



COURTHILL INFANT SCHOOL'S RELATIONSHIPS AND BEHAVIOUR POLICY

Courthill Infant School Behaviour Blueprint

Believe Achieve Shine

Lighthouse – see over for more information

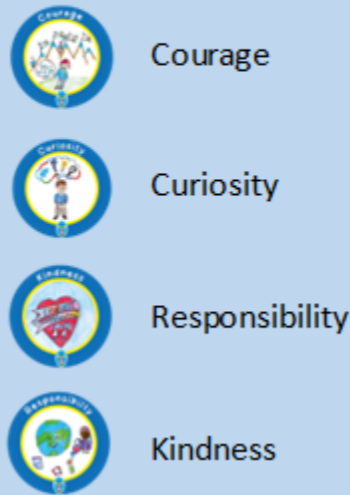
Team Targets - encourage the children to collectively work towards positive behaviour and attitudes as a class.

Golden Book – children's names are written in the Golden Book and celebrated in Golden Assembly. Each child will receive a headteacher sticker.

Lunchtime Stars - used to promote the same high expectations in the hall as are expected in classrooms and around the school. This year we are introducing a new reward for when a class achieves ten stars. They will receive a special lunchtime experience where they will sit at a decorated lunchtime table.

Headteacher Tea Party – children (Year 1 and 2) who consistently show the school values will be given a certificate and invited to have a tea party with Mrs Carter.

Our Values



At Courthill, our values underpin everything we do. When praising children for going 'over and above' adults will describe their behaviour using our values e.g. 'X you have shown kindness to Y by helping them with their learning. Thank you.'

Our Rules

Courthill school rules set out the minimum expectation for behaviour

- Ready** - stop, look, listen
- Respectful** - polite, care, one voice
- Safe**—sensible choices, following instructions, right place

Adults frequently remind the children of our school rules 'Ready, Respectful, Safe'. Common language is used across the school to support children in their understanding of the rules e.g. stop, look, listen.

Over and Above Recognition

We look for children who go 'over and above' to show our school vision and values. We acknowledge their efforts by:



Poor Behaviour Choices

Lower Level

- Repeated calling out/making noises
- Being consciously careless with equipment
- Learning disruption/ low level off-task

Higher Level

- Deliberately hurting another child or member of staff
- Swearing heard by an adult
- Spitting
- Defiance of an instruction
- Deliberate unkindness or disrespect
- Intentional unsafe behaviour
- Needing to be removed from a classroom

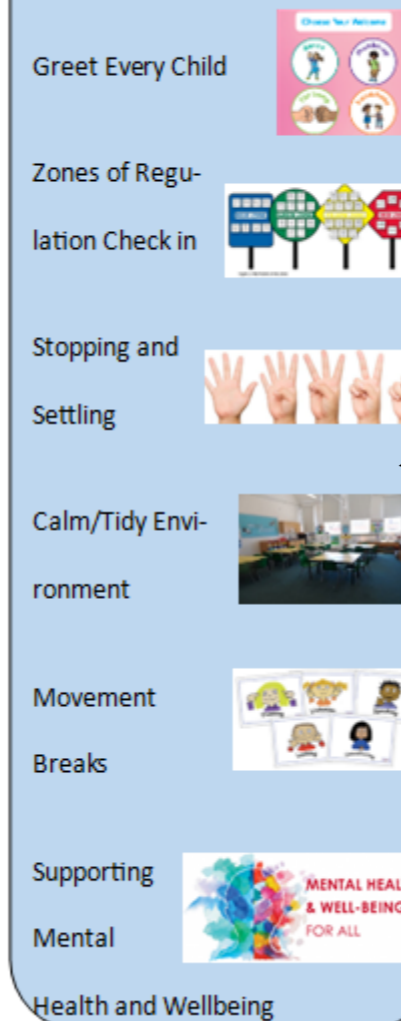
Playtimes and Lunchtimes

- ◆ Playtime zones will be put out for children at lunchtime to ensure positive play
- ◆ Adults will model positive play
- ◆ A whistle will be used to stop children for instructions on the playground
- ◆ A set of bells will be used to stop children for instructions in the lunch hall
- ◆ Expectations are clearly explained to children throughout lunch e.g. one voice

All adults understand which behaviours demonstrate a lower level or higher level of poor choices which guides them in supporting the children in the most appropriate way.

Clear and consistent routines are in place during playtimes and lunchtimes to promote positive behaviour and attitudes throughout the school day.

Classroom Routines



Every child chooses how they would like to be greeted in the mornings e.g. high five, handshake

Zones of Regulation Check-in helps the adults to support the children with their emotions (see the website for more details).

Consistent stopping techniques are used across the school.

Frequent movement breaks are incorporated into the school day to support physical development and behaviour for learning.

Mental health and wellbeing is incorporated into our curriculum through circle times and PSHE lessons.

Putting it Right Together

We recognise some children may struggle with self-control and/or consistently demonstrating positive attitudes. In these situations, we will always seek to understand the root cause or trigger of this behaviour. Where appropriate, individual support will be put in place which includes visual time-tables; button reward charts; individual lighthouse; ELSA; play or Lego therapy.

Scripts will continue to be used particularly when a child is on the green section of the lighthouse. Using scripts ensures all children's behaviour is being addressed in a consistent manner across the school. This leads to the children understanding what is expected of them from every member of staff across the school.


Adults will address poor behaviour choices discreetly and sensitively.

Adults will use consistent language to address the behaviour choice and will immediately look to see the children changing their behaviour to follow the school expectations.

Once children are making positive behaviour choices again this will be recognised verbally or using the lighthouse.

Addressing Poor Behaviour Choices

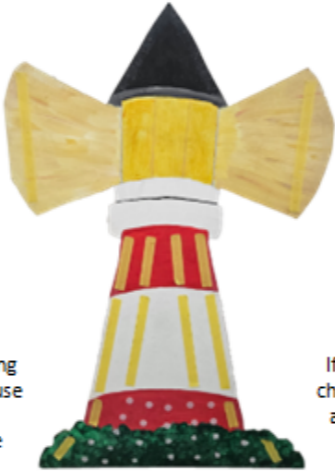
- When a child is not making the appropriate behaviour choice and warnings have been given, the adult will discreetly ask the child to move their name down on the lighthouse.
- If a child is moved down a step on the lighthouse, the adult will immediately be looking for a positive change in behaviour to move them back up.
- If a child continues to make poor behaviour choices and are a significant distraction to others, the flow chart to the right will be followed and adults will follow the script set out below.
- A script is used by an adult to remind the child of the rules and boundaries.
- Scripts include checking in with the child, describing the behaviour and reminding them of previous positive behaviour that has been noticed.
- Scripts will be followed up at a later time with a restorative conversation (if necessary).



Using Scripts

- Scripts have been created with kindness, empathy and understanding—holding a boundary without aggression.
- A script should take 30 seconds; get in, deliver the message, anchor to a previously good bit of behaviour, exit.
- An adult leaves the encounter with 'thank you for listening' and moves away.
- Secondary behaviours will be discreetly noted for later follow up.

The Lighthouse



If children go 'over and above', this will be recognised by being moved up on the lighthouse

When children reach the shine, they receive a shine sticker in Reception and Year 1.

In Year 2, children will receive a shine sticker and raffle ticket for a weekly prize draw.

Children start on the white each day (each day is a fresh start)

If children make poor behaviour choices, they will be given a warning and then moved down the lighthouse one step from where they were (adult will speak discreetly to the child)

If children continue to make poor choices, adults will follow the script and restorative conversation approach


Restorative Conversations - At Courthill we follow WARM:

W—What happened? What were you thinking?
Child tells you in their own words or if they can't, 'maybe I should describe what I noticed and you can let me know if I am right'.

A— Who's affected and how?
Child reflects on the impact on their own learning and those around them.

R— Repair
Repair the relationship with the adult or the affected child. What should we do to put it right?

M— Make a Plan
What can you do next time?



Behaviour Flow Chart

What if the child stays in class but continues poor behaviour?
You chose to stay in this classroom but I can see you're still (name behaviour). I need you to take your work to X classroom. I'll give you a moment to gather your equipment

↓

What if behaviour continues and is a significant distraction?
If you can't get your work done here, you can go to X classroom. I'll give you a moment to make that choice

↓

What if the child refuses to leave?
I'll need to send for a member of SLT to come and help you move

If a child is on the green section of the lighthouse and cannot correct their poor behaviour, the adult will use the behaviour pathway.

This is used to further support consistency. It provides the adults in the school with a further script should the child continue the poor behaviour choices.

If a child is within the pathway, a restorative conversation will always be had at an appropriate time.


At Courthill we take a restorative approach to teaching behaviour. Children do not always realise the impact of their behaviour on others and restorative conversations teach them to notice this.

Conversations are often had as a 'walk and talk' or whilst doing something else e.g. drawing. This is less confrontational for the child.

How do you feel now?



What needs to happen to put this right?



better

sad

tired



These conversations are often supported through pictorial cues. These cues are consistent across the school and are from the programme 'Widgit'.

have thinking time

say sorry

tidy or clean up

