



# Behaviour for Learning Policy



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## 1 Sponsor

Deputy Headteacher – Ethos and Welfare

## 2 Reviewed

June 2018

## 3 Revised

June 2018

National Behaviour Working Group July 2016 suggests an effective use of ‘the 3R’s of the Behaviour Curriculum.

**Routines:** classroom routines as a fundamental source of high expectation

**Responses:** strategies and interventions for de-escalating confrontation

**Relationships:** regulating one’s own emotional state; understanding personal triggers in behaviour

*“Whenever we discipline, we seek to communicate and convey a sense of calmness in our language ..... it is about, clear respectful communication.”*

- Bill Rogers

Charlton School Core Values    **Respect – Responsibility – Resilience**

## Charlton Expects

### Student Expectations

- Students are expected to show respect for all members of the school at all times in the way they speak and in the way they act.
- Students are expected to follow instructions for the teachers and other adults helpfully and without argument.
- Students are expected to show respect and consideration to all people they meet outside school and on the journey to and from school.
- Students are expected to engage in their learning at all times.
- Students are not expected to disrupt the learning of others.
- Students are expected to arrive at school in line with the school uniform policy.
- Students are expected to have their mobile devices ‘off and away’ at all times.
- Students are expected to be properly equipped for every lesson.
- Students are expected to eat their food in the designated eating areas only. (Chewing gum is not allowed in school.)
- Students are expected to conduct themselves around the building in a safe, sensible manner.

*“Consistently high expectations are the only high expectations that have long term impact. School rules that are conveyed, but never enforced or required, are no rules at all. Students learn quickly that the difference between what boundaries are supposed to exist and which ones actually exist.”*

Tom Bennett (DFE report on leadership and behaviour)

## Staff Expectations

Staff will be expected to:

- Arrive on time to all their lessons.
- Create a swift and purposeful start to the lesson and a calm and orderly dismissal.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned and structured lesson which meets individual needs.
- Deal with incidents of inappropriate behaviour by following the schools procedures consistently.
- Prioritise and reinforce positive behaviour in the lesson through “The Charlton Way”.

### **“The Charlton Way”**

- Consistent calm adult behaviour
- Get down to the students level (Physically)
- “I’ve noticed that ……….”
- “When you’re working well ……….”
- “So ……….”
- “Thank you” (and take up time)

## Parent/Carer Expectations

- Work in partnership with staff to ensure good behaviour and regular attendance.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure students come to school punctually, correctly equipped in appropriate uniform and prepared to learn.

## “Charlton Expects” Reward System

*“Be kind with your discipline.” – Paul Dix – Pivitol Education*

### House Points

It is important that achievement and good behaviour are recognised and rewarded regularly. A member of staff’s main vehicle for doing this is through the issuing of Housepoints. These are recorded on the school BROMCOM system under the following headings.

Readiness – Reflection – Resilience – Resourcefulness – Responsibility.

### Positive Referrals and Commendations

There are a range of opportunities to further recognise consistent positive contributions from our students.

House Point Certificates and Badges (100, 200, 300)  
Dinner queue passes  
Student of the Week  
Praise postcards  
SLT Commendation letters  
Celebration trips

### Additional Support for Students of Concern

Tutor Report (Two Weeks)  
6 Week Contract – Level 1, 2, 3  
Anger Management Course  
BFL Group Mentoring  
SLT Behaviour Mentoring  
External Behaviour Support Specialist  
Counselling  
Conditional letters for celebration events  
Restorative Conversations

#### Restorative Conversations

1. “What happened?”
2. “What were you thinking at the time?”
3. “Who has been affected?”
4. “How have they been affected?”
5. “What needs to be done to make it right?”
6. “How can we do things differently?”

## Sanctions

Charlton School has a range of sanctions available to support students to make the right choices and own their behaviour.

- C1 Verbal warning, moving seats, short detention, phone call home, departmental detention
- C2 SLT led 30-minute afterschool detention
- C3 1 Hour SLT led afterschool detention.

Members of the Senior Leadership Team are available throughout the day to remove students from lessons where there is serious disruption.

Placement in the Intervention Support Room for a two-week period.

Placement in the Behaviour Recovery Room

Internal Exclusion

Fixed Term Exclusion.

## Exclusions

The Principal may exclude a student for up to 45 school days in a school year. Where a student is excluded for a fixed period the exclusion should be for the minimum time to ensure that the student and others in the school understand that the behaviour has been unacceptable.

When a student is excluded for a fixed period of more than two days the Principal should arrange for the student to receive school work to do at home and have it marked when she/he returns to school. Students who are violent towards staff or are found in school in possession of, or having involvement with knives, blades, other weapons, alcohol, classified drugs or other dangerous substances are considered to be very serious transgressions and are likely to result in permanent exclusion. On such occasions, advice will be sought from the police.

The letter notifying parents of exclusion will explain the arrangements for setting and marking work in addition to information on procedure for “stating their case” to the Student Discipline Committee about exclusion. Parents/carers are expected to collect their child from school and make provision for them during the period of exclusion. They should not be in a public place between the hours of 8.50am to 3.15pm.

Fixed Term Exclusions will always be issued for:-

- Abusive, intimidating behaviour towards staff.
- Excessive violence towards students.
- Persistent bullying of another student.
- Throwing objects from the higher floors.
- Being found in possession of smoking materials including electronic devices (Vapes)

## Behaviour and Safeguarding

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

