

**Courtland School**  
Everybody Can Be Somebody

## Behaviour Policy

### RATIONALE

Good behaviour in school is essential for children's safety, happiness and learning.

Being clear and consistent about our expectations of behaviour and the reasons behind those expectations are major factors in helping our children to become responsible, caring, law-abiding citizens of the future.

In line with our mission statement, 'Everybody Can Be Somebody', supporting children in their interactions with others, promotes social inclusion.

### AIMS

- To provide a happy, safe and effective learning environment for all members of the school community.
- To promote good behaviour throughout the school.
- To encourage children to take responsibility for their own actions.
- To nurture caring future citizens who are socially and emotionally responsible.
- To communicate our agreed high expectations of behaviour to staff, pupils and parents/carers.
- To provide a framework within which to support children who experience behavioural difficulties/setbacks.
- To communicate this support framework to parents/carers.
- To provide a framework within which to support the adults who work with children who experience behavioural difficulties/setbacks.

### GUIDELINES ~ Whole school approach

As a staff, we aim to promote corporate responsibility and create a culture that is mutually supportive. We do this by:

- following the guidelines in this policy;
- following the Courtland Code and promoting British Values;
- following the Prevent duty guidance which quotes, 'children at risk of radicalisation may display different signs of behaviour or seek to hide their views';
- noticing and responding to the behaviour of all children in all areas of the school (e.g. in corridors/communal areas);
- being pro-active but united and sensitive in promoting good behaviour when classes are together (e.g. in assemblies);
- never undermining each other;
- presenting a united front;
- having an atmosphere of openness where staff can seek support without fear of being judged;
- being positive about trying new strategies and engaging in professional development activities;
- not demoralising each other with unsolicited comparisons.

Our systems and strategies aim to:

- promote self-esteem;
- encourage and reward good behaviour;

- nurture positive attitudes to school and learning and out of school activities.

## **GUIDELINES ~ Working with parents**

Parents, carers and school share responsibility for educating children and guiding them in their social and emotional development.

At Courtland, we work closely with parents/carers through the Courtland Code. Parents/carers were closely involved in its development and in the development of the Anti-Bullying Policy. We aim, through careful record-keeping and clear communication, to have an open, honest and constructive approach to promoting good behaviour in school and beyond.

## **GUIDELINES - 'The Courtland Code'**

In order that all children can learn in a safe, happy and attractive environment, all members of the school community - children and adults - are asked to follow the Courtland Code. The Code states clearly the School community's expectations of the behaviour of all of its members.

It is based on the principle of encouraging good behaviour through mutual respect, constructive relationships and positive reinforcement. Use of sanctions should be a last resort.

Through the Code we aim to promote learning, and work in partnership with parents to encourage children's development as caring and responsible citizens.

The Courtland Code was drawn up in consultation with staff, pupils, parents and governors.

Courtland Code booklets are given to all staff and every family when they join the school. All classrooms have a behaviour file where weekly sheets are used to record behaviour patterns. Special allowances are made for children with Behaviour Plans or Education, Health and Care Plans.

## **GUIDELINES - Exclusions**

Exclusions are imposed in accordance with the guidelines in the Courtland Code and are a response to repeated very poor behaviour which compromises the well-being and learning of others. It is our sincere wish to avoid exclusions by working closely with parents and supporting pupils.

Exclusions are imposed in accordance with DFE guidelines.

## **GUIDELINES ~ Communication**

We aim to identify patterns of behaviour and then deal effectively with inappropriate behaviour as quickly and consistently as possible. This relies on good communication between individual members of staff, groups of staff and parents/carers.

At Courtland the following strategies are used to promote good communication:

### **Inclusion Meetings**

This meeting is held every other Tuesday morning before the start of school and chaired by the Inclusion Manager. All teaching staff, the Welfare Officer and teaching assistants other than those on duty attend. Children giving cause for concern, including those whose behaviour is an issue, are discussed. Awareness is raised, staff are alerted to potential problems, and any subsequent actions including meetings with parents/carers are agreed and noted. The contents of this meeting are shared with the MTS Staff before lunch every Tuesday by the Welfare Officer. If any other member of staff has missed the meeting it is their responsibility to read the book or consult with another colleague.

### **Communication Books – Meal Time Supervisors, Playtime and Time Out books**

This is used for two-way communication between teaching staff and meal-time supervisors. Particularly good behaviour, general concerns about a child's well-being and concerns about poor behaviour are all noted. MTSs inform class teachers or TAs of any issues that have caused concern. The Headteacher also checks the book at the end of lunchtimes. The Welfare Officer feed backs comments in the Inclusion meeting each week. There are also individual books for children with specific behavioural needs.

### **Meal Time Supervisors' Meetings with Headteacher or Senior Mealtime Supervisors**

These meetings are held half-termly. Lunchtime behaviour is an agenda item at these meetings. The Welfare Officer also has a weekly meeting with the MTS staff to feedback from the Inclusion meetings.

### **Class Behaviour File**

This is kept in the classroom and contains a class behaviour sheet and red cards. It is a way of tracking poor behaviour which just falls short of referral each time. It helps class teachers when talking to children and parents. The record sheet should be put in the Leavers folder at the end of each Academic year.

### **Headteacher's Behaviour Log**

This file is kept in the Headteacher's office. It is used to log serious breaches of discipline which are referred to the Headteacher/Deputy by other staff. A note is made in the file of the behaviour, actions taken and consequences of further incidents. Children's reports of incidents, copies of letters sent to parents/carers and records of contact with parents/carers about behaviour issues are also held in this file.

### **Record of Contact: Parents/Carers**

These are yellow pro-forma sheets used by all staff to keep a record of meetings/telephone conversations with parents/carers. Key points of discussions and agreed actions are noted. The sheets are filed in the class file and/or in the Incident book. The Headteacher will inform class teachers of contacts s/he has had with parents/carers. If a child is given a red card a member of staff will inform the Parents on the day. These records should be passed on to the next Teacher with the consultation records.

### **Record of Contact: Inclusion Manager**

These pro-forma sheets are one of the communication strategies designed to keep the Inclusion Manager informed of any contacts with parents/carers or outside agencies. They may be relevant to the monitoring of issues to do with behaviour. They are kept in individual children's files by the Inclusion Manager.

### **Behaviour Policy**

Policy set up:	Undated
Reviewed:	September 1997 (M Gate and staff) January 2003 (A McClimont and staff)
Revised:	April 2004 July 2005 (All staff, School Council and Parents' Forum)
Reviewed:	October 2006 (L Walker, and staff) September 2007, 2008, 2009 (L Walker, and staff) September 2011, 2013, 2015, 2017 (L Walker, staff and Governors)
Date of next review:	September 2019