

# **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:

Prefects as Play leaders, 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, 'Mission Heart' awards and class awards, 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 using CPOMs.

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 CPOMs 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 suspension. 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.

## **Use of force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items,

tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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

Detailed guidance for schools can be found in 'Searching, screening and confiscation at school' DfE September 2022. This policy should be read in conjunction with this document.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.<sup>28</sup>

### **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

## **Guidance on specific behaviour issues**

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, this school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Staff at Charlton House Independent School are very clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

Staff at Charlton House will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Leaders and staff will advocate strenuously for high standards of conduct between pupils and staff; they will demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of

anonymity, and online incidents occur both on and off the school premises. Leaders and staff at Charlton House are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where staff suspects a pupil of criminal behaviour online, they should follow the guidance below.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and the school will follow the principles as set out in Keeping children safe in education.

Leaders and staff are aware that many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Leaders and staff at Charlton House will have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Mobile phones**

Pupils at Charlton House are not permitted to make use of mobile phones during the school day.

### **Suspected criminal behaviour**

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and the school will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, staff will ensure any further action they take does not interfere with any police action taken. However, leaders retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

**Reviewed and approved by the full governing body Nov 2022**

**To be reviewed by FGB September 2023**

This policy has been written in conjunction with [‘Behaviour in schools; Advice for Head Teachers and School staff.’](#) DfE September 2022