

Charlton House Independent School



‘Love One Another’

POSITIVE BEHAVIOUR POLICY

Reviewed and approved by the full governing body September 2024

To be reviewed by FGB October 2025

Date	Sept 2022	Sept 2023	Sept 2024	
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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. Our mission statement is to 'Love One Another' and we encourage children to consider and live by this daily. The values of our mission statement include, care, respect and concern for oneself and others, and 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 positive behaviour. In addition, it sets out the consequences for poor behaviour, should it arise.

Our positive behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a 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.

This policy should be read in conjunction with Charlton House Independent School's Anti-bullying policy.

AIMS

- to foster an environment where every member of the school community feels valued and respected, and for all persons to be treated fairly.
- to provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively.
- to create an environment where good behaviour is encouraged and reinforced
- to define acceptable standards of behaviour.
- to raise an awareness amongst children of the need to recognise and manage their emotions and reactions.
- to support children whose behaviour within the school environment is challenging or who may find friendship and cooperation difficult.
- to promote self esteem, self discipline and positive relationships.
- to ensure that the school's expectations and strategies are widely known and understood.

Charlton House Independent School believes that all children, regardless of race, gender, religion, ability and/or disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, secure and respected. At no time is corporal punishment acceptable.

HOW WILL WE ACHIEVE OUR AIMS?

- Children are encouraged to behave at all times, in accordance with the school mission statement: 'Love One Another'.
- Praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of rules that the children know and understand. Expectations of good behaviour are discussed and compiled by each class and displayed prominently.
- Establish a praise and reward system.
- Establish clear and consistent sanctions for unwanted behaviour.
- Adults will lead by example and model good practice.
- All children will undertake Personal, Social, Health and Emotional education (PSHEE)

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.

Expected behaviour and class rules will be discussed at the beginning of the school year, each term and periodically as and when required. At Charlton House Independent School we talk about expected behaviour in three categories:

- Are you being safe?
- Are you being kind?
- Are you ready?

These three questions will be used when discussing behaviour with the children and will be used as part of our strategy to overcome unwanted behaviour.

MISSION HEARTS AND LEARNING VALUES

Each week in an assembly the children will discuss a different 'Mission Heart' focus; these are based on the values of Catholic Social Teaching and follow a different character/animal and their personality trait.

There will also be a fortnightly, 'Learning Values' assembly and the children will discuss a different learning value using the phrase 'Practice makes perfect.' **P**ride, **R**esilience, **A**spiration, **C**reativity, **T**eamwork, **I**ndependence, **C**uriosity and **E**ngagement.

The children who demonstrate these values throughout the week will be given an award during the celebration assembly.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feedback to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Class rules and behaviour expectations should be clearly displayed in each class. Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.

Praise should be used to encourage good behaviour as well as good work.

REWARDS

Our approach to creating a positive ethos within the school is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- Verbal and/or written praise in class, in assembly or by the Head Teacher for good work or behaviour.
- Stickers, including Head Teacher stickers.
- 'Mission Heart' awards.
- 'Learning Value' awards.
- Curriculum Related Certificates.
- House points and tray pets.
- Class and house treats.
- Rewards given in accordance with individual support plans (Pupil Passports) when necessary.
- Invitation only half termly breakfast in recognition of children who are strong role models/always make the right choices.
- Visit to the Head Teacher.
- Parents informed of good work/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.

When discussing unacceptable behaviour, staff will use parts of the Paul Dix style 30 second script:

STEP 1. Rule reminder

- This is a rule reminder.
- Are you being safe/kind/ready?

STEP 2. Warning (As privately as possible)

- This is a verbal warning. You are now on Step 2 - Your behaviour is your choice.
- I notice you are ... (having trouble getting started/struggling to get going/using unkind words)
- It is our rule about.... (lining up/staying on task/bringing toys into school) that you are breaking.
- Do you remember last week when you... (arrived on time every day/got the mission heart/completed your work)? That is who I need to see today.

STEP 3. Time out

- Unfortunately, you are continuing to not be safe/kind/ready.
- You have moved to Step 3 which is Time Out.
- I am now going to give you up to 5 minutes to prepare yourself. Afterwards, you will need to rejoin the lesson and your learning. (Staff to be alerted to a Stage 3 child via Google Chat - Stage 3 Group if concerns about child moving to Step 4)
- We will talk about your behaviour at your next playtime. (This needs to be with the member of staff that has given the time-out)

- Thank you for listening.

Restorative Conversation following time out:

- ❖ Why was I given time out?
- ❖ How did my choices affect those around me?
- ❖ What can I do differently next time?
- ❖ What can I do to make it better?
- ❖ Because of your choice of behaviour, I/your class teacher will be informing your parents.

Parents to be informed verbally of the time out at pick up.

STEP 4. Loss of privilege

If a child does not complete Stage 3 or behaviour continues:

- You are not making a safe choice. I am going to keep you and the rest of the class safe by taking you to... the HT's office/your safe space/the Den.
- You are now on Step 4. You will need to discuss your behaviour with Mrs Pay/Mr Musgrave/Mr Darby during your playtime.

Class teacher radios/messages for support to escort the child to a member of SLT.

Senior Leader to complete [written reflection](#) alongside child and will decide on loss of privilege and necessary consequence.

Senior Leader will phone/speak to the parents of child and Reflection Letter will be asked to be completed at home and sent back into school.

Loss of privileges 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 a member of the SLT. 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.

Individual Behaviour Plans

Behaviour management plans are created for children who need more guidance on a daily basis and where class-based support and intervention has not been successful.

Behaviour management plans use clear targets and are written by the class teacher and SENDCo, and set in conjunction with parents, and daily communication between home and school to support the child to make positive changes.

Behaviour Management Support:

Where a child's behaviour becomes a concern, behaviour management support commences. Behaviour becoming a concern is defined at Charlton House as:

- Aspects of a child's behaviour regularly impacting negatively on their learning, well-being of themselves or the potential to flourish to the best of their ability. This may be shown by a child reaching Time Out two to three times a week for a period of time or Reflection Time more than twice in a half term.

Structure of Behaviour Management Support:

- Behaviour tick sheets will be kept weekly by the class teacher. These will be recorded and analysed by the SENCO (for children with additional needs) or a member of SLT. A summary will be discussed with parents at the end of each term.
- Wellbeing support will be offered as an intervention to address any underlying causes of challenging behaviour. This will be discussed and agreed between the Wellbeing Lead and SENCO and then parents informed.
- Individual Behaviour Management Plan (IBMP) This will be written by the SENDCo with input from the class teacher, parents and child. The IBMP will be shared with all staff supporting the child and will be reviewed every six weeks.
- Access Arrangements – SENCO to review existing access arrangements used in the classroom (i.e. visual timetables, now and next, quiet/calm spaces) and support class staff to maintain or implement new arrangements.

Behaviour Management Crisis:

Where a child's behaviour becomes a significant concern, behaviour management crisis plan commences.

Behaviour which is reaching a crisis is defined at Charlton House as:

- Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them and may be shown by:
 - Positive changes following the use of a Behaviour Support Chart not being seen after one term.
 - A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
 - A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
 - A child whose behaviour puts them at risk of suspension or exclusion.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded on the child's IBMP which will record the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern may still apply.

Structure of Behaviour Management Crisis Plan:

- Daily Communication book – between class staff and parents
- Challenging Behaviour Risk Assessment – completed by SLT, class teacher and parents to identify risks and reasonable adjustments.
- Individual Behaviour Management Plan (IBMP) – updated to reflect the Challenging Behaviour Risk Assessment
- Positive Handling/Team Teach training – staff supporting the child may need to complete an earlier refresher course
- Access Arrangements – SENDCo to review existing access arrangements used in the classroom in response to advice (i.e. visual timetables, now and next, quiet/calm spaces) and support class staff to maintain or implement new arrangements.
- Educational Psychologist - SENDCo will seek parental permission to access support.
- Reduced Hours Provision – may be considered in the short-term to support positive changes
- Alternative Provision – may be considered to reduce the risk of permanent exclusion

It is important that as behaviours are repeated and escalate, so do the consequences given. A restorative approach will be utilised in all of the steps below, alongside an acknowledgement that the education, safety and well-being of all children and teachers is paramount.

Crisis Phase 1: The Crisis Plan is established between home and school. Daily communication between the class teacher and parents. It will be reviewed with a member of SLT at the end of the week.

Crisis Phase 2: If the child reaches Time Out more than once whilst on their crisis plan they will be educated outside the classroom for half a day with a member of the Senior Leadership Team.

Crisis Phase 3: If Time Out is reached more than once, they will be formally internally suspended for a day with the Head Teacher. This suspension is placed on their educational record.

Crisis Phase 4: If this behaviour continues the child will receive a fixed-term external suspension for a given period. This suspension is placed on their educational record.

Crisis Phase 5: If crisis stage 4 is reached repeatedly they will be at risk of permanent exclusion.

The Head Teacher reserves the right to adapt the stages of the Crisis Plan at any point with the interests of staff and children's wellbeing and education as paramount.

Script for unsafe/challenging behaviour

Class script:

(NAME) you have chosen to not make a safe choice. I am going to keep you safe by (taking you to the hall/moving you to the book corner etc.)

If Physical Intervention is required: (STAFF NAME(s)) are going to keep (CHILD) safe by helping her/him to HT office/safe space etc.

Individual Script:

(NAME) you are not making a safe choice. I am going to keep you and the rest of the class safe by (taking the children to the hall/moving the class to the book corner etc.)

Charlton House Independent School rejects the use of, or threat of corporal punishment.

SUPPORT

Children can be supported in behaving as we expect through:

- Use of positive rather than negative phrasing by all staff.
- Prefects as Play leaders.
- Friendship Bench.
- Houses.
- Reading Buddies.
- Worry Box.
- SENDCo/Head Teacher involvement in Support Programmes.
- Girls on Board programme (for KS2 girls)
- Involvement of outside agencies such as Educational Psychologist and Assessment Services.

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 Head Teacher will:

- Implement the school's Positive Behaviour Policy consistently throughout the school.
- Ensure the health, safety and welfare of the children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support staff in implementing the Positive Behaviour Policy.
- Keep record of all incidents of serious misconduct, with action taken.
- Deal with incidents of serious, unacceptable behaviour.

The governors will:

- Ensure that the school has a Positive Behaviour Policy and be responsible for the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- Be involved in the development of the policy in accordance with the stated aims of the school by supporting the Head Teacher and staff in implementing the policy and carrying out these guidelines.
- Monitor and evaluate the effectiveness of the policy in bringing about its stated aims and objectives.
- Give advice about particular disciplinary issues
- Be informed about the successes of the policy in maintaining high standards of behaviour.
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

Staff will always:

- Provide a consistent approach across the whole school
- Agree a classroom code of behaviour with each new class at the beginning of the school year and revisit this termly and periodically as and when required.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Arrive in class on time and be prepared for lessons.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment of each individual, regardless of age, gender, race ability and/or disability.
- Avoid use of confrontational language
- Allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSEE and Relationships curriculum
- Be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- 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, including arrangements for children on individual support plans (MSP's)
- Ensure that records of unwanted behaviour are recorded on CPOM's, that the Head Teacher and the children's parents are aware of actions taken and sanctions put in place.

Children will be encouraged to:

- Discuss and develop the school code and class rules within their class.
- Respect others, regardless of age, gender, race ability and/or disability.
- Follow agreed behavioural expectations and school rules.
- Demonstrate good manners.
- Take care of their personal appearance and belongings.

- Be respectful of the belongings of others and of the school property and resources.
- Work collectively within their classes and teams.
- Accept responsibility for their choices and understand the consequences of breaking the school rules.
- Vote for members of their class to represent them on the School Council.

We hope parents will:

- Support the school so that children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- 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 cooperate with the school in implementing the behaviour policy
- Respect the staff of the school and valuing their professional opinions

MONITORING AND RECORD KEEPING

The Head Teacher will monitor the effectiveness of this policy on a regular basis and will also make reports to the governing body on the effectiveness of the policy and if necessary, make 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 Head Teacher 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 Head Teacher keeps a record of any pupil who is internally, fixed term or permanently excluded.
- All records are kept on CPOMs.

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.

GUIDANCE ON SERIOUS MISCONDUCT

Serious misconduct, in or out of the classroom will be referred immediately to the Head teacher. 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. This list is not exhaustive.

Incidents will be recorded on CPOMs and investigated by the Head Teacher and/or SENDco. 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:

- A support plan may be drawn up: this may follow different steps of intervention and sanctions.
- The school seeks the advice of external agencies such as the educational psychologist.
- Serious one-off breaches or repeated breaches of the school rules may lead to suspension.
- If property has been damaged, then the school may ask parents to provide replacements.

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.

Head Teachers 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.

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees. This is based on paragraph 10 of the DfE's [searching, screening and confiscation guidance](#).

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.

Assess how urgent the need for a search is and consider the risk to other pupils and staff

Explain to the pupil why they're being searched, how and where it will take place, and seek the pupil's informed co-operation. Where possible, you should avoid presenting the idea that a pupil can be sanctioned for refusing to consent to a search, as this may imply that the pupil didn't freely consent

You **must** have another staff member with you as a witness and the searcher **must** be the same sex as the pupil (unless you believe that there is risk of serious harm **and** it's not reasonably practicable for a member of staff who is the same sex as the pupil to do the search or for another member of staff to be present)

Always make a detailed record of searches in our safeguarding reporting system

Tell the DSL about any searches where you had reasonable grounds to suspect a pupil had a prohibited item. Involve the DSL immediately if you believe a search has revealed a safeguarding risk or the pupil requires support as a result of the search itself

If you're not sure of the legal status of any drugs you find, treat them as controlled drugs. If it's definitely not a controlled drug, you can still confiscate it if you think it's harmful to good order and discipline in school

If you find e-cigarettes or other vaping accessories (e.g. vape fluid):

- Don't return them to the pupil – either retain or dispose of them
- Inform the Head Teacher (DSL) or DDSL. Prohibited items will be stored in a locked cupboard in the office.

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

MOBILE PHONES

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

EXCLUSION

In cases of severe and/or 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 Head Teacher 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. The term of exclusion will be determined by the Head Teacher and in agreement with the committee of governors according to the severity and frequency of the incident or behaviour.

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. Please see the Exclusions Policy for further details.

GUIDANCE ON SPECIFIC BEHAVIOURAL 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 can 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.

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.

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

Appendix 1 - Behaviour Step Cards for Staff - to be printed and laminated for staff lanyards

<p>STEP 1. Rule reminder</p> <ul style="list-style-type: none"> ● This is a rule reminder. ● Are you being safe/kind/ready? <p>STEP 2. Warning (As privately as possible)</p> <ul style="list-style-type: none"> ● This is a verbal warning. You are now on Step 2 - Your behaviour is your choice. ● I notice you are ... ● It is our rule about.... that you are breaking. ● Do you remember last week when you... ? That is who I need to see today. 	<p>STEP 3. Time out</p> <ul style="list-style-type: none"> ● Unfortunately, you are continuing to not be safe/kind/ready. ● You have moved to Step 3 Time Out ● I am now going to give you up to 5 minutes to prepare yourself. Afterwards, you will need to rejoin the lesson and your learning. ● We will talk about your behaviour at your next playtime. ● Thank you for listening.
<p><i>Restorative Conversation following time out:</i></p> <ul style="list-style-type: none"> ● Why were you given time out? ● How did your choices affect those around you? ● What can you do differently next time? ● What can you do to make it better? ● Because of your behaviour, I/Your class teacher will be informing your parents. 	<p>STEP 4. Loss of privilege</p> <ul style="list-style-type: none"> ● You are not making a safe choice. I am going to keep you and the rest of the class safe by taking you to ... ● You are now on Step 4. You will need to discuss your behaviour with ... during your playtime. <p><i>Radio or message for support to escort the child to a member of SLT.</i></p>



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Good afternoon,

Unfortunately, had to be given time out this afternoon due to the choices they made with their behaviour. This was following several opportunities to change their behaviour beforehand. This meant that they missed some of their break time and/or learning time.

I have attached something to help think about their choices and would appreciate if it you could spend some time talking to them about their behaviour and completing the reflection below.

Please could you return this reflection sheet at your earliest opportunity.

If you would like to discuss this further, please do not hesitate to contact me.

Kind regards

Mrs Pay/Mr Musgrave/Mr Darby

Why was I given time out?

How did my choices affect other people, both in school and at home?

What can I do differently next time?

What can I do to make it better?
