

Behaviour Management Introduction

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1 Introduction

At Courtlands school we believe a happy, safe, well-supported environment is essential to the successful provision of education, because effective teaching and learning, across all age ranges, can only take place in a well-ordered environment.

Pupils are entitled to a safe and happy learning environment to assist them in achieving their full academic potential and staff are entitled to work in an environment free from deliberate disruption.

This policy aims to set out agreed standards of behaviour at Courtlands school and the measures in place for promoting good behaviour and for managing poor behaviour. It applies to all pupils whilst they are in school, travelling to and from school and whilst participating in activities or events organized by or associated with the school.

1.1 Introduction: Aims

This policy aims to:

- Provide a clear and consistent approach to behaviour management
- Define what constitutes poor behaviour
- Outline rewards and consequences
- Outline responses to specific issues
- Detail exclusion processes and procedures

This policy acknowledges the school's legal duties under the Equality Act 2010, Keeping Children Safe in Education (KCSIE) September 2023, and Working Together to Safeguard Children (WTSC) August 2018, in respect of safeguarding (and in respect of pupils with special educational needs - SEN).

In respect of sanctions, this policy follows the DfE guidance as follows:



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To be lawful, the punishment (including detentions) must satisfy the following three conditions:

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head teacher

The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

2 Definitions

For definitions of bullying, please see bullying policy.

2.1 Definitions: Minor behaviour incidents

Minor behaviour incidents include behaviour that does not meet Courtlands expectations but is time-limited and does not cause ongoing harm to any member of the community.

This behaviour may include:

- Disruption in lessons or corridor (e.g. shouting out, off-task behaviour)
- Incorrect uniform
- Poor attitude
- Non-completion of work

2.2 Definitions: Major behaviour incidents

The following are not acceptable at Courtlands School and may lead to immediate permanent exclusion or disciplinary action, whether or not the offence occurs on its premises, or during school activities off-site or otherwise. If an issue occurs outside of the school (e.g. on the internet), the school will work closely with the relevant authorities to decide appropriate actions.

This applies to all members of the school community and visitors.

- Offensive, insulting or abusive behaviour – whether verbal, physical or expressed using mobile devices, or electronic social media of any kind, whether or not they are using their own devices or those belonging to the school or others.
- Physical assault: lewd, crude or offensive physical behaviour or of a sexual nature; violence; aggression or even intimidation: making another fear a potential assault.
- Bullying of any kind e.g. racist, sexist, disability, homophobic – whether expressed verbally, or by use of electronic social media, written material or any other form of transmission or expression e.g. gesture, tagging, name calling, or inappropriate comments, aka ‘banter’.
- Drugs (illegal substances or ‘legal highs’, medication prescribed for others), alcohol, solvents, tobacco (possessing, handling, using or supplying) and related materials e.g. matches, syringes, lighters, e-cigarettes – are forbidden on school premises, or during any official trip or school activity of any kind.



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- Weapons: use and/or possession of e.g. knives, laser pens, glass, blowpipes. Incendiary devices or chemicals and toxic substances et al. The school has the right to take a view of the use of anything as a potential weapon (e.g. sharpened pencil, compass. The list is not exhaustive).
- Sexual misconduct: sexual activity between pupils is forbidden on school grounds, during school activities and in any shape or form that lies outside the acceptable frameworks of criminal law, whether in or outside school e.g. under-age sex, or sexting: being the sending, receiving or forwarding of sexually explicit messages, photographs or images, which is also strictly forbidden.
- Damage to property belonging to pupils, staff, the school or visitors.
- Persistent disruption of the learning of others.
- Pupils not being where they are supposed to be in terms of the school day, a trip, an activity, being out of bounds etc.
- Refusal to abide by the rules, policies and practices of the school as published by the school and those published by external bodies to whom the school has responsibilities e.g. plagiarism and breaking examination rules etc.
- Breaking criminal law e.g. theft, arson, public order offences, fraud.
- Bringing the school into disrepute: any action that damages the reputation of the school, whether or not at school, or outside school time.

3 Core Principles

Courtlands recognises that behaviour is a form of communication and can be caused by a variety of unmet needs, underlying disability or be triggered by external events.

Courtlands recognises that every child, regardless of experience of differences, can learn to manage their behaviour effectively. Disability or difficulty does not excuse poor behaviour, but is a lens through which to understand the behaviour.

Courtlands educates students to manage their own behaviour effectively so they can access work, social and family life safely and joyfully as adults.

3.1 Core Principles: Courtlands Expectations (code of conduct)

Courtlands community members are expected to:

- Show respect to others through our language, behaviour and attitude
- Conduct ourselves calmly around the school building so everyone can work and learn effectively
- Arrive on time to school and lessons
- Share responsibility for caring for the building, grounds and resources
- Accept difference and diversity amongst our community

Courtlands students are also expected to:

- Follow staff instructions promptly
- Accept consequences and sanctions
- Always wear appropriate school uniform
- Hand in mobile phone at the start of the school day
- Not to bring in any prohibited items (see 6.3)

Courtlands staff are also expected to:

- Teach students to recognise, understand and improve their behaviour, putting



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this in context of their adult lives

- Model positive behaviour and self-control at all times
- Apply the behaviour and related policies consistently
- Follow the principles of Emotion Coaching and trauma informed practice

Expectations should be read alongside the School Rules (see Appendix 1).

4.1 Roles and Responsibilities: Governing Body

The governors will review, in consultation with the Headteacher, the policy for the promotion of good behaviour and keep it under review. They will ensure that the policy sets high expectations, is non-discriminatory and is communicated to staff, pupils and parents/carers. Governors will support the school in maintaining high standards of behaviour by identifying a behaviour and relationships governor to support the school.

4.2 Roles and Responsibilities: Headteacher and Senior Leadership

The Headteacher and the Senior Leadership Team (SLT) are responsible for the implementation and day-to-day management of the policy and procedures.

The Headteacher is responsible for reviewing behaviour with the governing body on a regular basis.

SLT have day-to-day responsibility for the pastoral care and behaviour of the pupils. A member of SLT will always be on call to support members of staff with behaviour as required.

The Headteacher (delegated to another senior member of staff as the school grows) is responsible for reviewing behavioural incidents on a weekly basis on CPOMS.

4.3 Roles and Responsibilities: Teaching and Support Staff

All staff are responsible for:

- Ensuring that the policy and procedures are followed and consistently and fairly applied
- Positive behaviour and self control is modelled at all times
- Ensuring individual behaviour, support, risk assessments and section F requirements are in place to support the child in self managing their behaviour
- Working as part of a team to support the behaviour of the child
- Debriefing to an appropriate member of staff as necessary

Teachers and key adults are also responsible for:

- Recording behavioural incidents on CPOMS as necessary
- Reporting behavioural incidents to parents/carers as necessary
- Updating and maintaining behaviour plans

4.4 Roles and Responsibilities: Parents/carers

Parents/carers are responsible for:

- Supporting their young person in meeting Courtlands Expectations
- Ensure their child comes to school in uniform and support the child to meet expectations around mobile phones
- Informing the class teacher of any issues that may affect a young person's



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behaviour or wellbeing in a timely manner

- Participate in the development of behaviour and support plans

Parents/carers who refuse to accept this policy may be asked to withdraw their child.

4.5 Roles and Responsibilities: Students

Students are expected to:

- Understand and follow the school rules
- Endeavour to meet the Courtlands Expectations at all times
- Treat the building and resources with respect
- Accept consequences for poor behaviour
- Seek support and report incidents of disruption, bullying or concerns to a member of staff

5 Behaviour Management

Courtlands acknowledges that poor behaviour may be a consequence of an unmet need or disability. The school will ensure that all behavioural incidents are considered in line with the child's needs and relevant legislation (Equality Act, 2010). Reasonable adjustments and support will be put in place.

The school has a responsibility to all pupils and staff members and will take all steps to ensure the safety and wellbeing of the whole community.

5.1 Behaviour Management: Rewards and Recognition

Courtlands recognises positive behaviour, personal growth and academic achievement. This recognition and reward is specific and contextualized. Praise is not be applied generally.

Rewards include:

- Verbal praise
- written / recorded feedback from staff members
- Phone calls / emails home
- Weekly assembly, end of term certificates and end of year awards
- Subject awards
- Work and examples displayed around the school
- Group trips or treats (the pebble points system)

Extrinsic rewards (e.g. stickers or points) can be used at staff discretion where intrinsic motivation fails or is inadequate (e.g. a child needs additional motivation to carry on working on a very functional activity such as revision or phonics).

Where a staff member must rely on extrinsic motivation to get a child to complete a task, they must also work on developing a child's intrinsic motivation to complete that task through discussion of why it is either beneficial or necessary for the individual or community.

5.2 Behaviour Management: Consequences

Where a student does not meet Courtlands' expectations, consequences will be applied. The aim of these consequences is to ensure the student is increasingly

educated about the impact and effect of their behaviour, on others and on themselves.

Where a behaviour may be linked to an additional need or disability, a therapeutic response must form part of the response. Any consequences must be immediate, or as soon as possible. Consequences should not hang over into the next day wherever possible.

If a behaviour is a consequence of an unmet need (e.g. autistic meltdown due to sensory overwhelm), a consequence is not appropriate.

Consequences for minor behaviour incidents include:

- Verbal reprimand (immediate, specific)
- Reflection with relevant member of staff during class break or reward time . This will often include the use of emotion coaching techniques and comic strip conversations.
- Removal of specific equipment (e.g. student has to work on paper if they misuse a laptop)

Consequences for major behaviour incidents include:

- Involvement of Headteacher / SLT
- Going on a behavioural report to SLT
- Meeting with parents/carers
- Loss of reward time
- Additional community work to make amends for damage
- Internal suspension
- External suspension

5.3 Behaviour Management: Reporting behaviour

Major behaviour incidents must be reported on CPOMS. They must also be reported to SLT on call in person.

Any sudden changes in behaviour may be a safeguarding concern and should be logged on CPOMS.

Persistent disruptive behaviour should be recorded on CPOMS. This may also represent a safeguarding concern or an unmet need or disability.

Low level or minor instances of behaviour should be reported via the Daily Report document and discussed during daily de-briefs with the key adult / class tutor. This is also an opportunity to share concerns and discuss strategies.

The Daily report document is a shared spreadsheet where staff can code a child's behaviour during a lesson. This is immediately shared with colleagues for next lesson.

It is the school's policy to keep all our pupil records securely until the child has reached the age of 25 (35 in case of those with an ECHP), when they will be destroyed. They are not disclosed to any third party unless required by statutory regulations.

5.4 Behaviour Management : Behavioural plans

Where a student's behaviour is persistently disruptive or difficult, this must be interpreted through the lens of a disability or difficulty.

A behavioural plan contains SMART targets. It is set up with the involvement of appropriate therapists / psychologists, parents, teachers and the child.

The Headteacher will be responsible for monitoring behavioural plans along with the student's key adult. A delegated member of senior staff will take on this responsibility as the school grows.

A behavioural plan should be reviewed fortnightly in the first instance, with parents and the young person.

Behavioural plans and reviews should be recorded on CPOMS.

6.1 Serious Incidents: Physical restraint

In some circumstances, staff may use reasonable force to restrain a young person to prevent them:

- Causing disorder
- Causing harm to themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

This should be read in line with the positive touch policy.

6.2 Serious Incidents: Malicious accusations

Pupils that are found to have made malicious allegations against a member of staff are likely to have breached this policy.

The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as a referral to the police if there are grounds for believing a criminal offence may have been committed).

6.3 Serious Incidents: Searching Pupils

Prohibited items

The following items are prohibited on school grounds. Any student suspected of having prohibited items may be searched. Any student searches will be carried out in line with: [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk). The Headteacher or Deputy Head must be present for any searches.

- knives or weapons;

- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- vaping equipment or liquids;
- pornographic images of any kind (e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material or inappropriate images or files on electronic devices, including mobile phones);
- fireworks;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil);

Please note: Mobile phones are not permitted during the school day. They must be handed in to reception where they will be securely stored in mobile phone lockers and returned at the end of the school day.

7 Transition

The school is aware that many pupils find moves between different schools or classes unsettling and will provide support and guidance. The school understands that sometimes a child needs a fresh start within the school (changing class) as well as undergoing natural transition points within the school (key stage changes) and when leaving the school.

Courtlands aims to improve students' ability to tolerate change and transition and uses it as an opportunity for teaching and coaching.

7.1 Transition: Admissions

Prior to the admission of a pupil the school, SENCo and the Headteacher will carry out key checks, as part of the normal process. The school is selective and will not accept pupils whose needs we cannot meet, including those with SEMH as a primary need.

The school recognises that pupils may be admitted to the school, occasionally, who have been known to transgress school rules or have behavioural challenges (ADHD, autism, tourettes etc.). The school will make the decision to admit a pupil, only if it feels it can meet the needs of the pupil and put in place reasonable strategies or safeguards with the welfare of its other pupils in mind. Transition plans will be written on an individual basis.

7.2 Transition : Support

Every child will have a key adult who will lead on sharing information and supporting any transitions within school between relevant staff.

If the transition is from another school, the SENCo will ensure staff have appropriately shared information supplied by the previous school along with information acquired during visits by SLT and transition meetings.

We will also aim to:

- ensure the form tutor builds on the social, emotional and behavioural skills developed by the previous teacher, or identified as needed for the individual.
- ensure that new pupils are given an established 'buddy' to support them and ensure they know the school routines;
- Use a secure base, relational and emotion coaching approach to make change manageable and difficult circumstances an opportunity for growth.
- Support systems for pupils who struggle with change, including access to counselling and therapists as necessary

8.1 Whole School Support: Pastoral

We place great emphasis on pastoral care at Courtlands School and we aim to support the management of individual behaviour by:

- Delivering a comprehensive PSHE programme through structured PSHE teaching, assemblies, covering issues such as acceptable behaviours, anti-bullying, discrimination and drugs and alcohol education
- Create a student leadership team within the school that is trained to offer support to younger members of the community
- Encouraging pupils to turn to any member of staff but specifically, their tutors, Head Teacher, Deputy Head, the DSL (Designated Safeguarding Lead), if they have any issues or concerns

8.2 Whole School Support: Special educational needs and disabilities

Courtlands School takes its duties under the Equality Act 2010 seriously and will offer additional support and make reasonable adjustments, with regard to pupils with special educational needs and disabilities, when implementing its behaviour policy. Pupils with SEN(D) may need additional support to manage their behaviour, so they may take a full and active part in both the school and the wider community.

The SENCO will co-ordinate appropriate support dependent on the individual circumstances and review it regularly.

We recognise that incidents of continuing disruptive behaviour might, in some cases, be the result of an emerging special educational need or disability. At this point, the school will, in discussion with the parents (and if necessary a funding Education Authority) consider whether additional assessment, referral for SEN intervention or if the school can meet the needs of the child. In all and any of these circumstances, SENCo keeps the staff fully informed and advises on best practices and interventions.

8.3 Whole School Support: Educational visits and trips

Courtlands School reserves the right not to allow pupils to attend school trips and residential activities if their behaviour is repeatedly poor and there is the risk to the maintenance of discipline and good order, or reputational damage to the school and/or the SLT believe the pupil would present an untenable risk to themselves and others in terms of health and safety and safeguarding.

Any judgments of this kind would be made in line with the Equality Act 2010 and the concept of making reasonable adjustments for pupils, where necessary.

Appendix 1 – Student Rules

These should be read in line with Courtlands Expectations

All students must:

- Show respect to others through our language, behaviour and attitude
- Conduct ourselves calmly around the school building so everyone can work and learn effectively
- Arrive on time to school and to lessons
- Ensure they are where they are supposed to be during the school day and on school outings
- Share responsibility for caring for the building, grounds and resources
- Accept difference and diversity amongst our community
- Follow staff instructions promptly
- Accept consequences and sanctions
- Wear appropriate school uniform at all times
- Hand in mobile phone at the start of the school day

Breaking the following rules may result in serious consequences and sanctions.

Students must not:

- Damage or take any school property or property belonging to other staff or students
- Cause physical or emotional harm or upset to another student, including all forms of bullying
- Deliberately use offensive or insulting language
- Disrupt the learning or wellbeing of others
- Engage in inappropriate physical contact with students or staff
- Bring in prohibited items including drugs, alcohol, pornography and weapons
- Break the law or any aspect of school policy, including rules laid out by exam bodies for coursework and examinations

Appendix 2 – Pebble Points system

“One small pebble; a thousand ripples”

Students will learn about the collective value of positive behaviour through a pebble points system.

Students who have made an achievement or improvement can be given a pebble by a staff member. These will be collected in the headteacher’s office and contribute to a class reward.

Pebbles will also be recorded via the Earwig tracking system (including parental reports) and, where appropriate, on a Pebble display board in reception.

Appendix 3 – Pupil Searches

What can we search

A pupil's person can be searched, however, the pupil must not be asked to remove clothes other than outer clothing like a coat, hat, shoes, boots, gloves or scarf. A pupil's possessions can also be searched. 'Possessions' mean any goods over which the pupil has or appears to have control e.g. studies/dorms, desks, lockers, bags and electronic devices.

Who can carry out a search

Searches can be carried out by the Head Teacher or any member of school staff authorised by the Head teacher. Searches will only be carried out on the school premises or elsewhere if the member of staff has lawful control or charge of the pupil e.g. on educational visits or at sports fixtures.

Ordinarily, searches should always be carried out by two members of staff. The person doing the search must be a male member of staff. If the search is of a pupil's possession, then he should ordinarily be present when the search takes place.

In exceptional circumstances i.e. if a member of staff reasonably believes that there is a risk of serious harm to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff, a pupil may be searched by a person of the opposite sex and/or without another member of staff present. Their possessions may also be searched in their absence.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items banned under the School rules.

Can a pupil refuse a request to search

We do not need a pupil's consent to search them or their possessions if we have reasonable grounds for suspecting that they may have in their possession a prohibited item. If a pupil refuses a request to search for a prohibited item, as detailed above, then an appropriate punishment may be applied in line with the Behaviour Management and Exclusion Policy.

What will happen to any seized items

We can use our discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

In respect of a 'without consent' search, we can seize anything we have reasonable grounds for suspecting is a prohibited item or evidence in relation to an offence.

We are required to take the following actions in the case of these items being found:

- Alcohol – we may retain or dispose of it, but not return it to the pupil.
- Controlled drugs – we must deliver these to the police as soon as possible, however, we may dispose of them instead, if there is 'good reason to do so' (see

below).

- Other substances – we can confiscate these if we believe them to be harmful or detrimental to good order and discipline e.g. legal highs.
- Stolen items – we must deliver these to the police as soon as reasonably practicable, however they may be returned to the owner or disposed of if there is a ‘good reason to do so’ (see below).
- Tobacco, cigarettes or vapes and their equipment – we may retain or dispose of them, but not return them to the pupil.
- Fireworks - we may retain or dispose of them, but not return them to the pupil.
- Pornographic images – we may dispose of the image unless we have reasonable grounds to suspect that its possession constitutes a specified offence, in which case we must deliver it to the police as soon as reasonably practicable.
- An article that has been or is likely to be used to commit an offence or to cause personal injury or damage to property – we may deliver it to the police, return it to the owner or retain or dispose of it, depending on the circumstances.
- An item banned under the school rules – we will take into account all relevant circumstances and use our professional judgment to decide whether to return it to its owner, retain it or dispose of it.
- Weapons or items which are evidence of an offence – we must pass it to the police as soon as possible.
- Electronic devices – if we reasonably suspect that the data or file in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules, then we can examine or erase the data or files. If there are reasonable grounds to suspect that it contains evidence in relation to an offence, then the data or files will not be deleted and the device will be delivered to the police as soon as is reasonably practicable.

In the case of stolen items or controlled drugs, when determining what constitutes a ‘good reason’ for not delivering them to the police, we will take into account all relevant circumstances, including for example the value of the items in the case of stolen items (e.g. a pencil case).

Will parents be informed

We are not required to inform parents before a search takes place or to seek their consent to search their child. We will however inform the parents or guardians where alcohol, illegal drugs or potentially harmful substances are found. If anyone wishes to make a complaint about a search that has been carried out, they are referred to the process in our Complaints Procedure, a copy of which is available on the school website and a hard copy is available on request.

Records of searches

We are required to keep a record of all searches undertaken and identify the reasons for doing the search. These are kept within a file by the Head Teacher or attached to a daybook entry for the pupil concerned.