

# Charlton House Independent School



**‘Love One Another’**

## **BEHAVIOUR POLICY**

At Charlton House Independent School we recognise that the values we promote within the school play an important part in the spiritual, moral, social and cultural development of the children for whom we hold a responsibility. These values include:

- care, respect and concern for oneself and others,
- care and respect for property and for the environment.

Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and well-being.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident, motivated and secure, with a strong sense of belonging, and so more likely to reach their full potential.

#### **AIMS**

- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

#### **OBJECTIVES**

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de-escalation and preventative strategies rather than reactive
- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- prevent bullying

#### **EXPECTED BEHAVIOUR**

All children and staff should have an understanding of expected behaviour when in different situations within the school community. These include working together as a whole class, working together in groups, working

alone, in the playground, in the hall/gym, in assembly, on trips or at competitive events and with visitors to school (See Appendix A as examples).

## **ROLES, RIGHTS AND RESPONSIBILITIES**

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

### **The Role of Pupils**

- discuss and develop the school code and class rules within their class
- understand the consequences of breaking the school rules
- vote for members of their class to represent them on School Council

### **The Role of Teachers**

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- arrive in class on time and be prepared for lessons
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- inform parents about expected behaviour and seeking their support
- avoid use of confrontational language
- use proximal praise to reinforce expectations
- ensure all children are noticed and receive attention in class
- treat each child fairly and enforce the rules consistently
- treat all children with respect and understanding
- ensure all adults working with children are informed of individual challenges and strategies
- organise the classroom in a way that encourages successful learning by giving attention to: space for working and movement; seating arrangements; access to materials and equipment; noise levels; routines
- plan activities appropriate to the ability, maturity and special educational needs of the children
- be aware of safety issues when planning activities
- establish procedures for giving directions about tasks
- teach children about behaviour skills
- plan and respond to individual needs to learn behaviour skills and self-regulation
- provide opportunities for children to develop different kinds of relationships with one another
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE and Relationships curriculum
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- liaise with external agencies, support teachers, other staff, parents and the Headteacher as necessary to support and guide the interests of the child

- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENDCo is set up.
- encouraging respectful attitudes for others, the environment, property and equipment

### **The Role of Parents and Guardians/Carers**

- the school work collaboratively with parents so that children receive consistent messages about how to behave at home and at school
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern continues to remain they should contact the Chair of Governors
- inform the school of any medical or social circumstance that might affect the behaviour of their child
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- support and co-operate with the school in implementing the behaviour policy
- respect the staff of the school and valuing their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour

### **The Role of Governors**

- responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines
- the head teacher has the day to day authority to implement the school Behaviour policy, but governors may give advice about particular disciplinary issues
- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour
- ensure that the school has a behaviour policy
- support staff in implementing the policy
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- report on the effectiveness of the policy to parents
- provide opportunities for dialogue with children, staff and parents

## **WHOLE SCHOOL STRATEGIES**

We encourage all pupils to live our school Mission Statement 'Love One Another' and discuss this in class circle times and whole school assemblies. Children are recognised and rewarded for displaying our school Mission Statement.

In addition to this each class has an agreed set of its own rules which are developed together and displayed in the classroom.

### **Support**

Children can be supported in behaving as we expect through:

Play leader Scheme, Friendship Bench, Houses, Reading Buddies, Worry Box, SENDCo/Head Teacher involvement in Support Programmes, Educational Psychologist and Assessment Services, use of positive rather than negative phrasing by all staff.

### **Rewards**

We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Behaviour awards including stickers, house points, star/s of the week and the 'Be Inspiring' board, letters home, certificates awarded in Celebration Assemblies.
- Rewards are given in accordance with individual support plans when necessary
- Visit to the Headteacher
- Recognition of children who are strong role models/always make the right choices

### **Behaviour Hotspots (Example)**

From time to time we will have a week when there will be a focus on one particular type of behaviour, e.g. coming into assembly quietly, playing with someone you don't usually play with, leaving the cleanest table, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.

### **Sanctions**

Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

Sanctions could include a partial loss of breaktime or all of it or exclusion from certain activities.

Play and Lunch time behavioural incidents will be monitored and behaviours will be logged in an incident book.

This book is monitored by the Headteacher and a log of recorded incidents kept. If a child has seriously breached the code of conduct they will be sent in to discuss the incident with the SENDCo or Headteacher.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play and parents will be informed of serious breaches of the code of conduct.

### **Dealing with serious misconduct**

Serious misconduct, in or out of the classroom will be referred immediately to the Headteacher.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on a behaviour incident report and investigated by the SENDCo and/or Headteacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one-off breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans drawn up and may follow different steps of interventions and sanctions.

### **Confiscation, Banned Items and Searching Pupils**

The Headteacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The Headteacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include: alcohol, drugs, stolen items, knives, weapons, cigarettes, vapes, fireworks, pornographic material or anything else perceived to pose a threat to pupils at the school.

### **Discipline beyond the school gate**

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

### **Exclusion**

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time or permanently. If such action is taken, the Headteacher will inform the Chair of Governors and the Local Authority. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements.

Examples of types of behaviour which may result in exclusion:

physical assault, bullying, cyber bullying, possession of drugs, possession of weapons, or serious breaches of this behaviour policy in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis and also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Headteacher records incidents where a child is sent to them on account of seriously bad behaviour and keeps records of any incidents that occur at break or lunch time. The Headteacher keeps a record of any pupil who is internally, fixed term or permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

## **APPENDIX A - EXPECTED BEHAVIOUR**

**Working together as a whole class** - We would like the children to:

Listen to each other and to the teacher without interrupting

Follow directions the first time they are given

Respond appropriately to one another and to the teacher

Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space

Be aware of and respect other people's personal space

Value other people's views and be aware of everyone's need for time to think and time to speak in turn

Be alert and attentive

Respect the classroom environment

Respect other people's belongings and work

**Working together in groups** - We would like children to:

Recognise and value one another's strengths

Support and encourage one another

Respect one another's views

Be sensitive to one another's feelings and needs

Concentrate and apply themselves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds

Communicate quietly, clearly and effectively with one another

Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism

Try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual

Share equipment

Care for equipment

**Working alone** - We would like children to:

Concentrate on the task given and complete it as well as possible

Work independently, without interrupting other people unnecessarily

Accept responsibility for individual behaviour and work

**In the playground** - We would like children to:

Respect the boundaries by playing only on the playground, the paved area or the field, as instructed to do so  
If the field is wet, play on the playground and paved area, as appropriate

Recognise the needs of different groups of children

Enjoy playing together, but not at the cost of someone else's enjoyment

Recognise that someone may want to be alone and respect that

Find ways of including other people who may feel lonely

Establish the rules of a game and ensure that everyone playing knows the rules

Care for people if they are hurt

Listen to adults on duty: respond courteously and obediently

End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

**In the hall at lunch time** - We would like children to:

Walk into and leave the hall quietly

Sit where the staff indicate

Talk quietly

Put up a hand if help is needed and wait patiently until a member of staff is at hand to attend them

Demonstrate good manners

Say 'please' and 'thank you' appropriately

Use the crockery, cutlery and glassware correctly and carefully

**In assembly** - We would like children to:

Enter and leave the hall quietly and in an orderly way

Listen to the music, to adults and to others attentively  
Respond appropriately with silence, comment, praise, laughter, action or song  
Accept different styles of presentation and different expectations

**On trips or at competitive events** - We would like children to:

Be responsible for one another  
Be responsible for their own possessions  
Be aware of personal safety and that of others  
Be aware of representing the school  
Be aware of the needs of members of the general public  
Act courteously and speak politely  
Walk quietly  
Stay together  
Accept rules  
Encourage and support one another  
Respond quickly to instructions

**With visitors to the school** - *We would like children to:*

Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff  
Be welcoming, courteous and helpful to any authorised visitor  
If someone is not authorised, attract the attention of a known adult to that fact

**At other times**

*When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:*

Be respectful towards all adults  
Be considerate towards one another  
Take care of the environment  
Leave equipment alone unless given specific permission to use it

**Reviewed and approved by the full governing body Feb**

**2021 To be reviewed by FGB Feb 2022**

<b>Date</b>				
<b>Reviewed by</b>				