Positive Relationships and Behaviour Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Local Governors
Policy Ratified:	October 2026
Review Date:	September 2027

Specific to:

Courage Curiosity Responsibility Kindness

Ready. Respectful. Safe.

This policy should be read in conjunction with the CLP policy for Behaviour Management and Exclusions.

This policy provides a clear code of conduct which the children, parents and staff understand and support. As a result, a positive climate is created where all children thrive, develop a thirst to learn more and be the best they can be.

Our ethos empowers our children to be….



School Vision:

Believe Achieve Shine

We are Courthill: here are our values

- **We are courageous** - *because we want to encourage our children to try new things, develop their own views and opinions and have the 'tools' to stand up for what they believe is right*
- **We are curious** - *because we want to encourage our children to want to learn new things as well as discover the skills they need to overcome barriers*
- **We are responsible** - *because in order to make a positive contribution to our local and wider community, we need to understand our responsibilities as well as take responsibility for our actions*
- **We are kind** - *because being kind and accepting kindness is fundamental to living a happy and honest life*

School Rules:

Ready – *we ensure children are ready by stopping, looking and listening*

Respectful – *we ensure children are respectful by being polite, caring and only one voice speaks at one time*

Safe – *we ensure children are safe by making sensible choices, following instructions and are in the right place at the right time*

The aims of our behaviour policy are to:

- Support and promote positive behaviour and the elimination of poor behaviour through developing relationships between staff and children. This promotes effective learning for all children by developing a shared understanding of how to endorse and reward high standards of behaviour across the school
- Set out clear routines and expectations for the behaviour of children across all aspects of school life, not just in the classroom
- Ensure everyone respects diversity and values the rights of all people
- Ensure that all children are treated with dignity and respect and protected from humiliation; bullying and all forms of discrimination
- Develop a sense of right and wrong and what is fair by understanding the need to make appropriate choices
- Ensure all members of the school community are respected and their individuality valued
- Set out how adaptations can be made to support children if they struggle to consistently demonstrate high levels of self-control in order to support them to succeed in their education

How do we achieve exceptional behaviour?

We achieve exceptional behaviour through creating positive relationships and a consistent atmosphere where children are:

- Listened to carefully
- Greeted with a smile
- Nurtured
- Responded to in a positive and individual manner tailored to their individual characteristics
- Celebrated for their unique qualities
-

Courthill's Behaviour Approach – at a glance

Classroom Routines

Greet Every Child	Zones of Regulation Check in	Stopping and settling	Calm and Tidy Environment	Movement Breaks	Supporting Mental Health and Wellbeing
					

Rewards

Lighthouse	Marble Jar	Golden Book	Lunchtime Stars	Headteacher's Tea Party
				

Putting it right together

Addressing Poor Behaviour	Restorative Conversation	Behaviour Pathway
		

Classroom Routines

Greet Every Child	Why?
	A deliberate act built into routine. Daily, drip, drip, drip of relationship building. Building positive relationships – thoughtful remarks, remembering things important to the child, extra bit of praise, compassion in times of trouble, book recommendation. I care about you, I care about this lesson and I'm not going away. This greeting also models to children how to greet people warmly.

Teachers/Teaching Assistants will stand in the doorway each morning and greet every child warmly using a greeting of the child's choice (child selects a method on the poster on the door).
This:

- Gives every child a moment to be noticed and welcomed
- Builds a relationship between teacher and pupil
- A chance for the teacher to check-in with the child, remember important things to the child, remark on something positive, ask how something has gone, pass on a book recommendation, show compassion in a time of difficulty etc.
- Sets a welcoming and respectful tone to relationships in the room
- Teaches children how to greet people politely

Zones of Regulation	Why?
	A deliberate act built into routine. Daily, drip, drip, drip of relationship building. Building positive relationships – thoughtful remarks, remembering things important to the child, extra bit of praise, compassion in times of trouble, book recommendation. I care about you, I care about this lesson and I'm not going away.

Each classroom has a 'Zones of Regulation' display which is consistent across the year group. Children complete a Zones of Regulation 'check in' at the beginning of the day and after lunch. Teachers can then adapt provision if needed to support the children regulating back to the 'green zone' e.g. through use of sensory circuits or movement breaks in the classroom.

Stopping and Settling	Why?
	Consistency between classrooms and across the school is important. Children will find transition between teachers and year groups easier if they already know the routines. This routine is used in every setting across the school. We do this so that: - Children know what to expect from any teacher in any class - Transition between teachers and year groups is eased - Expectations are clear - Every class can be quickly and simply stopped and settled so that learning can be smooth and at an appropriate pace

When stopping the class and getting them ready for instruction, a clapping pattern or bells are used as a signal to stop. If the bells are rung, children will stop, look, wiggle their fingers and listen to the instruction that the adult give.
An embellished countdown can be used to get everyone ready for the next stage. E.g. '5- everyone closing their book, 4 - well done blue table you're all facing me, 3 – Alex you just need to put that book in your tray, 2 – great eyes on me from the orange table, 1 – everyone ready and looking this way.' Make eye contact with the pupils as you do this (if you're busying and moving around they won't be so 'on it.')
If adults stop the children to give an instruction, any other adults in the room will also stop to model the correct behaviour.
When children are confident in the routine, teachers/teaching assistants can use music as a cue, a countdown on the screen etc but the consistent approach of clapping/countdown should be continued to be used to create consistency.

Calm and Tidy Classroom 	**Why?** It is important that the environment we offer the children is not only safe but familiar. The children will feel secure and ready to learn if they are in an environment that is clear, routine driven and they have ownership – they need to feel they have a role to play.
Teachers will ensure that the classroom environment is calm by: - Ensuring clutter is kept to a minimum - Creating purposeful displays and calm displays (calming or natural colours used) - Considering what is placed around the interactive whiteboard - Considering how children are able to move around the classroom - Teaching children to look after their school environment	

Movement Breaks 	**Why?** Planning for learning behaviours in the class is just as important as the curriculum and lessons we plan. If the learning is not going to plan, rethink, regroup, redirect… are they not getting it because…? Movement breaks will support children's learning behaviour and ensure higher success within the classroom and school.
Teachers/Teaching Assistants will ensure that regular movement breaks are planned/included in the school day. This may be to support individual children or the whole class. Movement breaks may take the form of: - Jenny Moseley games to encourage thinking, looking etc. - Short breaks from the movement jars - Sensory circuits in the hall or sensory circuit activities in the classroom to regulate emotional/physical needs - Learn to move interventions - Other breaks such as GoNoodle, Courthill Mile	

Support for Mental Health and Wellbeing 	**Why?** Good mental health and wellbeing helps children to: - Engage in their learning - Fulfil their potential - Overcome challenges
At Courthill, the curriculum has been designed to teach and promote resilience and support social and emotional development. This may take the form of: - Class circle times - 'Stormbreak' type activities - Class assemblies focused on key themes of mental health and wellbeing e.g. supporting regulation through teaching the 'Zones of Regulation'. - PSHE lessons	

Rewards

Lighthouse 	**Why?** Routinely outlining and rewarding the behaviour you want. Good behaviour is explained, modelled and celebrated publicly.

There is a lighthouse in every classroom which supports our principle of public praise. The children's names move up the chart in recognition of their positive behaviour. If children continue to demonstrate positive behaviour that goes 'over and above', they will reach the shine and receive a shine sticker (Reception and Year 1) or a shine sticker and raffle ticket (Year 2). If children are showing poor behaviour choices, their name will be moved down the lighthouse (discreetly). This will be quickly moved back up once the child is making positive choices again.

Examples of how to use the lighthouse:

- X you showed kindness when you helped Y with their learning. This was over and above. Move your name up.
- X you showed responsibility when you tidied your table without being asked. This was over and above. Move your name up.

Marble Jar 	**Why?** Routinely outlining and rewarding the behaviour you want to see from the whole class. Good behaviour is explained, modelled and celebrated publicly.

The teacher will write a 'Team Target' for class behaviour on the board e.g. putting your hand up before speaking, looking at each other when someone is speaking, lining up silently. The target could be changed daily but may last longer if appropriate. When the whole class is demonstrating the 'Team Target', a marble will be put in the jar. Once the jar is full (10 marbles), the class will be rewarded with a whole class treat, e.g. 5 minute extra play, dance party

Lunchtime Stars 	**Why?** Routinely rewarding whole class behaviour in different areas of the school will support consistency. Behaviour expectations are explained, modelled and celebrated publicly.

Classes who are following the school rules of *'Ready, Respectful, Safe'* and showing the school values of *'Courage, Curiosity, Responsibility and Kindness'* will be awarded a gold star. Once a class achieves ten gold stars, they will have a small class reward e.g. 5 minutes additional playtime or a short class game.
Any member of staff walking through the hall or the lunchtime supervisors are able to award a class star.

Weekly Celebrations in Golden Assembly

Why?
A collective celebration as a school of the children's achievements throughout the week will encourage all children to meet the high expectations of the school.

Golden Book 	A time to celebrate each individual in the class by writing their name in the Golden Book. This is a chance for every child to be celebrated for what they bring, offer, achieve and/or model. This shows that every individual is valued and that we can see good in all people. Every child should receive this at least once a year.
Headteacher's Tea Party 	Children who consistently show the school values will be given a certificate and invited to have a tea party with Mrs Carter (KS1 only). Whilst presented in Golden Assembly, it will be explained to the class why that child has been awarded this privilege so that the others can be inspired. This is a very special reward.

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. Often children display these behaviours because they are not able to communicate their feelings/needs. Where appropriate, individual support will be put in place which includes visual timetables; button reward charts; individual lighthouses; ELSA; nurture; play and Lego therapy.

Addressing poor behaviour 	There are words, phrases and tones that work better than others. Scripts should be created with kindness, empathy and understanding – holding a boundary without aggression. A script removes the need to react in the moment – often a heightened moment. They should take 30 seconds: get in, deliver the message, anchor to a previously good bit of behaviour, exit. Sends the message: You own your behaviour, your poor behaviour doesn't deserve my time, you are better than the behaviour you're showing today and I can prove it. You leave the encounter with 'thank you for listening' (without sarcasm) and move away. Do not reward the child by being tempted back by secondary behaviours. Discretely note what happened so you can follow up later. In time, the certainty of your follow up will ripple through the class. Scripts should be delivered: - Without anger - With a reassuringly consistent tone - With body language that compliments the message - As a planned response (rather than a rewarding emotional display) - Quietly/discretely to reduce public power play

- Check-in with child – are you ok? Can I help you with x? (whatever it is they're meant to be doing)
- <Name> you are x (describe behaviour) this is having this impact and is not showing (insert school rule or value). You need to (tell them what they should be doing). Finish on a positive – I know you can do this / you did fabulous work this morning / you were so kind to X earlier – this is the /name/ I need to see now.
- I can see this is tricky for you– let's talk about this now / we will talk at break – **this leads to a restorative conversation at the next convenient time.** Make a brief note of observed behaviour.

If behaviour continues and is a significant distraction for the class:

- 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
- if they choose to work sensibly, hold your RC with them at the next convenient time

Child stays in classroom 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
- if child moves and works in another classroom, hold your RC with them at the next convenient time

Child refuses to leave:

- I'll need to send for a member of SLT to come and help you move now
- This becomes a major and leads to an RC with class teacher, at the next convenient time, and a phone call home

Restorative (w.a.r.m.) Conversations (RC) 	Restorative approaches teach behaviour. People don't always realise their behaviour impacts on others or themselves. If trust has been broken or behaviour has gone below minimum expectations, then a restorative conversation should take place. The teacher should have this conversation (pick up your own tab). It can often be better done as a walk and talk or whilst doing something else (e.g. drawing) rather than sitting at a table – less confrontational. Following up is critical – consequences are faced, agreements are made for next lesson.

The exact conversation you have will depend on the age and level of understanding of the child. The aim is to restore your relationship, reflect on what happened and agree a plan to improve outcomes. This conversation is <u>not a punishment</u>. It's a chance for teacher and child to build an understanding of each other, for the teacher to coach the child in reflecting and to see themselves as they are, how this impacts others and how they can positively choose to alter their behaviour and outcomes.

W – What happened? What were you thinking at the time?
Child to tell you in their own words. It's powerful for them to have to own the behaviour. If they can't /won't speak then you can say 'maybe I should describe what happened and you can let me know if I'm right.' Simply describe the behaviour, maybe with some speculation about their feelings/thoughts to help model this so they can ultimately do this themselves. Child to admit to their behaviour. Try and keep language neutral and simply descriptive (e.g. you 'took' his bag rather than you 'snatched' his bag)
e.g. 'Henry chose to move away from sitting next to you. I wonder if this made you angry. I noticed you then started making noises and rocking in your chair. I saw you take his bag and all the books fell out of it. Maybe you felt frustrated. Is this a fair description of what happened?'

A – Who's affected and how?
Again, child to reflect on how that impact their own learning and that of those around them.
e.g. 'I wonder how that affected the learning in the maths lesson?' Child may describe it themselves or you could lead and get their agreement. 'Henry would have found it hard to focus. Maybe you got less done than you could have. The class probably found it unsettling. Does that seem about right?'

R – repair
Chance to repair the relationship between teacher and child and/or child and affected child.
What should we do to put things right? ('pay back' can be used – e.g. tidy the mess, apologise fully, helping someone)

M – make a plan
'So, what can you do next time to make it work out better for you / those around you?"
Child says they'll stop making the noise / damaging the book /shouting etc.
Conclude with:
'It's really important that you show respect / kindness /honesty / you are a learner here at Courthill. It's good to have this time to reflect and think about things. You've shown respect / honesty / kindness / that you are a learner in our conversation today – thank you. This is the (child's name) I like to see – I look forward to seeing this (name) from now on.'

<table>
<tr><td>Behaviour pathway
</td><td></td></tr>
<tr><td>Minor Misconduct</td><td>For example:
- Repeated calling out
- Making noises with voice or equipment
- Being ‘silly’
- Being consciously careless with equipment
- Not moving sensibly around the classroom
- Learning disruption
- Low level off-task behaviour</td></tr>
<tr><td colspan="2">First time – Restorative conversation with teacher
Second time – Restorative conversation with teacher
Third time – Restorative conversation with teacher and phone home
Fourth time – Restorative conversation with teacher and Year Leader and phone call home/parents come in
Fifth time – Restorative conversation with teacher and HT/DHT and parents in</td></tr>
<tr><td>Serious Misconduct</td><td>For example:
- Deliberately hurting another child (not as part of reciprocal rough play)
- Deliberately hurting a member of staff
- Swearing / blatant blasphemy heard by an adult
- Spitting
- Defiance of an instruction
- Deliberate unkindness
- Deliberate disrespect
- Intentional unsafe behaviour (e.g. throwing furniture/heavy items)
- Needing to be removed from a classroom</td></tr>
<tr><td colspan="2">First time - Restorative Conversation with teacher + phone home
Second time – Restorative conversation with teacher and year leader + YL phone home
Third time – Restorative conversation with teacher and HT + parents in</td></tr>
</table>

Lunchtime and Playground Procedures

Playground and Lunchtime rules are reinforced in assemblies and in the classroom by class teachers. Playground games are taught and encouraged by teachers, TAs and Lunchtime Supervisors. Playtime Leaders are also used to support positive behaviour. Rough play and the pulling of clothing is not allowed on the playground and addressed instantly with individual children and collectively in assemblies.

The same procedures as in the classroom are followed for children misbehaving in the playground. To promote positive play, play zones are set up and there is a quiet area for children to access if they want to.

At the end of playtimes/ lunchtimes children are expected to line up swiftly and calmly.

Bullying (see Anti Bullying Policy)

Reasonable Force:

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. The use of force may involve either passive physical contact, such as standing between pupils or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.

Further details can be found in the DfE publication 'Use of reasonable force: Advice for Headteachers, Staff and Governing Bodies' (July 2013). Please also refer to CLP Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions. Our primary aim is to consistently promote a positive culture and ethos. We will always use de-escalation techniques and alternative strategies specific to the individual needs of the child. Where a child presents a serious risk to the education or welfare to other people or themselves, the school may have to consider internal isolation, internal exclusion or fixed term exclusion. This is always a last resort. Please see CLP Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions.

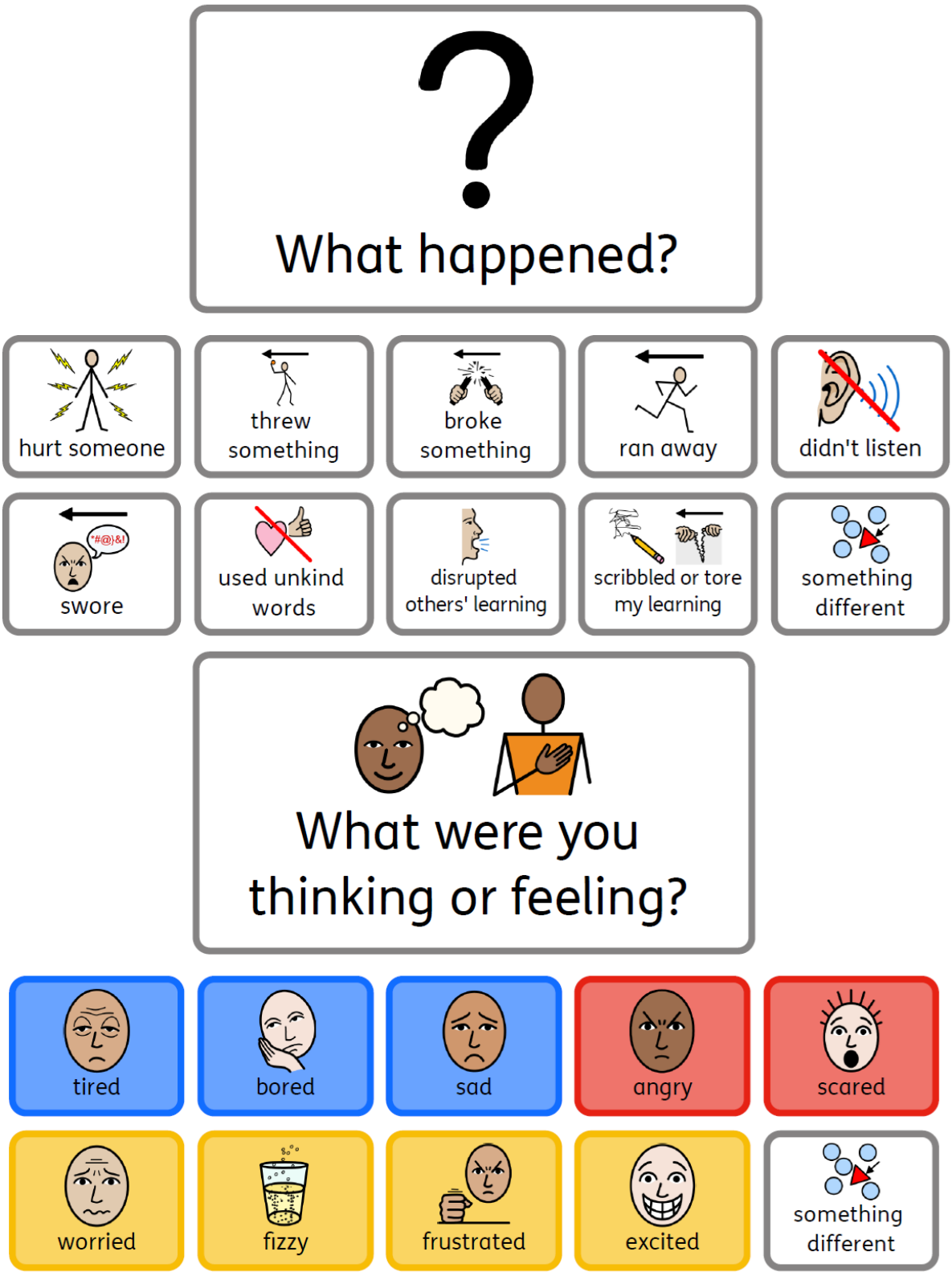
British Values

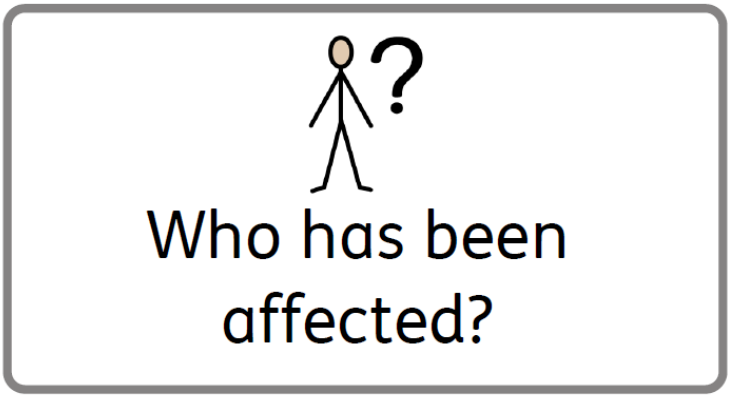
British Values are integrated into every part of the children's day. This promotes positive behaviour, tolerance and respect. All staff, children and visitors must demonstrate respect. At Courthill we have zero tolerance for discriminative language, behaviours and attitudes towards any of the protected characteristics (age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion, belief or lack of religion/belief; sex; sexual orientation). Please see next page for more information on how British Values is taught.

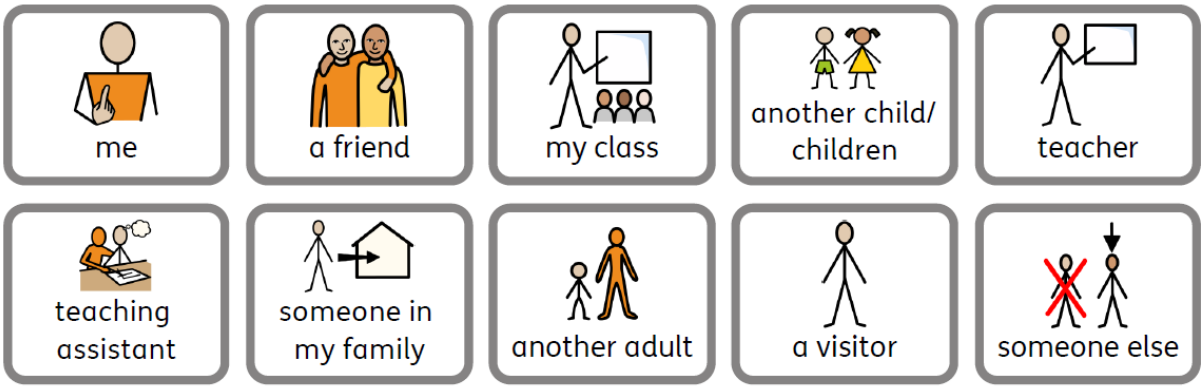
Appendix:

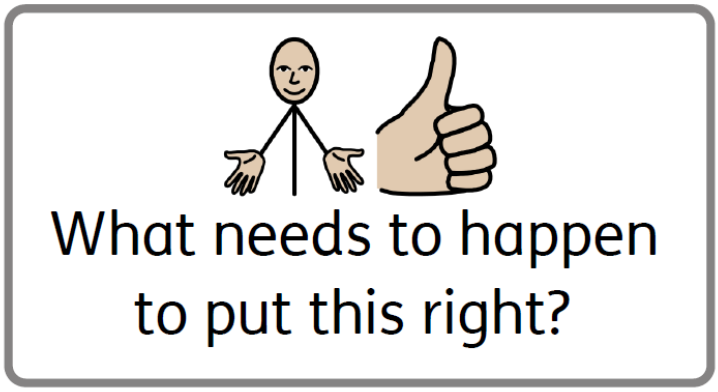
Restorative Conversation Prompt:

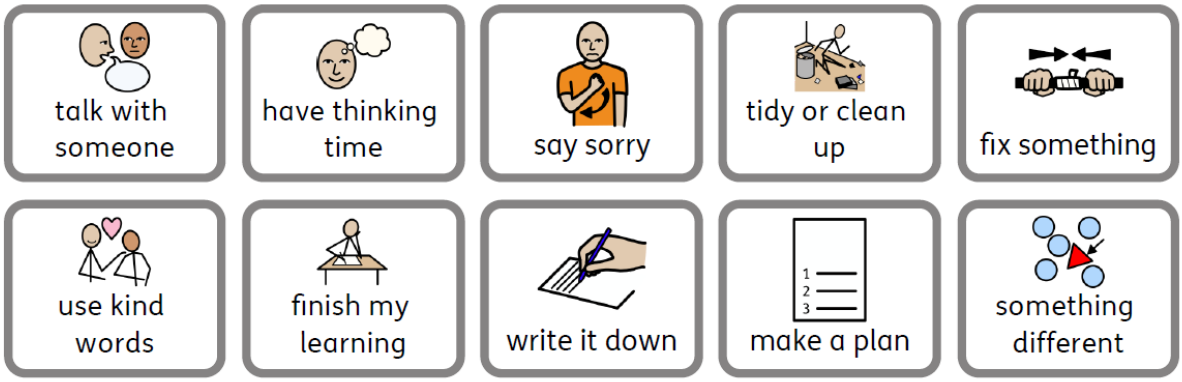
Through the use of Widgit icons, the children will be supported through a restorative conversation with an adult. The prompt allows for different scenarios but does not cover all. Children, or adults modelling the conversation, can use 'something different' if they need to.



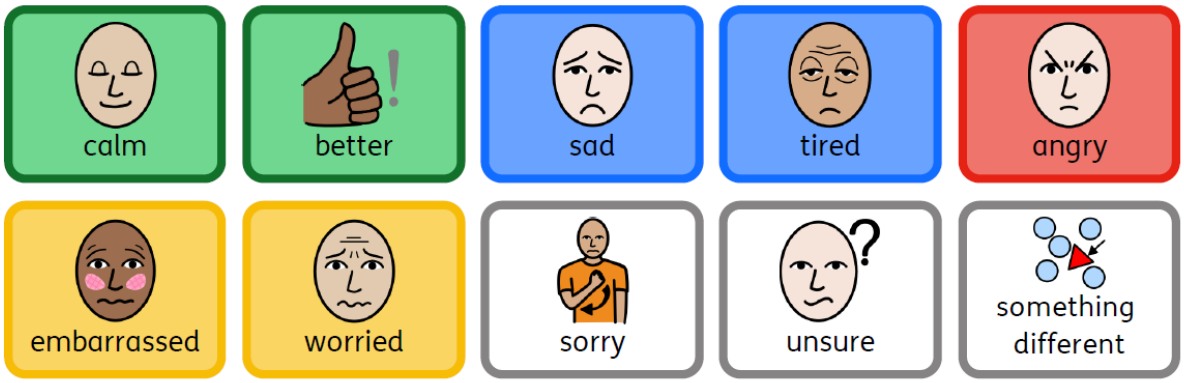

Who has been affected?

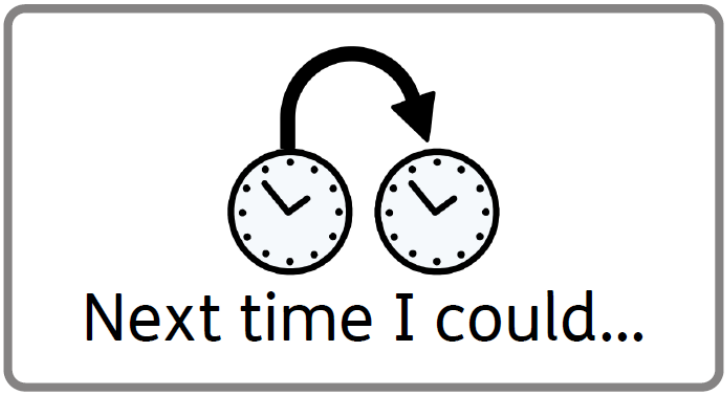

me
a friend
my class
another child/ children
teacher
teaching assistant
someone in my family
another adult
a visitor
someone else

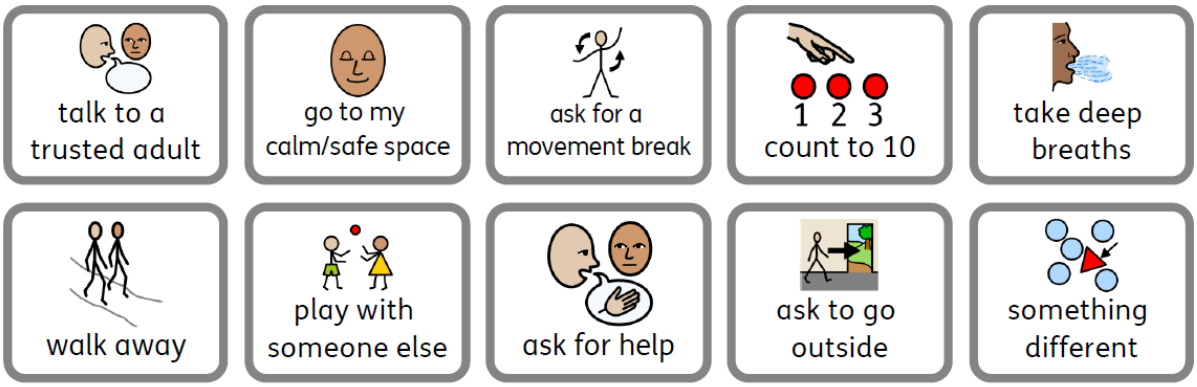

What needs to happen to put this right?


talk with someone
have thinking time
say sorry
tidy or clean up
fix something
use kind words
finish my learning
write it down
make a plan
something different


How do you feel now?


calm
better
sad
tired
angry
embarrassed
worried
sorry
unsure
something different


Next time I could...


talk to a trusted adult
go to my calm/safe space
ask for a movement break
1 2 3
count to 10
take deep breaths
walk away
play with someone else
ask for help
ask to go outside
something different