

Courtland School
Everybody Can Be Somebody

THE COURTLAND CODE

In order that all children can learn in a safe, happy and attractive environment, all members of the school community - both 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. The use of sanctions should be a last resort.

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

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

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Children's Golden Code

We want our school to be a safe and happy place to learn so we:

- will look after our school environment;
 - will listen to all adults and follow their instructions immediately;
 - treat others kindly and with respect;
 - are keen to learn and always try our best at everything;
 - stay safe by being sensible;
 - walk around the school carefully;
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Special Needs

Some children have special needs or disabilities which **directly** affect their behaviour. These children will have individual plans aimed at supporting them and helping them to learn how to respond appropriately in different situations. The rewards and sanctions for these children may be different.

Very Young Children

Some very young children will need additional help and time to learn about what is acceptable and what is not. Reception staff will work closely with the parents/carers of children who need this extra support.

PLEASE REMEMBER

The vast majority of children at Courtland are well-behaved. They have the right to be happy at school and not to have their learning and play spoiled by poor behaviour from a minority.

If you have any concerns about your child which are to do with behaviour - your child's or another's - please do not hesitate to contact your child's class teacher. Ring the office (020 8959 3274) to make an appointment.

Adults who work in the school will:

- strive to be good role models;
- get to know the children;
- provide stimulating and effective learning activities;
- be well-organised for lessons;
- plan to meet the needs of all children;
- create and maintain a positive classroom atmosphere/ethos;
- give children opportunities to voice opinions, take responsibility and make choices;
- treat others with respect;
- communicate clearly ;
- listen;
- have clarity and consistency of expectation;
- condemn the behaviour but not the person;
- praise and encourage;
- be cheerful and friendly;
- work together;
- encourage reflection, empathy and self-respect;
- keep 'rules' to a minimum and explain the reasons for them.

Parents and Carers will share responsibility by:

- supporting the Courtland Code and the school's policy on behaviour;
 - showing respect for and co-operating with the staff, other adults and children in the school;
 - supporting children's learning at school and at home;
 - making sure that children arrive at school in uniform and with the right equipment;
 - supporting the school's policy on attendance and avoiding taking holiday during term time;
 - being punctual;
 - reading the Newsletter;
 - talking to someone at school if they have a concern;
 - attending parent meetings and consultations;
 - not driving up Hankins Lane;
 - parking responsibly considering children's safety and the school's neighbours.
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3rd Referral

One lunchtime play lost.

Child to fill in a 'Thinking Sheet' which is then discussed with Senior Manager.

Incident noted in Behaviour Log.

Letter sent to parents/carers.

Meeting of the child, parents, class teacher and Headteacher/Senior Manager to decide strategies for supporting the child with his/her behaviour.

Consequences of further incidences of poor behaviour explained.

4th Referral

Exclusion Letter sent to parents/carers.

Lunchtime/Fixed-Term Exclusion.

Meeting of the child, parents, class teacher and Headteacher or Senior Manager to draw up a plan for supporting child with his/her behaviour.

Incident noted in Behaviour Log.

For very serious matters eg racial abuse or physical harm, parent will be involved at the first referral stage.

Exclusions have to be reported to the LEA and will require reference to the SEN Policy and referrals to members of the Borough Inclusion Team for advice/strategies. Parents will be consulted at all stages of this process.

Children will have a 'fresh start' after each holiday (unless repeated incidents are just prior to a holiday)

REFERRALS FOR SERIOUS POOR BEHAVIOUR

Serious poor behaviour was defined by pupils, staff and parents as:

- persistently disrupting learning;
- rudeness to an adult/refusal to follow adult's instructions;
- serious swearing;
- threatening/frightening someone;
- ignoring/excluding someone;
- verbally abusing someone*;
- deliberately hurting someone;
- vandalism/theft/'borrowing' without permission.

**This includes racial abuse, sexual/homophobic abuse, abuse of family, appearance or attribute, rumour spreading, nasty notes/telephone calls/text messages/e-mails*

Serious poor behaviour will result in immediate referral to the Headteacher/Senior Manager.

1st Referral

One lunchtime play lost.

Child to fill in a 'Thinking Sheet' which is then discussed with Senior Manager.

Incident noted in Headteacher's Behaviour Log.

2nd Referral

One lunchtime play lost.

Child to fill in a 'Thinking Sheet' which is then discussed with Senior Manager.

Incident noted in Behaviour Log.

Letter sent to parents informing them of the two referrals.

PROMOTING GOOD BEHAVIOUR AND RESPONDING TO POOR BEHAVIOUR.

The next pages explain how the school responds to children's behaviour - good and bad.

We aim to have a system that is fair, consistent and clear to everyone - especially the children.

Of course, systems for rewards and sanctions are only part of the story. As part of our day to day work we encourage children to be responsible and caring citizens through:

- the curriculum (Religious Education, Personal, Social & Health Education, Science, Geography),
- assemblies,
- circle time,
- sporting activities and competitions,
- community involvement,
- School Council,
- visits and visitors,
- special times eg Book Week, Anti-Bullying Week.

At all times we use positive reinforcement and encouragement to promote good behaviour.

PROMOTING GOOD BEHAVIOUR

In addition to promoting good behaviour through positive reinforcement, the following are used:

Achievement Assembly

This is held once per month on a Monday. Infant and Junior children are chosen by their class teachers to show or discuss learning achievements. Achievements outside school such as those in music, dance and sport are also celebrated.

Team Points

These are awarded by teachers, teaching assistants and MTSs in response to exceptional, spontaneous good behaviour including learning-related behaviour such as perseverance, effort, cooperation etc. Children who have 10, 20, 30 team points are awarded bronze, silver and gold certificates in Achievement Assembly. School bookmarks are given - usually in the Summer Term - for 40+ points. At the end of each month, the Team Point cup is presented to the Team (Warwick, Worcester, Watford or Bedford) which has earned the most team points for that month.

Lunchtime Certificates

Children are nominated for these awards by meal-time supervisors. They are presented in Achievement Assembly.

Names in Newsletter

Children whose achievements are celebrated in Achievement Assembly and those who receive Team Points Certificates or Lunchtime Certificates are named in the weekly Newsletter which goes out to parents and carers.

RED SHEETS

Serious poor behaviour in the playground results in immediate referral to the Headteacher/Senior Manager using a Red Sheet.

See section on Referrals for Serious Poor Behaviour.

Assemblies

The 1, 2, 3 Strategy and Red Sheet system will also be used, if necessary, by staff taking assemblies.

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RESPONDING TO POOR PLAYGROUND BEHAVIOUR

All children are expected to follow the *Golden Code* and abide by the *Playground Rules* (displayed on *Welfare Room* window). This is essential if playtimes are to be safe and happy.

Staff on outside duty will use a playground book (kept in *Welfare Room*) with and red sheets.

THE TIME OUT BOOK

Children who do not behave according to the *Golden Code* or follow the *Playground Rules* will be responded to as follows:

1st Time

Reminder of the *Golden Code/Playground Rules* with an explanation of which aspect is being ignored.

2nd Time

Child has *Time Out* for 5 minutes of their playtime or 5/10 minutes of lunchtime. Brief details of their behaviour are written in the book by Mrs Brown. At the *SEN meeting* *Class Teachers* will be informed of any child in their class having their name in the *Incident Book*.

Headteacher's Special Letters

These are special letters sent to parents to celebrate a child's personal triumph or individual strength. The *Headteacher* receives recommendations from teachers. These are noted in the *Achievement Book*.

Headteacher's Golden Book

Children are sent by their *Class Teacher* to the *Headteacher* to show their good work. Their name(s) are entered into the *Golden Book* by the *Headteacher*.

Stickers

All staff use stickers to acknowledge good work and/or good behaviour. Special stickers sometimes support a special focus in the school.

Record of Achievement

Each child takes home their certificates and other awards of which they are proud.

Staff to staff recommendations

Children may be asked to show their work to another member of staff.

Informal comments to parents

These may be verbal or informal notes jotted in home learning diaries or reading diaries.

We keep our reward system under constant review and would welcome new ideas for rewarding good behaviour.

RESPONDING TO POOR CLASSROOM BEHAVIOUR

All children are expected to behave according to the Golden Code.

Please note that our aim is always to encourage good behaviour through mutual respect and positive reinforcement. Using sanctions is only ever considered as a last resort.

If poor behaviour persistently disrupts learning in spite of normal behaviour management strategies, it will be dealt with by using the 1, 2, 3, Strategy as follows:

1st Time

A '1' is used as a formal reminder of the Golden Code.

2nd Time

A '2' is a warning which is recorded on the class behaviour chart.

3rd Time

A '3' is a sanction:

- missing part or all of playtime
- changing place in the classroom
- working alone
- time working in another classroom

Recorded on the class behaviour chart.

4th Time/If poor behaviour continues there will be a red sheet and a referral to the Headteacher/Senior Manager for continuous poor classroom behaviour.

Support Teachers and Teaching Assistants will also note down warnings and sanctions on the class behaviour chart.

If a red sheet is given, parents will be informed at the end of the day.

Timescale

This series of sanctions will take place during each session in order to be effective.

Each child will have a 'fresh start' each new session.

Behaviour charts will be filed in the Class Behaviour File so that children who persistently just miss the sanction or referral stages are identified. Class teachers can then discuss the child's behaviour with their parents.

The Headteacher will be informed about these discussions.

Serious poor behaviour in the classroom.

This results in immediate referral to the Headteacher using a Red Sheet.

See Section on Referrals for Serious Poor Behaviour.