Primary School. The positive reward system follows the belief that children should be praised in public and be able to explain to their parents or carers why they have received their reward.

For outstanding work which warrants recognition beyond House points the child will receive a Headteacher's award:

- 1) Verbal praise will be given in public.
- 2) Celebration with whole class.
- 3) Child will see one of the Strategic Development Leaders (SDL) for praise and a Headteacher sticker will be given.
- 4) The teacher will provide a photo of the child with their learning outcome to go into the book of pride.
- 5) A text message will be sent home informing the child's parents or carers.

## Structured System of Sanctions (RIP)

At Courtney Primary School we believe that children should be **Reprimanded In Private**. There are two levels of consequences in EYFS and three levels in KS1 and KS2. All behaviour incidents are recorded on Arbor. The children's reflection forms and any other written notes, e.g. witness statements or notes of investigation, are filed in the school behaviour folder **under the child's name**.

### **Three key behaviours for adults when supporting children with behaviour:**

- Attend to the positive – notice the positive behaviours around the child first
- Separate the behaviour from the child – adult talk to children about their behaviour “Your behaviour is...” rather than “You are...”
- Stay calm – adults set the tone. Behaviour cannot be managed effectively if the adults emotions are heightened.

### **A useful script may be:**

- 1- “NAME I can see... / I've noticed that... “
- 2 – “I need you to... because...”
- 3- remind of the positive e.g. “Remember you did that excellent writing yesterday? Let's see that again today.”

### **Zones of Regulation**

We understand how important it is to recognise and talk about our feelings and emotions and that all members of our school community have life events which impact on their emotions and wellbeing. We understand that these emotions can show themselves in behaviours which do not meet the expectations of the school rules and that these behaviours are a form of communication. We use ‘Zones of Regulation’ lessons and circle times to help children develop their understanding about different emotions and strategies that can support them in regulating their emotions when they are not in the ‘green zone’, i.e. feeling calm, happy and ready to learn.

### **Investigating Incidents:**

When a member of staff hasn't seen an alleged incident:

- a. Ask each child to ‘tell me what happened’. This may be asked one at a time or together depending on the situation. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
- b. Make sure that the adult's body language and voice is neutral.
- c. Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
- d. Children want to be heard, so we will invest time in listening.
- e. For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc. suggest an apology might help.

### **Early Years Foundation Stage**

A private **verbal warning** will always be given as a first step, linking the child's behaviour to one or more of our school rules.

#### **Action 1**

A private conversation about making the right choice will take place with the child. The child can have some ‘think time’ in the sensory area. The behaviour and any consequences will be recorded on Arbor by the class teacher.

#### **Action 2**

A conversation with the child's parents after school or by phone call. A member of SDL will be informed. The behaviour and any consequences will be recorded on Arbor by the class teacher. Any written notes about the incident will be filed in the school behaviour folder under the child's name.

### **KS1 and KS2**

A private **verbal warning** will always be given as a first step, linking the child's behaviour to one or more of our school rules.

#### **Action 1**

A private conversation will be held with the child aimed at supporting them to make the right choice. The behaviour and any consequences will be recorded on Arbor by the class teacher. In some cases, the adult may help the child to consider the Zones of Regulation and provide them with support to get back to the green zone. *See Zones of Regulation in the appendix*

### Action 2

Reflection time in a shared space or classroom will be provided for the child. This will take place at the next break time or lunch time. A sand timer will be used to visually show the child how much reflection time they have been given.

**KS1** – 5 minutes

**KS2** – 10 minutes

The child will complete a reflection form which will be filed in the school behaviour folder. The behaviour and any consequences will be recorded on Arbor by the class teacher. Any written notes about the incident will also be filed in the school behaviour folder under the child’s name.

### Action 3

The child will have a restorative conversation with a member of SDL. Members of staff should note the protocol.

First – Deputy Headteacher/SENCO

Second – Headteacher

The behaviour and any consequences will be recorded on Arbor by the class teacher, the Deputy Headteacher/SENCO or the Headteacher. A call or text will be sent home from a member of SDL. Parents may be invited in to school to discuss the behaviour further.

## Sanctions

Any behaviour where a child is not being ready, being safe or being responsible can result in the **RIP** procedures above. These are examples of low level ‘blocker’ behaviours which may lead to a verbal warning and then **Action 1**.

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

- All outcomes of meetings and/or conversations with parents will be written down and filed in the school behaviour folder.
- During the weekly monitoring of behaviour by the SDL, the Headteacher, Deputy Headteacher or SENCO will write an action for the class teacher to carry out if there are repeat patterns of behaviours or will contact parents themselves.

- Children who are being regularly recorded on Arbor may be given a ‘daily reflection sheet’ which will help to keep the child, staff and parents informed about the incidents and may help to identify triggers or patterns. It will be linked to rewards and consequences agreed between SDL and the class teacher.

## 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 an Action 2 or Action 3 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, Lydia Britt, 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.

## Severe Behaviour

### What is severe behaviour?

This is behaviour which will not be tolerated and will operate separately from the RIP and PIP system. These behaviours can also be repeated behaviours that have not resolved after Actions 1,2 and 3 have taken place. In these incidents, the child will be sent to the Headteacher or the Deputy Headteacher who will deal with it in the ways listed. Exclusion is a legal process and will only happen as a last resort, when all other measures and a range of strategies have been tried and failed, or in cases of serious breaches of the school’s positive relationships policy. Parents will always be contacted and involved in any exclusion process.

Internal Exclusion	External Exclusion
<ul style="list-style-type: none"> <li>• Sent to another class for the rest of the day and possibly further days. Kept in school at break and lunch times, although movement breaks at other times will be given.</li> <li>• Parents will be called and there will be a letter sent home to parents at the end of the day to confirm the internal exclusion.</li> <li>• The internal exclusion will be recorded as <b>Action 4</b> on Arbor by a member of SDL.</li> <li>• Written records of the incident will be filed in the school behaviour folder.</li> <li>• Three internal exclusions in a term will result in a formal meeting with SDL, parents and the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Sent home for a set period of time- proportional to incident.</li> <li>• Parents will be called and there will be a letter given/emailed to parents that day to confirm the exclusion.</li> <li>• The external exclusion will be recorded as <b>Action 5</b> on Arbor by a member of SDL.</li> <li>• Written records of the incident will be filed in the school behaviour folder.</li> <li>• Reintegration meeting with parents on return to school to agree actions so that repeated behaviours do not happen. See appendix for reintegration meeting template. The reintegration form and any follow up actions will be saved in the school behaviour folder.</li> <li>• Three external exclusions will result in a formal meeting with SDL and pastoral support plan set up.</li> </ul>

## Recording and Monitoring

- All written notes of incidents and reflection sheets will be filed in the school behaviour folder under the children’s names.

- Each week, the Deputy Head teacher will monitor the Behaviour Files alongside Arbor behaviour records.
- Incidents of behaviour will be included in the headteacher's reports to governors.

## Lunchtimes and playtimes

At playtimes and dinnertimes, an adult can award a white slip for making the right choices and hand this to the child's class teacher. This will result in the child being awarded a house point on Class Dojo.

Class teachers will inform Lunch Break Supervisors (LBS) of any relevant behaviour issues.

At lunchtimes, all staff will carry pink slips. These will be a means of informing the class teacher about inappropriate choices. The class teacher should react accordingly by following the **RIP** process outlined above.

LBS will inform teachers if there have 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.

## SEND

- 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.
- For extreme cases, there will be one identified member of staff dealing with the incident with others in support. Too much interference from too many people can lead to an escalation of the incident.
- 'Safe Spaces' will be identified for children with SEND, as agreed with the SENDCo.
- Some children may have Individual Risk Assessments and Individual Risk Reduction plans in place.

## Positive Handling

All school staff have the power to use positive handling 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. Positive handling will only be used as a last result.

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

School can use positive handling to:

- Restrain a pupil where their own safety, or that of others, is at risk.
- 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 or others through physical outbursts.

## Partnership with Parents

A positive and co-operative relationship is necessary between home and school in order to maintain the standards set out in this policy. We ask that parents work in partnership with the school by:

1. Supporting the school in this and other school policies
2. Ensuring their child attends school regularly and punctually
3. Insisting on high standards of behaviour, care and courtesy towards others as set out in this policy
4. Taking an active interest in their children's achievement and progress

## Appendices

1. Reflection forms EYFS and KS1
2. Reflection forms KS2
3. Zones of Regulation
4. Reintegration Meeting Template



**This policy should be read alongside these policies:**

- Anti-bullying policy
- Child protection policy
- Complaints policy

## **Appendix 1 – EYFS and KS1 Reflection Sheet**

### **EYFS and KS1 Reflection Sheet**





*To be completed with the child by an adult from the child's class.*

**Name:**

**Date:**

**Location of incident:**

**How do I feel? Tick.**

Sad 	Angry 	Worried 	Scared 
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**What did you choose to do?**

**What could you have done?**

**What could you do now to make it better? Is there anything else you would like to tell us?**

## **Appendix 2 - KS2 Reflection Sheet**

**Your name:**

**Date:**

**Where did the incident happen?**

**What happened?**

**What did you choose to do?**

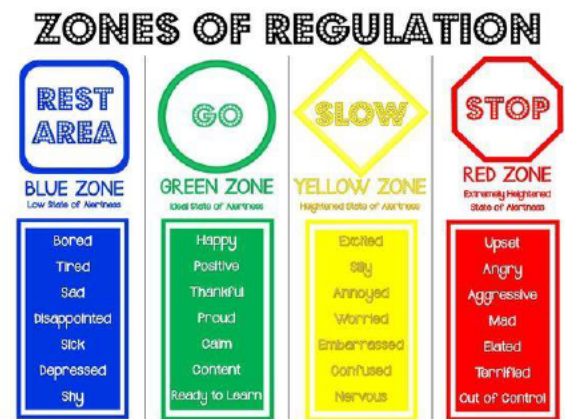
What could you have done? What would you differently next time?

What could you do now? Is there anything else you would like to tell us?

### Appendix 3 – Zones of Regulation



- A curriculum designed to teach 4 zones of color to reflect different states of emotional levels.
- It is a safe non-judgmental way to recognize and communicate how they are feeling.
- Once a student identifies the color they are in, they utilize tools to navigate between zones.
- Green is “good to go”
- Yellow is “caution”
- Red is “stop and regain control”
- Blue is “need to recharge”



## Appendix 4 – Reintegration

<b>Pupil Name:</b>		<b>Year group:</b>		<b>Date:</b>
<b>DOB:</b>				
<b>Attendance:</b>				
<b>Parent/Carer:</b>		<b>Telephone:</b>		
<b>Your name:</b>		<b>Your role:</b>		
<b>Members present for meeting:</b>				
<b>Exclusion</b>				
<b>Start date of exclusion:</b>		<b>End date of exclusion:</b>		<b>Total days excluded</b>
<b>Reason for exclusion:</b>				
<b>Targets for behavior and learning</b>				
<b>Area for development</b>	<b>Current score (0-10); 0=never, 10=always</b>	<b>Target score (0-10) 0=never, 10=always</b>	<b>How will we achieve this</b>	<b>Timescale/review date</b>

<b>Viewpoint</b>				
<b>Parent/Carer:</b>				
<b>Pupil:</b>				
<b>Signed by Pupil:</b>		<b>Date:</b>		
<b>Signed by Parent/Carer:</b>		<b>Date:</b>		
<b>Signed by school:</b>		<b>Date:</b>		