

Behaviour for Learning Policy

Sponsorship & Review

1 Sponsor

Vice Principal – Behaviour, Attitudes and Safeguarding
Assistant Vice Principal – Personal Development, Culture and Ethos
Assistant Vice Principal – Behaviour and Safeguarding

2 Reviewed

August 2020

3 Revised

November 2021

Principles

We aim to:

- Have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect current and up to date Government legislation
- Promote our clear values of Respect, Responsibility and Resilience and recognise outstanding behaviour through praise and encouragement
- Ensure that all students and parents/carers are clear about the school's expectations and encourage positive relationships between school and home
- Encourage a consistent, persistent and insistent approach to both outstanding and unacceptable behaviour by staff
- Ensure that all staff are aware of the powers available to them, to sanction and manage unacceptable behaviour in an assertive and non-confrontational manner

Key Roles and Responsibilities

- The Vice Principal (Behaviour, Attitudes and Safeguarding) will be responsible for the day-to-day implementation of this Behaviour for Learning Policy and the procedures of Charlton School
- Staff (including teachers, support staff and volunteers) will be responsible for following the policy and for ensuring the students do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently
- Staff will create a supportive and high quality learning environment, teaching positive behaviour for learning
- Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside the school and promote positive behaviour for learning, modelling acceptable behaviour
- Pupils are responsible for their own behaviour inside and outside of the school

Behaviour for Learning Policy

Introduction

OUR AIM IS TO PROVIDE AN ENVIRONMENT IN WHICH ALL STUDENTS CAN SUCCEED

At Charlton we take pride in students' progress. We nurture happy, healthy young people who have the knowledge, academic achievement, and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. Our curriculum is broad, rich, and matched to individuals' needs.

We wish for Charlton students to be seen both in school and by the wider community as mature, confident young people that wear the uniform with pride, who are responsible citizens, with a thirst for learning. We are looking for the students to engage fully in the vast amount of opportunities available to them, to enrich their experience and inspire them to find activities they will continue to engage with for life

At Charlton the school's working document on school expectations is 'Charlton Expects'. This gives students clear guidance about learning and preparing for learning

Students are guided via our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as academic mentors to track their progress. Heads of Year and Pastoral Managers offer further support, as required, accessing the services of external agencies and family support

Charlton believes that every student has a right to equality as laid out by the Equality Act 2010. Students will not be discriminated against because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy/maternity or because of a gender reassignment

Safeguarding students will always take priority and reasonable adjustments will be made for students with Special Educational Needs and Disabilities

The implementation of this policy and associated procedures will be undertaken in clear relationship with other school policies, particularly Child Protection, SEND, Anti-bullying and Acceptable Use Policy

At Charlton our ethos is built upon our three core values:

- Respect
- Responsibility
- Resilience

Managing Behaviour

IT IS THE RESPONSIBILITY OF EVERY MEMBER OF STAFF TO MAINTAIN A POSITIVE ATMOSPHERE WITHIN THE SCHOOL

Our behaviour for learning policy aims to support and promote good behaviour by developing a sense of community and the shared values of respect, responsibility and resilience. High standards of behaviour lie at the heart of a successful school

Outstanding behaviour builds on this and assumes a heightened level of citizenship, community spirit and independence of thought and action regarding effective learning

Underpinning outstanding behaviour are our shared character virtues of gratitude, compassion, humility, justice, courage, integrity and honesty

Unacceptable behaviour is that which insults, abuses, intimidates or injures any member of the school or local community; or which disrupts the learning of individuals; or which damages the reputation of the school within the wider community; or which results in damage to the school or community environment

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

All Charlton staff with the responsibility for students are responsible for ensuring the policy and associated procedures are followed consistently and for creating an appropriate learning environment. The 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

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

"Whenever we discipline, we seek to communicate and convey a sense of calmness in our language. It is about, clear respectful communication." (Bill Rogers)

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

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.

In addition, all staff should be aware that students can be at risk of child exploitation, if there is evidence to suggest a child's behaviour is as a result of exploitation, this will be taken into account when any decision needs to be made.

Training of Staff

At Charlton staff will receive regular and ongoing training as part of their development including (but not limited to):

- Training on any updates to this Behaviour for Learning Policy
- Training in identifying at-risk pupils
- Regular and ongoing training as part of their development

Student Expectations – Charlton Expects

(Please see Appendix Two)

Students throughout the school and in the community are expected to take responsibility for their own behaviour for learning to meet, and go beyond, the expectations of Respect, Responsibility and Resilience:

Respect

- Enter and leave the school sensibly
- Act, speak and listen respectfully to others
- Be respectful and polite to other students, staff, visitors and members of the local community
- Follow staff instructions without question
- Look after your learning environment and keep it clean and tidy
- Take pride in the presentation of your work
- Take pride in wearing your uniform correctly; you are an ambassador for Charlton school

Responsibility

- Be on time (within the first five minutes of lesson) and ready to learn
- Ride your bike responsibly on the school site; Do not cycle on the road
- Conduct yourself in a safe and sensible manner when moving through the corridors
- 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
- 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
- Phones off and away until the end of the day
- No Swearing
- No chewing gum

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

Student Expectations – Charlton Expects

(Please see Appendix Two)

Students throughout the school and in the community are expected to take responsibility for their own behaviour for learning to meet, and go beyond, the expectations of Respect, Responsibility and Resilience:

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



Staff Conduct with respect to Behaviour Management

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 at the threshold of your teaching area.
- Take a register at the start of every lesson (within the first five minutes).
- Check uniform, chewing gum and jewellery.
- Prepare an engaging starter activity and ensure an organised end of the lesson.
- 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 unacceptable behaviour by following the school's procedures fairly and consistently. Take direct and prompt action on unacceptable 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.
- 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 and/or CPOMS if there is a safeguarding concern.
- Never ignore or walk past students who are behaving in an unacceptable manner.

Promoting Respect, Responsibility and Resilience – Recognition and Rewards

Charlton is absolutely committed to the principle of encouraging and developing a positive achievement culture. It is important that achievement and good behaviour are recognised and rewarded regularly.

House Points

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

There are two types of recognition available – in year and accumulative. The threshold points are below for various levels of recognition:

- In year:
 - Email home from HOY: 50
 - Letter Home from AVP: 100
 - Commendation Certificate from Head teacher: 150
- Accumulative:
 - Bronze: 750 – Badge and certificate
 - Silver: 1500 - Badge and certificate
 - Gold: 2500 - Badge and certificate
 - Special Achievement Award: 3500

Head of Year RESPECT Award

We encourage staff to award house points with a focus on respect, responsibility and resilience. HOY awards are also awarded for students who show our school values

Pastoral Student Of The Month

Each month a student is recognised for their contribution to the school by the pastoral team. One student per year group is selected and presented with a certificate.

SLT Good Work Commendations

When students produce excellent work teachers can send them to visit Mr McNaughton who will congratulate them and send a letter home for their good work.

Praise Postcards (From Subject Teachers)

Teachers recognise good work in the classroom which is beyond the recognition of a house point by sending a praise postcard home. These can be given directly to students or posted home to parents.

Attitude To Learning

100% ATL 1 average recognised with a letter home following each data drop.

Charlton Pride Award

Students can be recognised for a special achievement and celebrated through the Charlton Pride awards. There is a section on the school website for this.

Promoting Respect, Responsibility and Resilience – Consequences

All Charlton staff with the responsibility for students, have the statutory authority to discipline students (including on visits/trips) when behaviour is deemed unacceptable, school rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a student’s unacceptable occurs outside of the school (section 90 and 91 of the Education and Inspections Act 2006)

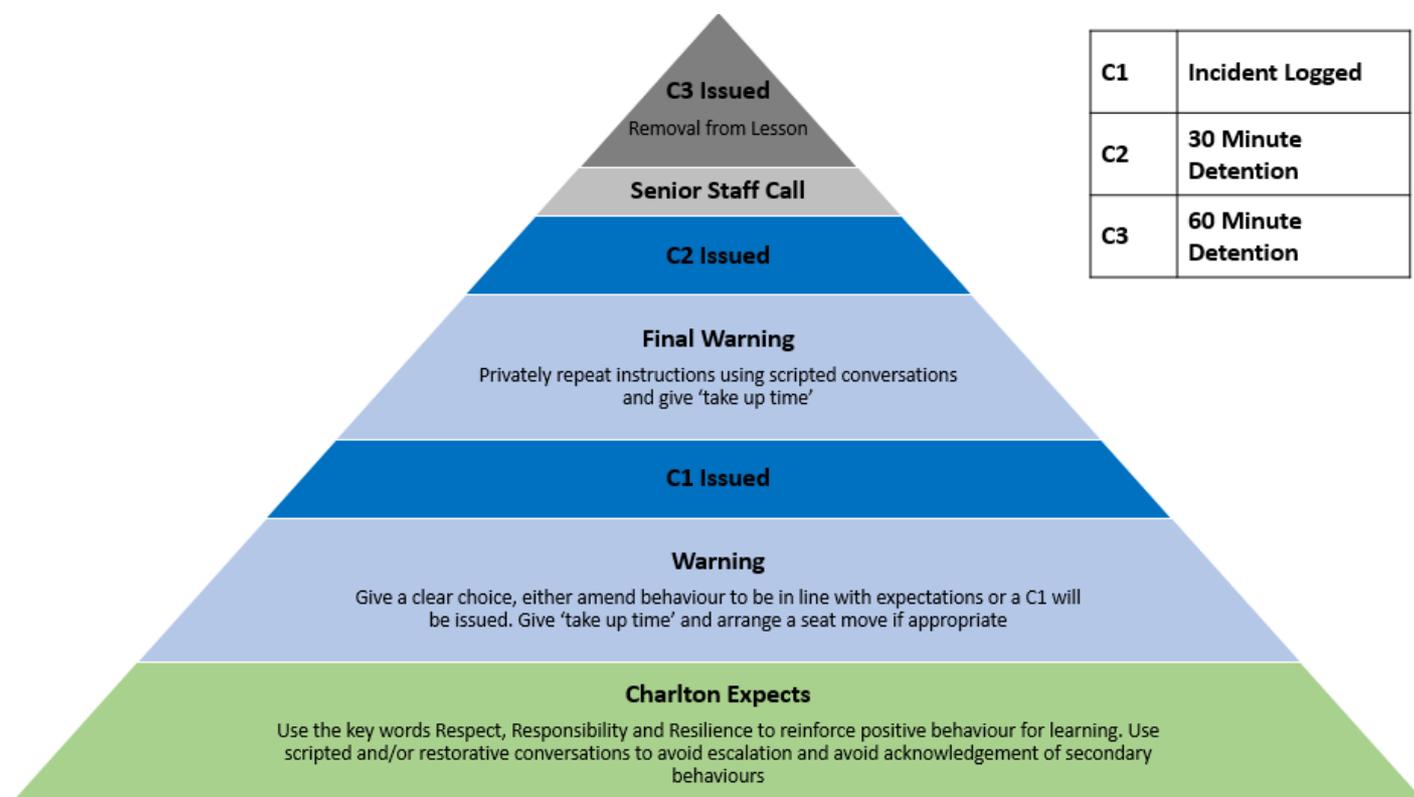
‘Charlton Expects’ details expectations of staff and student behaviour to create and maintain effective learning climates. Staff should implement suggested strategies to promote positive behaviour as part of the universal offer to engage learners and create positive, respectful working relationships. If the Charlton Way has been fully implemented and there is still a need for intervention the next stage of the classroom support system should be implemented.

Where unacceptable behaviour is persistent or serious, sanctions will be applied. These sanctions include (but not necessarily limited to) detentions, removal from class, extended school day, Internal Exclusions at school and Fixed Term Exclusions from school.

Where appropriate (such as the case of students with Special Educational Needs or Disabilities) reasonable adjustments will be made to these sanctions in order to ensure they do not have a disproportionate effect on the students

Classroom Support System for all students and adults (including Sanctions)

It is important that where students fail to meet expectations in the classroom, such behaviour is challenged accordingly by the use of the Classroom Support System



The school operates a system of ‘Senior Staff Call’. This system offers support to all colleagues when difficulties arise. Members of the Senior Team respond to all Senior Staff Call requests.

The aim of the Senior Staff Call is to resolve the situation and allow the student to continue with the lesson. The intention behind this is to ensure that all teachers are empowered in relation to classroom management

Where the positive reintegration may not happen or it is considered that there is a risk poor behaviour may continue then the student will be removed and placed in their respective Key Stage Intervention Support Room. Students removed from lessons are monitored centrally and parents informed

Where there a student has caused a significant breach of the school rules or a significant breach of health and safety then the student may be immediately removed from the classroom and the matter will be investigated and dealt with by a member of the Pastoral Team and/or Senior Team

Additional Sanctions

Charlton School has a range of additional sanctions available to support students to make the right choices and own their behaviour around the school and in the community

Truancy* (*Including arriving at a lesson more than 5 minutes after the scheduled start time, without a valid reason confirmed by a member of staff)	1 Day BRR
Failure to attend afterschool detention	C3
Use of foul/abusive language	C2
Use of foul/abusive language directed at another member of the school community	Exclusion
Refusal to follow the reasonable instructions of a member of staff	C3 (Defiance)
Use of a banned item	Exclusion**
Refusal to agree to the confiscation of a banned item	Exclusion**
Serious incident which may cause harm to another member of the school community	Exclusion**

** Exclusion can result in either an Internal Exclusion or an External Fixed Term Exclusion

Behaviour Reflection

Restorative conversations at Charlton School are a core part of building trust and relationships between staff and students. A restorative conversation may take place before a student can be re-introduced to lessons after spending time in the Intervention Support Room (ISR) or Behaviour Recovery Room:

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.

Additional Support for Students of Concern

- Departmental Reports
- Anger Management Course
- External Behaviour Support Specialist
- Emotional Health and Wellbeing Intervention
- Counselling
- Restorative Conversations
- Referral to external provision
- Referral to the fair access panel for additional support

Reports

Behaviour reports are issued when there is sustained deterioration in the behaviour of a student which requires the input, understanding and agreement of adults working with a student about what they are going to do to support the students

Behaviour reports are supportive tool designed to help the student make positive progress towards better behaviour around the school and in the community

Level One Report	<ul style="list-style-type: none">• <i>Minimum Duration: 4 Weeks</i>• The Year Team will issue the report and will contact Parents/Carers to inform that their child has been issued the report• Student will be given an average score for the 2-week period, a student who has an average score greater than 2.5 will fail the report• Report outcomes emailed home at the end of the 2-week rotation by the Year Team• Failure to show improvement is a referral to Level 2 Report
Level Two Report	<ul style="list-style-type: none">• <i>Minimum Duration: 4 Weeks</i>• Where a student fails a Level One Report, they will be issued with a Level Two Report• The Year Team will issue the report and parents will be invited for a meeting to discuss concerns• Student will be given an average score for the 2-week period, a student who has an average score greater than 2.5 will fail the report• Report outcomes emailed home at the end of the 2-week rotation by the Year Team• Failure to show improvement is a referral for a Pastoral Support Plan
Pastoral Support Plan (Blue)	<ul style="list-style-type: none">• <i>Minimum Duration: 6 Weeks</i>• Where a student fails a Level Two Report, they will be issued with a Pastoral Support Plan (PSP)• A member of SLT will issue the report and parents will be invited for a meeting to discuss concerns• Report outcomes communicated home at the end of the 2-week rotation

Exclusions

Internal Exclusions

The school operates a system of internal exclusions and students are placed in the Behaviour Recovery Room (BRR) when their behaviour falls below the parameters of being considered acceptable

The BRR is operational daily and supports planned internal exclusions.

Fixed Term 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)
- Being found in possession of alcohol or illegal substances
- Being found in possession of a weapon

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.

Statutory Guidance

Smoking and Vaping

The Charlton School is a smoke and vape free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas

Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes

Controlled Substances

Charlton School has a zero-tolerance policy on illegal drugs and legal highs

The law permits school staff to take temporary possession of a controlled substance for the purposes of preventing an offence being committed

Staff will ensure a second adult is present when confiscating any controlled substance. Following the confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The sample will be stored securely in school

The incident will be immediately reported to the police and parents/carers notified

Any further measures will be undertaken in line with the school Safeguarding Policy

Screening and Searching Pupils

Charlton school staff may use common law to search students, *with their consent*, for ANY item

Under Part 2, Section 2 of the Education Act (2011) & DfE Document – Searching, screening and confiscation (January 2018) teachers are authorised by the Principal to search for any PROHIBITED item *without the consent* of the students, provided they have reasonable grounds for suspecting that the student is in possession of the prohibited item. There is no requirement to inform parents/carers or seek consent before a search is undertaken

Searches will be conducted by a same-sex member of staff where possible, with another member of staff member as witness. If there is a risk that serious harm will be caused to any person(s) then the search will be carried out immediately

During a search, staff members may instruct a student to remove outer clothing, including but not limited to, hats, scarves, boots and coats

The school can require students to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the pupils. If a student fails to comply, and the school does not let the student in, the school has not excluded the students and the student's absence will be treated as unauthorised. The student should comply with the rules and attend.

Searches may be carried out both on and off site, including school trips or any other activity away from school where staff are responsible for students

If a student refuses to be searched or screened, the school may refuse to have them on school premises

Confiscation

Under section 91 of the Education and Inspections Act (2006) Charlton School has the general power to discipline a student as appropriate. This general power includes a staff member to confiscate, retain or dispose anything they have reasonable grounds to suspect is a prohibited item

Items confiscated, because they are banned by the school rules should be collected by arrangement by parents/carers from the school office

Physical Restraint and Reasonable Force

All staff are encouraged to use de-escalation techniques and alternative strategies to support each student.

Restraint will only ever be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with Government guidance. Parents/carers will always be contacted in the event restraint or reasonable force has had to be used

Appendix One: Charlton School: Building Knowledge. Developing Character. Inspiring Futures.

Vision

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

Ethos

- ✓ **Pastoral care.** We ensure that every member of our school community knows that we are committed to supporting their physical health, safety and emotional wellbeing.
- ✓ **Behaviour.** Relationships between staff and students are based on our core values: respect, responsibility and resilience. Clearly stated standards of behaviour are to be upheld by all.
- ✓ **Belonging.** We celebrate our differences and show respect for our community. Students understand and develop their role as active and responsible citizens and are equipped with the skills to challenge discrimination.
- ✓ **Inclusion.** Charlton is an outward facing and globally conscious school. We promote compassion, and advocacy for all members of our school community. We are unwaveringly inclusive and determined to eradicate all barriers to educational success.
- ✓ **Curriculum.** We are committed to delivering a broad, balanced and knowledge rich curriculum to enable all students to achieve their best and be well equipped for the future.
- ✓ **Co-Curriculum.** Our curriculum is enhanced by wide range of sustained enrichment opportunities enabling students to discover and nurture their individual talents and interests.
- ✓ **Facilities.** Our new building provides a clean, bright, safe and stimulating learning environment with state-of-the-art equipment.
- ✓ **Celebrating success.** We celebrate success at all levels. Students are encouraged to apply a growth mindset to both their academic and personal progress.
- ✓ **Partnership.** We have well established links with our local community and view partnerships with the Learning Community Trust, wider community partners and our families as central to our success.

Core Values

Our ethos is built around three core values: **Respect, Responsibility and Resilience.** We expect all members of the Charlton community to exhibit these values at all times.

Underpinning our vision and values are our shared character virtues:

Gratitude: feeling and expressing thanks.

Compassion: exhibiting care and concern for others.

Humility: estimating oneself within reasonable limits.

Justice: acting with fairness towards others by honouring rights and responsibilities.

Courage: acting with bravery in fearful situations.

Integrity: having strong moral principles and standing up for what you believe in.

Honesty: being truthful and sincere.

Appendix Two: 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



Behavior expectations; Around school and in the Community



Charlton School

Enter and leave school sensibly.

Bikes are not to be ridden on school grounds.

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.

No fizzy drinks or energy drinks.

Aerosols sprays are not permitted on site.

Appendix Three: 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 Four: 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.