

# Behaviour for Learning Policy

## Sponsorship & Review

### 1 Sponsor

Deputy Headteacher – Ethos and Welfare

Assistant Head for Culture and Climate (Co-Sponsor)

### 2 Reviewed

September 2019

### 3 Revised

September 2019

## **Behaviour for Learning Policy**

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 (See images in Appendix 1)**

#### **Respect**

- Act, speak and listen respectfully to others
- Follow staff instructions without question
- Look after your learning environment and keep it clean and tidy
- Take pride in the presentation of your work

#### **Responsibility**

- Be on time and ready to learn
- Have the necessary equipment for your lessons
- Enter the classroom calmly and sensibly
- At the end of the lesson stand up behind chairs and wait to be dismissed

#### **Resilience**

- Work hard, stay motivated and focus on the task
- Ask for help when you need it
- Contribute positively and complete work to the best of your ability

### **Behaviour expectations around the school and in the community**

- Enter and leave school sensibly
- Ride your bike responsibly on the school site; Do not cycle on the road
- Walk on the left in corridors and stairways; conduct yourself in a safe and sensible manner
- Leave toilet areas clean and tidy
- Don't drop litter; use bins provided
- No food on the courts or upstairs. You may drink bottled water during lessons, except in areas such as Science labs, Technology, Drama and ICT rooms
- Smoking or vaping is forbidden in or around the school site
- Be respectful and polite to other students, staff, visitors and members of the local community
- Take pride in wearing your uniform correctly; you are an ambassador for Charlton school
- Phones off and away until the end of the day
- No Swearing
- No chewing Gum
- No coats or jackets above the ground floor
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## **Staff Conduct**

- Where students feel treated as valued individuals, they respect adults and accept their authority
- Relationships built on the shared values of Respect, Responsibility and Resilience are at the centre of our approach
- In all classrooms we aim for consistent, calm adult behaviour where praise outweighs consequence by a ratio of 80:20
- Rather than focusing on poor or secondary behaviours the focus should be on re-directing students back to the task and praising positive behaviours
- Individual needs must be considered where necessary in conjunction with the 'Classroom Support Pyramid'
- We aim to avoid the removal of a student from the classroom allowing the opportunity for them to refocus on the learning at any stage. Enabling engagement with learning is our core purpose

### **Respect**

- Be a positive role model and take every opportunity to praise good behaviour and reinforce expectations.
- Build positive relationships with young people and be relentlessly optimistic.
- Practice and encourage mutual respect, fairness and friendliness.
- Insist on courtesy and politeness and model this to all members of the school community.
- Always take opportunities to challenge prejudice.
- Discuss the behaviour not the child, be calm and give 'take up time'.

### **Responsibility**

- Meet and Greet individuals outside of your classroom on the bell.
- Take a register at the start of every lesson.
- Check uniform, chewing gum and jewellery.
- Prepare an engaging starter activity and ensure an organised end of the session.
- Plan lessons that engage, challenge and meet the needs of all students.
- Know your children; every group has a seating plan.
- Use the School Reward System and celebrate success during lesson time.
- Contact home and award house points and postcards to communicate praise.
- Contact parents or carers if you have a concern about persistently poor behaviour.
- Appreciate that one professional's actions can impact on the work of others – positively or negatively.

### **Resilience**

- Reinforce clear expectations of behaviour through Charlton Expects
- Deal with incidents of inappropriate behaviour by following the school's procedures fairly and consistently. Take direct and prompt action on inappropriate behaviours in line with the behaviour for learning policy.
- When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
- Manage escalating inappropriate behaviour with a scripted response detailed in 'The Charlton Way' card.
- Respond to minor indiscretions in a fair and proportional manner.
- Do not give up on a child, arrange a restorative meeting after an incident and always start the next lesson with a fresh start.
- Follow up every time and log all incidents on Bromcom or CPOMS if there is a child protection concern.
- Never ignore or walk past students who are behaving inappropriately.

## Rewards

It is important that achievement and good behaviour are recognised and rewarded regularly. One way of doing so is by teachers issuing house points. These are recorded on the school BROMCOM system under the following headings.

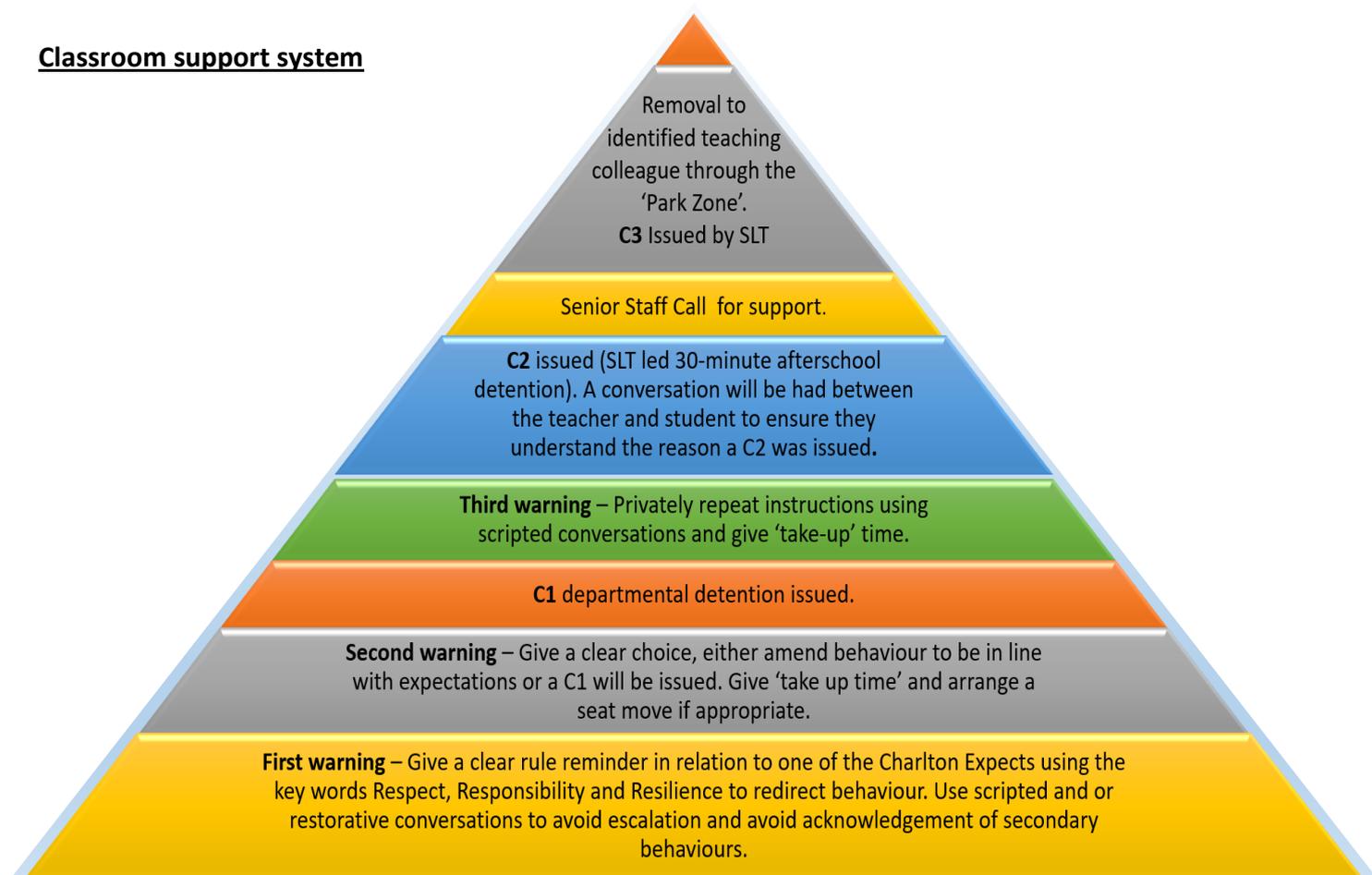
- Respect
- Responsibility
- Resilience

## 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)
- Fast track dinner pass for most house points awarded in a week
- 'Hot Choc Friday'; break time celebration with the principal, students nominated by staff
- Praise postcards from subject teachers
- SLT Commendation letters
- Celebration trips
- 80:20 ratio, raise outweighs consequence in all lessons and around school
- Attendance certificate and star for blazer for a year's 100% attendance
- 100% ATL 1 recognised with additional trips and or rewards
- Celebration Assemblies – During Year Group slots at the end of each term, 2 students awarded for effort in each curriculum area. Certificates presented by HOY and link SLT
- Charlton Pride Award – Each month a student is selected from the whole school to recognise a special achievement
- Staff shout out board

## Classroom support system



## Behaviour Reflection

Restorative conversations at Charlton School are a core part of building trust and relationships between staff and students. Our Restorative conversations are structured in 5 steps, are organised by the pastoral manager and take place in the pastoral meeting room. A restorative conversation must also take place before a student can be re-introduced to lessons after spending time in the ISR.

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?"

The student will also reaffirm their commitment to building a trusting relationship. Staff, supported by SLT, Curriculum Leader, Head of Year or Pastoral Manager will take responsibility for restorative conversations.

### Departmental report

- Following referral from subject teacher CL to issue during restorative conversation at form time and inform parents of targets
- Report card emailed home at the end of the 2-week rotation
- Failure to show improvement is a referral for ISR/Nurture for 2-week subject exclusion and tutor report

### Tutor Report

- Tutor issues and monitors report. Parents contacted (Also could be triggered by an increase in C1's or C2's)
- Report outcomes emailed home at the end of the 2-week rotation
- Failure to show improvement is a referral for HOY report

### Level 1 Contract (6 weeks)

- Head of Year - Parents invited for a meeting to discuss concerns
- Contract outcomes communicated home at the end of the 2-week rotation
- Failure to show improvement is a referral for Level 2 contract

### Level 2 Contract (6 weeks)

- SLT - Parents invited for a meeting to discuss concerns
- Contract outcomes communicated home at the end of the 2-week rotation
- Failure to show improvement is a referral for Level 3 contract

### Level 3 Contract (6 weeks)

- Principal or Deputy and or Governors - Parents invited for a meeting to discuss concerns
- Contract outcomes communicated home at the end of the 2-week rotation
- Failure to show improvement is a referral to FAP for behaviour support

## **Additional Support for Students of Concern**

- Tutor Report (Two Weeks)
- 6 Week Contract – Level 1, 2, 3
- Curriculum Leader ‘Level Best’ behaviour mentoring
- Head of Year ‘Level Best’ behaviour mentoring
- SLT ‘Level Best’ behaviour mentoring
- Anger Management Course
- External Behaviour Support Specialist
- Counselling
- Conditional letters for celebration events
- Restorative Conversations
- Referral to external provision
- Referral to the fair access panel for additional support

## **Sanctions**

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

- C1 - Short departmental detention at break
- 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 schoolwork 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 8.45am to 3.00pm.

Exclusions will 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)

Permanent exclusion will be considered when the student has shown themselves to be unwilling to accept the normal control mechanisms of school or when not to exclude would risk instability in the school society and where allowing the student to remain in school would seriously harm the education or welfare of the student or other students in school.

### **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)
- Initiation/hazing type violence and rituals

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

## Appendix 1

### Charlton Expects

Act, speak and listen respectfully to others  
Follow staff instructions without question  
Look after your learning environment keep it clean and tidy  
Take pride in the presentation of your work

## RESPECT

Work hard, stay motivated and focus on the task  
Ask for help when you need it  
Contribute positively and complete your work to the best of your ability

## RESILIENCE

Be on time and ready to learn  
Have the necessary equipment for your lessons  
Enter the classroom calmly and sensibly  
At the end of each lesson stand up behind chairs and wait to be dismissed

## RESPONSIBILITY



### Behaviour expectations; Around school and in the Community Charlton School

Enter and leave school sensibly.

Ride your bike responsibly on the school site; Do not cycle on the road.

Walk on the left in corridors and stairways; conduct yourself in a safe and sensible manner.

Leave toilet areas clean and tidy.

Don't drop litter – use bins provided.

No food on the courts or upstairs. You may drink bottled water during lessons, except in areas such as Science labs, Technology, Drama and ICT rooms.

Be respectful and polite to other students, staff, visitors and members of the local community.

Take pride in wearing your uniform correctly; you are an ambassador for Charlton school.

Phones off and away until the end of the day.

No Swearing.

No chewing gum.

Smoking or vaping is forbidden in or around the school site.

No coats or jackets above the ground floor.

## **Appendix 2**

### **Roles and responsibilities of key stakeholders**

#### **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.

#### **Tutors**

- ✓ The role of Form Tutor is vital to the efficient running of our school, successful pastoral care and behaviour guidance for tutees.
- ✓ Tutors are accountable to the Head of Year.
- ✓ The Form Tutor should be proactive in supporting a student.
- ✓ The Tutor is the first person to whom a student will turn to for help or advice and the first person that contacts home if there is a concern although it may sometimes be necessary to refer the matter to the Head of Year or Pastoral Manager for a pastoral concern, if it is of a serious nature or for Safeguarding, the designated members of staff.
- ✓ The form tutor should be the first point of contact for parents.

#### **Pastoral Managers**

- ✓ To be friendly, helpful and welcoming to parents and others visiting or contacting the school.
- ✓ To develop a relationship with students, which is professional, firm, fair, caring and friendly.
- ✓ Respond to requests for support from form tutors who need guidance or additional help to deal with a concern.
- ✓ Work with identified students through individualised interventions which help them to manage and improve their behaviour.
- ✓ To be the first point of liaison between families and other children's agencies, such as social services or child health.
- ✓ Inform DSL via CPOMS of any safeguarding concerns and gather supportive information.
- ✓ Investigate accusations of bullying.
- ✓ Support form tutor if uniform issues are unresolved after initial letter and 24-hour warning, contact home.
- ✓ Arrange restorative meetings between student and classroom teacher during form time to reintegrate students into lessons after time spent in the ISR, BRR or as a result of recurring poor behaviour in a particular lesson.
- ✓ In partnership with the Head of Year, support the work of the ISR and BRR by engaging with the students placed in the rooms and help ensure appropriate work is provided.

## **Middle and Senior Leaders**

Middle and Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## **Curriculum Leaders**

- ✓ Meet and greet students at the beginning of the day.
- ✓ Be a visible presence in the department to encourage appropriate conduct.
- ✓ Support staff in returning students to learning by enabling restorative meetings to take place.
- ✓ Regularly celebrate staff and students whose efforts go above and beyond expectations.
- ✓ Encourage use of house points, postcards and **contact home**.
- ✓ Regularly share good practice within the Department.
- ✓ Support Cover Staff.
- ✓ Ensure staff training needs are identified and targeted.
- ✓ Use behaviour data to target and assess interventions.
- ✓ Be expected to resolve the majority of incidents within their area of responsibility.

## **Head of Year**

- ✓ Meet and greet students at the beginning of the day.
- ✓ Be a visible presence around the site and especially at changeover time.
- ✓ Monitor students on report or contract and build positive relationships with parents through regular contact.
- ✓ Leading on year group assemblies to set the climate and culture for the year group.
- ✓ Support pastoral staff in restorative conversation meetings.
- ✓ Alongside pastoral managers, initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- ✓ To liaise with key staff to ensure high quality and effective intervention with pupils as required
- ✓ To provide guidance and support to form tutors in managing behaviour and liaise with Heads of Department and other Heads of Year, where necessary.
- ✓ To work with the Deputy Headteacher (Pastoral) and Assistant Headteacher (Culture and Climate) and be proactive in promoting positive behaviour and attitudes within the year group.
- ✓ In partnership with the pastoral team, support the work of the ISR and BRR by engaging with the students placed in the rooms and help ensure appropriate work is provided.

## **Senior Leaders**

- ✓ Meet and greet students at the beginning of the day.
- ✓ Be a visible presence around the site and especially at changeover time.
- ✓ Celebrate staff, leaders and students whose effort goes above and beyond expectations.
- ✓ Regularly share good practice.
- ✓ Support middle leaders in managing students with more complex or entrenched negative behaviours.
- ✓ Use behaviour data to target and assess school wide behaviour policy and practice.
- ✓ Regularly review provision for students who fall beyond the range of written policies.

## **Appendix 3**

### **Teachers' Standards (England)**

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### 7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.