

Behaviour for Learning Policy and Behaviour Curriculum

Sponsorship & Review

1 Sponsor

Vice Principal – Culture and Ethos

Assistant Vice Principal – Behaviour and Safeguarding

2 Reviewed

September 2023

3 Revised

January 2024

Policy Purpose

We aim to create a culture where staff and students flourish in safety and dignity. This culture permeates through every aspect of school life. Staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to behaviour which does not meet the schools' expectations consistently and fairly.

Good behaviour is central to a good education. At Charlton we manage behaviour well, therefore providing a calm, safe and supportive environment which children and young people want to attend and can learn and thrive. We proactively support students to behave appropriately by teaching explicitly what good behaviour looks like, through our behaviour and character curriculums with appropriate additional support for some students to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

We carefully consider our routines and procedures in relation to this policy to ensure we are maintaining an environment where positive behaviours are more likely. When students do not meet our expectations we respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this policy outlines different responses to behaviour that we use, including rewards, sanctions and pastoral approaches.

The aim of this policy is to ensure that the school has high expectations of students' conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to maintain a calm and safe environment.

This policy has been co-constructed with the Learning Community Trust (LCT). We passionately believe that behaviour in our schools is inseparable from academic achievement, safety, welfare, well-being and all other aspects of learning. It is key to all other LCT aims, and therefore crucial. LCT schools will create a 'clarity of culture' where all members of the school's community will hold the LCT principles at the core of their actions, thus optimising their learning, civility, good character and most importantly, enabling them to flourish in all aspects of life. Further details including required strategies can be found in appendix 16. The following shared principles underpin the behaviour for learning policy and behaviour curriculum at Charlton:

Principle 1	Principle 2	Principle 3	Principle 4	Principle 5
To know and understand our young people and their influences to create an inclusive school community and culture where they belong, feel safe, happy and confident.	Teach positive learning behaviours alongside managing misbehaviour. Where our young people, community and staff recognise the importance of being respectful, kind, well-mannered and accepting of others.	Install research driven, consistently applied behavioural policy that is embedded into our young people and staff habitual behaviour. A policy that drives and maintains a culture of high expectations and social norm at all times.	To know and understand how to use effective and consistent classroom management strategies to support good classroom behaviour. Ensuring that all of our young people engage in a full curriculum offer alongside behavioural support strategies.	To create a school structure that enables the use of targeted and flexible approaches that meet the needs of individuals.

Intent

We believe all students are entitled to a culture that promotes positive attitudes to learning so that we can nurture happy, healthy young people who have the knowledge, resilience, academic achievement, and strength of character to lead safe and successful lives in modern Britain. We aim to:

- Maintain a safe, 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.
- 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 promoting outstanding behaviour and having clear responses to any behaviour which does not meet expectations.

- Ensure that all staff are well trained and therefore implement the behaviour curriculum and school routines consistently, fairly and with warmth and care.

Implementation

- We have high expectations for students' behaviour and attitudes. We communicate these high expectations regularly and apply our expectations consistently and fairly.
- Relationships between staff and students are positive and respectful. High expectations are delivered with warmth and care.
- We recognise positive behaviour through praise, encouragement and rewards.
- We do not tolerate low-level disruption; we believe students are entitled to disruption free learning every lesson of every day.
- Every member of our school community knows that we are committed to supporting their physical health, safety and emotional wellbeing.
- We support students to develop responsibility and positive character traits through our character curriculum which is based around the shared virtues of: Gratitude. Compassion. Humility. Justice. Courage. Integrity. Honesty.
- We celebrate our differences and show respect for our community. Students understand and develop their role as active and responsible citizens. We do not tolerate bullying. Where it does occur, we deal with it quickly and effectively.
- We are committed to supporting and improving the behaviour of students who have particular needs.
- We recognise that an effective culture of positive behaviour can only be created when all staff support in the modelling and managing of positive behaviour. Therefore, we require all staff to support with behaviour throughout the building at all times.

Impact

- School leaders visibly and consistently support all staff in managing student behaviour through following the behaviour policy.
- Every member of staff understands it is their responsibility to maintain a positive and respectful culture within the school.
- Measures are in place and both general and targeted interventions are used to improve student behaviour. Support is provided to all students to help them meet behaviour expectations, making reasonable adjustments for students as required.
- All members of the school community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- All students are aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Students know that they have a duty to follow the school behaviour policy and uphold the school rules, therefore contributing to the positive and respectful school culture.
- Proactive support for students enables them to behave appropriately by teaching explicitly what good behaviour looks like.
- The whole school approach is reinforced by building and maintaining positive relationships with parents.

The Behaviour Curriculum

At Charlton we believe that students must be taught how to behave. The knowledge, understanding and skills required must be taught and our high standards and expectations must be made explicitly clear. We define good behaviour as students developing positive habits that help them excel in school and prepare them for their next steps in education or employment. When students leave Charlton, they should have the skills to:

- Show **Respect**; Students show respect and are positive, caring and kind.
- Behave **Responsibly**; Students take responsibility for their actions behave responsibly.
- Be **Resilient**; Students are committed to their learning and resilient to setbacks.
- Behave **Safely**; students are able to keep themselves and others emotionally and physically safe.

Developing positive habits that help a student excel in school.			
Show Respect: Students show respect and are caring and are kind to all			
Communicate Respectfully	Behave Respectfully	Respect Our Environment	Respect our Learning
Act and speak respectfully to others, this includes on the way to and from school. Think about the language you use before you speak. Always remain respectful in your conversations. Use manners and show kindness. Be respectful and polite to other students, staff, visitors and members of the local community.	Treat all members of the school community with respect, treat others how you would wish to be treated. Respect the school uniform policy; take pride in wearing your uniform correctly; you are an ambassador for Charlton school. Never walk away from a member of staff when they are speaking to you.	Look after your learning environment, keep it clean and tidy. Put litter in the bins provided. Have pride and look after the school building and equipment. Stick to rules regarding specialist rooms and areas of the school. Stay on the ground floor during break and lunch.	Arriving to lessons as quickly as possible, not just within 5 minutes. Work with staff members to achieve the best possible outcomes. Take pride in the presentation of your work. Low level disruption is not tolerated.
Responsibility: Students take responsibility for their actions behave responsibly			
Responsibility for your actions	Responsibility for behaviour	Responsibility to attend school	Responsibility for your learning
Be responsible for your actions. Be responsible for your words. Always show responsible behaviour outside of school Do not engage in inappropriate behaviour when using the internet or social media.	Take ownership of how your actions effect the rest of the class or year group. Always try to make sure your behaviour meets the school's expectations. Apologise if something has gone wrong and learn from mistakes.	Attend school every single day. Attend school on time every single day. Y7-Y9 attend line ups. Attend school with the correct uniform and equipment. Attend all lessons. Do not leave lessons without permission. Avoid going to the toilet during lesson times wherever possible.	Take ownership of your learning. Contribute positively and complete work to the best of your ability. Work with staff members to achieve the best possible outcomes. Follow classroom routines. Always have a printed copy of your timetable and know which lesson you are going to next. Complete homework to the best of your ability and hand it in on time.
Resilience: Students are committed to their learning and resilient to setbacks			
Resilient mindset	Resilience in lessons	Resilience around the school	Resilience with each other
Show you have a growth mindset and do not give up when things get difficult. Understand that learning and developing your character traits can be hard work but it is worth it. Set personal goals and hold yourself to high standards. Work hard to improve.	Attempt all work that is set. Don't be afraid of making mistakes. Never quit and walk away. Ask for help when you need it. Work hard, stay motivated and focus on the task. Enjoy new challenges. Try your best, you will be rewarded for your effort.	When things go wrong speak to people respectfully away from the situation. Deal with any sanctions that are applied, don't bury your head in the sand. Report concerns don't allow things to escalate.	Show patience with each other. You don't have to be friends with everyone, but you do have to be respectful and kind. If there is a disagreement, ask for help from a member of staff. At all times remain respectful, kind and safe.
Safety: students are able to keep themselves and others emotionally and physically safe			
Physical Safety	Emotional Safety	Classroom Safety	Safety during Unstructured Times
No unwanted physical contact. Respect each other's personal space or 'bubble'. Move around the school site in a safe, sensible, calm and orderly manner, stay on the left of corridors. Report anything which makes you feel unsafe to a trusted adult or the safeguarding team. Go straight to your next lesson by the quickest route, following the one-way system.	Students show respect and are positive, caring and kind. Speak to your form tutor, safeguarding team or another trusted adult if something is upsetting you.	Enter the classroom calmly and sensibly, get straight on with the task. At the end of the lesson pack up all equipment, stand up behind chairs and wait to be dismissed. When moving between tasks follow instructions carefully. Do not get up out of your seat without permission. Put your hand up to ask a question, do not shout out.	Follow staff instructions first time, every time without question. Enter and leave the school sensibly. Report any concerns to a member of staff on duty. Keep footballs/basketballs below head height. Stay off the grass when it is wet. Queue sensibly, step forward when told to do so by the staff member on duty.
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.

Unacceptable behaviour		
Lack of Respect	Lack of Responsibility	Lack of Resilience
<ul style="list-style-type: none"> • Disruption to learning • Lack of effort with classwork • Homework not completed • Refusal to follow instructions • Removal from lesson to Behaviour Recovery Room • Abuse or damage to property and or equipment • Lack of respect to students, staff, visitors or members of the community 	<ul style="list-style-type: none"> • Incorrect/Missing Uniform • Chewing/Eating in Lesson • Mobile Phone (including air pods/headphones etc.) • Late to school/lesson • Littering or leaving areas untidy • Inappropriate use of ICT • Swearing • Bringing fizzy drinks/energy drinks to school • Spraying aerosols 	<ul style="list-style-type: none"> • Lacks concentration and focus and distracts others • Avoids work and doesn't ask for help • Finds opportunities to be out of seat or leave lessons • Does not have the right equipment
Incidents likely to result in a period or internal or external isolation/suspension/exclusion		
<ul style="list-style-type: none"> • Truancy from school/lesson • Damage to property • Bullying, including cyberbullying (persistent or serious incident) • Discriminatory behaviour, including homophobic, racist or sexist remark • Verbal/physical aggression towards staff or any form of intimidating behaviour • Fighting or inciting violence • Physical abuse towards staff/student (serious and/or support required) • Dangerous or unsafe behaviour • Extortion • Possession of a weapon • Possession or suspected use or supply of drugs or alcohol • Smoking or vaping • Theft • Sexually inappropriate behaviour • Inappropriate use of computers (for material that is age inappropriate or illegal) • Persistent violation of school rules • Anti-social behaviour 		

(Please note: This is not an exhaustive list)

Incidents of bullying and discriminatory behaviour, including racial, homophobic, or any other protected characteristic, abuse will be dealt with according to the Anti-Bullying Policy and/or Equality Policy. Racism is a criminal offence and has to be reported to the Local Authority.

Classroom Management

We understand that staff are responsible for creating a positive learning environment by ensuring the curriculum and associated policies and procedures are followed consistently. Every member of staff understands it is their responsibility to maintain a positive and respectful culture within the school. In every classroom there are high expectations of behaviour and attitudes. We expect staff to provide **high levels of individual challenge, ensuring students feel supported and encouraged, this promotes positive attitudes to learning, which teaches students to be committed to their learning and resilient to setbacks.**

We promote the use of 'the 3 R's':

Relationships: warm, caring interactions; calm, consistent adult behaviour where recognition outweighs sanction

Routines: classroom routines as a fundamental source of high expectations and standards

Responses: strategies and interventions for de-escalating confrontation and encouraging positive behaviour

Staff follow a number of strategies designed to promote a positive and respectful learning environment and encourage outstanding behaviour including:

Relationships: warm, caring interactions; calm, consistent adult behaviour where recognition outweighs sanction
Model positive behaviour, maintaining a positive and respectful culture within the school. Practice and encourage mutual respect, building positive and respectful relationships between staff and students. Insist on manners and politeness and model positive interactions to all members of the school community.
Deliver high expectations with warmth and care. Have knowledge of the behaviour curriculum and the school's policies and processes to ensure we have a safe, caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistently re-enforced.
Communicate kindness and have unconditional positive regard for all students at all times.

Praise good behaviour to re-enforce expectations. Showcase examples of excellent work, behaviour and attitudes to learning, highlighting the reasons. House points and postcards should be issued publicly at this time. In all classrooms praise outweighs consequence by a ratio of 80:20.
Regularly contact parents or carers. Contact home to communicate praise. Also contact parents or carers if you have a concern about persistently poor behaviour.
Routines: classroom routines as a fundamental source of high expectations and standards
Design your routines, walk through each routine, teach the signals, refresh or reboot. Work out what you want students to do in every common situation they encounter. Teach and rehearse these routines explicitly, stick to the details of a routine so that they become automatic. Routines require maintenance, you will need to re-visit them when they slip.
Communicate and reinforce your expectations. Take time to talk through your expectations with each class. When expectations are not met, use positive correction to redirect students so they change their immediate behaviour.
Affirm positive responses first, first attention to best conduct. When dealing with a response to an instruction or running through a routine, give positive affirmation to students who meet the expectations before dealing with any who don't. Name and fame don't name and shame.
Entry and Exit Routines. Our common routine for the start of a lesson is: <i>Teacher meets and greet students modelling our values of Respect, Responsibility and Resilience welcoming them into the class at the door; they go straight in without talking, sit down in their seating plan and get their books and equipment out ready to learn, engaging with any written instructions provided.</i> Our common routine for the end of a lesson is: <i>Students stand behind their chairs with all equipment packed away. Teacher dismisses them from the door, table by table, calmly into the corridor.</i>
Always challenge any prejudice or bullying. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. Class teacher sanctions as a form of inappropriate behaviour in line with this policy and records on CPOMS as a cause for concern.
Responses: strategies and interventions for de-escalating confrontation and encouraging positive behaviour
Provide a personalised approach to the needs of individual students. Ensure strategies from passports and behaviour plans are implemented in the classroom and used to guide individual responses where appropriate. Ensure work is scaffolded/modelled to enable access to the learning for all students.
Frame correction as positive reinforcement. When students do not meet your expectations, frame your response by reasserting what you want. The focus should be on re-directing students back to the task and praising positive behaviours, rather than focusing on secondary behaviours. Give students the chance to make good choices.
Use assertive choice direction and narrate the consequences: Amira, please follow the safety rules exactly, this is a warning, if the behaviour continues a C1 will be issued.". Give take up time enabling them to choose the right behaviour. If you then need to set a consequence, explain why. This helps to make it clear to the student concerned whilst also reinforcing expectations for everyone else. "Amira, I am now issuing a C1 as your behaviour is not following the safety rules which is putting yourself and others at risk".
Maintain the principle of certainty over severity and use consequences fairly. The severity of a consequence is less critical than the certainty that it will happen. We aim to avoid escalation resulting in the removal of a student from the classroom, we allow the opportunity for them to refocus on the learning at any stage. Enabling engagement with learning is our core purpose. When issuing a sanction always refer to the behaviour, not the young person.
Restorative follow up. Restorative conversations at Charlton School are a core part of building trust and relationships between staff and students. Have a restorative conversation with the student before the next lesson to repair the relationship and prevent the behaviour from reoccurring.

Recognition, Rewards and Sanctions

Charlton is absolutely committed to the principle of encouraging and developing a positive achievement culture. We believe students are entitled to a culture that promotes positive attitudes to learning, which teaches students to be committed to their learning and resilient to setbacks. It is therefore important that achievement and good behaviour are recognised and rewarded regularly. We aim to recognise and reward outstanding behaviour and those students who perform in a consistently positive way or have shown significant signs of improvement.

Recognition and Reward will occur frequently across a range of situations:

Daily	Weekly	Termly
In all classrooms praise outweighs consequence by a ratio of 80:20. At least five minutes in every lesson is devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons. House points and postcards should be issued publicly at this time.	Recognition in assemblies, within faculty areas and for extra-curricular contributions or sporting achievements. Head of Year RESPECT Award is presented.	Formal celebration assemblies in which students are publicly recognised for their efforts and achievement, including attendance.
Additional Rewards		
A range of opportunities are also offered to students over the course of the year. These may include trips or external activities however, the opportunity to participate will be offered on the back of consistent or improved attitudes to learning and school life. Other opportunities for praise and recognition are SLT Good Work Commendations and the Charlton Pride Award.		

Sanctions

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) The purpose of sanctions is to demonstrate that unacceptable behaviour is not accepted and to deter other students from similar behaviour.

A key element of sanctions are **detentions** and **use of the behaviour recovery room**. These may be given when there is a breach of school discipline. Detentions and **use of the behaviour recovery room** will be imposed when other behaviour management strategies have been unsuccessful.

DETENTIONS		
C1 – Department Detention	SLT Detention	Behaviour Recovery Room
Students can be issued a same day detention by their subject teacher. This detention is 10 mins long and takes place during breaktime or lunchtime. C1 detentions are recorded on Bromcom and can be viewed by parents/carers on MCAS.	A 30-minute detention may be issued in response to an incident, or accumulation of incidents, of unacceptable behaviour. Parents will be informed of the reason for this detention by the member of staff who has issued the consequence. A text message will be sent to parents/carers the day before the detention.	Any student who fails to complete their SLT detention will be placed in the BRR for 1 Day We may also use the BRR in response to serious, or persistent, breaches of our Behaviour Curriculum. If a student fails to attend the BRR provision the student's absence will be treated as unauthorised.

It is expected that the majority of classroom time should be spent on proactive strategies i.e., teaching students the routines, habits and norms of outstanding behaviour. Where necessary staff will use sanctions that are reasonable and proportionate to the circumstances of the case. Account will be taken of the student's age, any special educational needs, any disability, and any religious requirements affecting the student. Staff will make exceptions in exceptional circumstances (e.g., reasonable adjustments for a student with identified SEND)

In all cases, a review of imposed sanctions will be timely and appropriate. Such sanctions will also apply to poor behaviour outside of the school gates; current legislation gives Head Teachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable".

The appropriateness of sanctions will be judged within the context of a student's behaviour record. Special circumstances, and whether the offence is a first or repeated offence, may make a difference to the sanction.

Students/parents will be financially liable for any damage caused to the school site/equipment.

Where permanent exclusion is not considered for arson related incidents the student(s) will be required to attend a Fire Awareness course or similar designated course. Similarly, where a student brings onto the school site a weapon or alcohol, and permanent exclusion is not considered necessary, they may be required to attend a course provided by appropriate, external agencies.

Off-Site Direction at a Partner School

In some cases, a decision may be made for a student to attend a partner school for a fixed period of time. This provides the student with an opportunity to reflect on their current behaviour and to understand that we will not tolerate behaviour which does not meet our expectations. Parents/carers will be informed of this off-site direction by phone with confirmation of specific details and instructions. Failure to comply with the provision will result in an escalation to a more serious sanction or will be recorded as an unauthorised absence.

Student support

The school recognises its legal duty under Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be reasonably adjusted to support the needs of the student. Measures are in place and both general and targeted interventions are used to improve student behaviour. Support is provided to all students to help them meet behaviour expectations, making reasonable adjustments for students with a disability as required.

The school will make all reasonable efforts to ensure that appropriate intervention strategies are used to support students and resolve and avoid negative behaviour. External agencies will be used where it is deemed appropriate or once school-based resources have been exhausted, should a student be deemed to be at risk of permanent exclusion.

Support and intervention strategies may include:

- A period of support in the Behaviour Recovery Room.
- Support from a range of external agencies.
- Modified timetable (Where appropriate)
- Proactive placement at a Pupil Referral Unit.
- When appropriate, police intervention may be called upon.
- Managed Move to another school.
- Level 1 or level 2 reports
- Departmental Reports
- Behaviour Support Plan
- Governors' Meetings.
- Referral to the fair access panel for additional support

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 a detention has been given or a removal to the 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?"

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: 2 Weeks</i>• The Form Tutor will issue the report and will contact parents/carers to inform that their child has been issued the report.• Report outcomes are communicated home at the end of the 2-week rotation by the Form Tutor• Failure to show improvement is a referral to Level two Report• A level one report can be voluntary following student or parent/carer request
Level Two Report (HOY Mentoring)	<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 contact parents/carers discuss concerns.• Report outcomes communicated home at the end of the 4-week rotation by the Year Team• Failure to show improvement is a referral for a Pastoral Support Plan
Pastoral Support Plan	<ul style="list-style-type: none">• <i>Minimum Duration: 6 Weeks</i>• Where a student fails a Level Two Report, they will be placed on a behaviour support plan monitored through the access and inclusion panel.• A member of SLT and parents/carers will be invited for a meeting to discuss concerns and further actions with the Year Team.
Principal/Governors Meeting	<ul style="list-style-type: none">• Where a student's individual behaviour plan is not having a positive impact a member of SLT, and parents/carers will be invited for a meeting with the principal and or school governor to discuss concerns and further actions.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or safeguarding. We will consider whether a student's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

All staff should also be aware that safeguarding issues can manifest themselves via child-on-child 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 child-on-child 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.

Roles and Responsibilities of Key Stakeholders

Parent/Guardian Expectations

- Work in partnership with staff to ensure good behaviour and regular attendance.
- Inform form tutor of any concerns.
- Respond to concerns raised by members of staff.
- Ensure students are punctual, correctly equipped in appropriate uniform and prepared to learn.

All Staff

Relationships: warm, caring interactions; calm, consistent adult behaviour where recognition outweighs sanction

- Model positive behaviour, maintaining a positive and respectful culture within the school.
- Deliver high expectations with warmth and care. Have knowledge of the behaviour curriculum and the school's policies and processes to ensure we have a safe, caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistently re-enforced.
- Communicate kindness and have unconditional positive regard for all students at all times.
- Praise good behaviour to re-enforce expectations.
- Regularly contact parents or carers.

Routines: classroom routines as a fundamental source of high expectations and standards

- Design classroom routines, walk through each routine, teach the signals, refresh or reboot.
- Communicate and reinforce clear expectations.
- Affirm positive responses first, first attention to best conduct.
- Apply common entry and exit routines.
- Always challenge any prejudice or bullying

Responses: strategies and interventions for de-escalating confrontation and encouraging positive behaviour

- Provide a personalised approach to the needs of individual students.
- Frame correction as positive reinforcement.
- Use assertive choice direction and narrate the consequences.
- Maintain the principle of certainty over severity and use consequences fairly.
- Restorative follow up.

Form Tutors

The role of Form Tutor is vital to the efficient running of our school, successful pastoral care and behaviour guidance for tutees.

- The Form Tutor should be proactive in supporting a student within their form.
- The Form 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 Year Team 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/guardians.
- Monitor students on report or contract and build positive relationships with parents through regular contact.

Year Team

- To develop a positive relationship with students, which is professional and caring.
- Meet and greet students at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- To be friendly, helpful, and welcoming to parents and others visiting or contacting the school.
- Initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To be the first point of liaison between families and other children's agencies, such as social services or child health.
- Leading on year group assemblies to set the climate and culture for the year group.
- To provide guidance and support to form tutors in managing behaviour.
- Respond to requests for support from form tutors who need guidance or additional help to deal with a concern.
- Support form tutor if uniform issues are unresolved after initial letter and 24-hour warning, contact home.
- To liaise with key staff to ensure high quality and effective intervention with students as required.

- Work with identified students through individualised interventions which help them to manage and improve their behaviour.
- Inform DSL via CPOMS of any safeguarding concerns and gather supportive information.

Curriculum Leaders

- Meet and greet students at the beginning of lessons in their Curriculum Area (a visible presence).
- Encourage use of house points and contact with home to recognise outstanding behaviour.
- Regularly share good practice within the department.
- 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.

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 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.

Principal

- Will promote outstanding behaviour across the school by ensuring:
- Every student understands they have the right to feel safe, valued, and respected, and learn free from disruption of others.
- All students, staff and visitors are free from discrimination.
- The behaviour curriculum is understood by students and staff.

Governing Body

- Will establish, in consultation with headteacher, staff and parents, a behaviour curriculum for the promotion of outstanding behaviour and keep it under review.
- Will ensure that the behaviour curriculum is communicated to all and that the expectations of the school are clear.
- Will support the school in maintaining high standards of behaviour and attitudes.
- Will review data, trends and other relevant information regarding behaviour and attitudes throughout the year.

Appendix One: School Vision and Values

Building Knowledge. Developing Character. Inspiring Futures.

Intent: 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. We have high expectations for all learners which prepare them for their next steps in education or employment and develop a thirst for lifelong learning.

Implementation: Our vision is built around three core values: Respect, Responsibility and Resilience. We expect all members of the Charlton community to always exhibit these values. 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.

Charlton actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Impact:

- ✓ Pastoral care. 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 and high expectations of behaviour are 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.
- ✓ 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 passionate about delivering our ambitious curriculum which is broad, balanced and knowledge rich, enabling all students to achieve their very 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 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 and strive for excellence.
- ✓ 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.

Protected Characteristics

Age, Disability, Gender reassignment, Race, Religion or belief, Sex, Sexual orientation, Marriage and civil partnership, Pregnancy and maternity.

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



- An independent, **resilient** learner who inspires others.
- Learning extends outside the classroom.
- Respectfully** asks insightful questions to further their learning.
- Acts quickly and **responsibly** when responding to feedback.
- Resilient** and self-motivated.
- Takes pride in the presentation of their work.

1 Outstanding



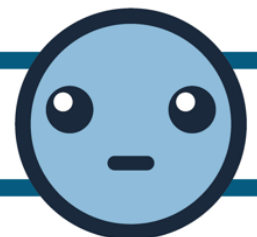
- Works hard and stays focussed on the task; shows a willingness to help others.
- Responsibility** - completes work to the best of their ability.
- Listens **respectfully** and contributes positively.
- Responds positively to all 'close the gap' comments and asks for help when needed.
- Prepared for lessons with correct equipment.
- Respects** the learning environment and keeps it clean and tidy.

Good 2



- Gets involved in off task behaviour and can be distracted by others.
- Completes work but not to the best of their ability.
- Avoids asking for help and doesn't respond fully to 'close the gap' comments.
- Needs to follow instructions first time.
- Doesn't always have right equipment.
- Shows a lack of respect for the learning environment.

3 Needs to improve



- Lacks concentration and focus and distracts others.
- Avoids work and doesn't ask for help.
- Makes inappropriate comments and talks over the teacher.
- Finds opportunities to be out of seat or leave lessons.
- Does not have the right equipment.
- Shows no respect for the learning environment or classroom resources.

Cause for Concern 4



What is YOUR Attitude to Learning?

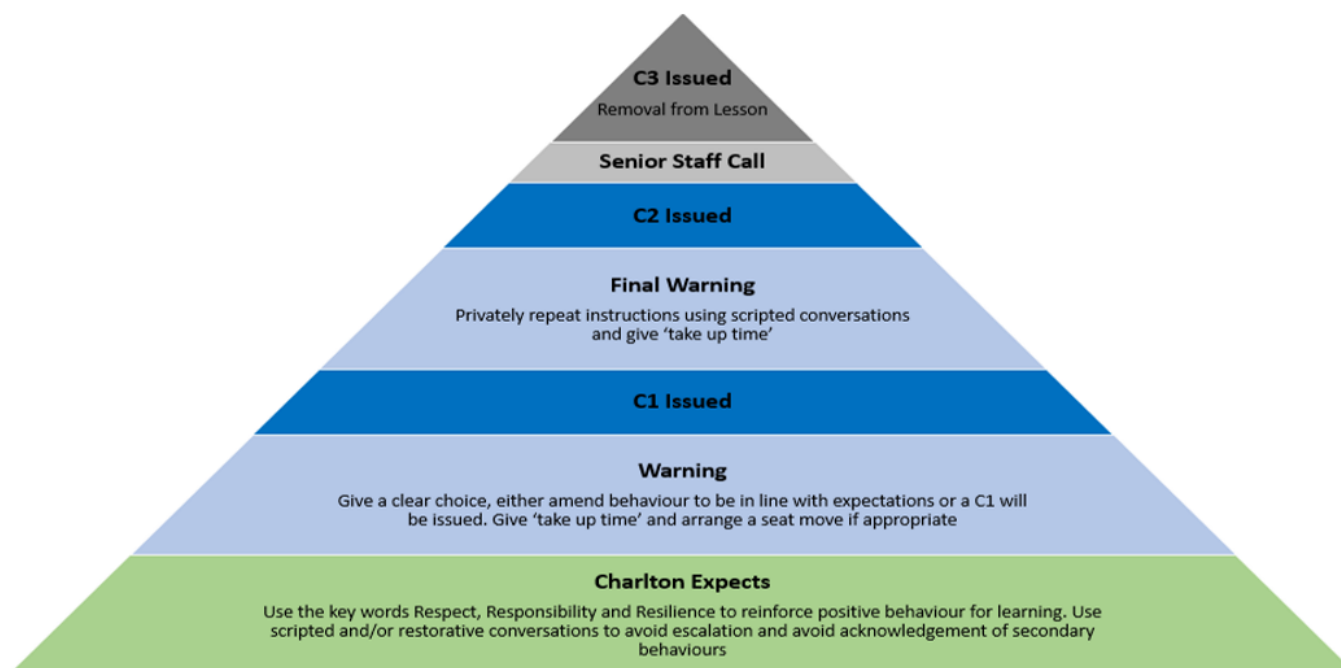


Appendix 3: Legislation and Statutory Guidance

This Behaviour Curriculum is based on advice from the DfE on:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation in Schools
- The Equality Act (2010)
- Keeping Children Safe in Education (2023)
- School Suspensions and Permanent Exclusions
- Supporting Students with Medical Conditions in School
- Special Educational Needs and Disability (SEND) Code of Practice

Appendix 4: Response to Unacceptable Behaviour in the Classroom



Appendix 5: Allegations

In the event of a serious incident or allegation, full investigations will be carried out. Students may be asked to write witness statements in confidence. Every attempt is made to ensure fair; accurate information is the basis for deciding a sanction. It should be noted that where exclusion is considered an appropriate sanction, the standard of proof used to reach such a judgement will be the "Balance of Probabilities" (The Civil Standard). The criminal standard of proof i.e., "beyond reasonable doubt" need not be applied. A Safeguarding policy and procedures are in place to support the well-being of our students. All allegations made by students should be pursued and child protection guidelines followed. Where it is believed, on the balance of probability that a malicious allegation has been made then it will be treated most seriously, and disciplinary action considered.

Malicious Allegation

Where a student has set out to deliberately deceive, either wholly or partially, and the evidence, on the balance of probability, points to this intention to cause harm or injury to the subject of the allegation, Permanent Exclusion will be considered.

Unfounded Allegation

Where a student has misinterpreted the incident, was not aware of all of the circumstances or was mistaken in his/her view of the incident and there is evidence, on the balance of probability, to disprove the allegation. Within an unfounded allegation, there may still be present some intention to deliberately deceive and thus it may be considered a Malicious Allegation. In such cases, disciplinary action will be considered.

Unsubstantiated Allegation

Where there is, on the balance of probability, insufficient evidence to prove or disprove the allegation. No disciplinary action will be taken.

Appendix 6: Suspensions and Exclusions

“...the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of students, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.”

Suspension and Permanent Exclusion Guidance (September 2023)

Only the headteacher of a school can suspend or permanently exclude a student on disciplinary grounds. A student's behaviour outside of school can be considered grounds for a Suspension or Permanent Exclusion. Charlton will follow the guidance provided by the Department for Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Suspensions

- A suspension is where a student is temporarily removed from the school.
- A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year)

Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend school. 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. A permanent exclusion will also be considered if;

- There is a serious breach or persistent breaches of the school behaviour policy.
- Allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff and students in the school.

Appendix 7: Screening and Searching Students

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. Charlton 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 (July 2022) teachers are authorised by the Headteacher to search for any prohibited item without the consent of the students, including the use of reasonable force, 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.

The list of prohibited items is (DFE searching, screening and confiscation July 2022);

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

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 students.

If a student fails to comply with a search on entry to the building, 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.

In addition to the above we may also search for any article that has been deemed as detrimental to maintaining high standards of behaviour and a safe environment, these items include:

- E-cigarettes or vapes
- Imitation weapons (such as toy guns or water pistols)
- Mobile phones if used inappropriately in school

Appendix 8: 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.

Appendix 9: Physical Restraint and Reasonable Force

All staff are encouraged to use de-escalation techniques and alternative strategies to support each student. There may be rare occasions when school staff will need to use 'reasonable force' in order to control or restrain students to prevent students committing a crime, causing injury or damage to themselves, others or property.

- 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 10: Use of Technology/Mobile Phones/Electronic Devices

The use of technology is integral to advancing the quality of teaching and learning at Charlton, but this technology must be used appropriately. All staff monitor the use of computers, the internet and email and students are taught safe and responsible use of the Internet in ICT and Personal Development lessons.

In order to protect the safety, reputation and privacy of all members of the community the school will take action against any online behaviour that may be perceived to be threatening, intimidating or abusive. This includes any public arena (e.g., online chat rooms, social networking sites, e-mail exchanges) where other members of the school or wider community may be able to access these comments. This action may include permanent exclusion.

Appendix 11: Use of Mobile Phones/Electronic Devices

The use of mobile phones and other electronic devices is strictly forbidden, as is the use of recording equipment to take photos/videos without prior permission. Photos, videos or recordings should not be uploaded to any external internet site or exchanged via ICT/Phone equipment and will be subject to the action noted above.

- Mobile phones/electronic devices must not be seen or heard during the school day, they should be off and away.
- Headphones should not be worn or seen during the school day.

Parents/carers are reminded that students should not contact home during the school day. If necessary, the school will contact home. Where parents/carers need to contact students, *contact must be made via the school reception*.

Please note: Mobile phones/electronic devices/headphones/pods are not permitted during the school day. If seen or heard, these will be confiscated and can only be collected from reception at the end of the school day. Repeat offences will require collection by parent at the end of the school day and possible escalation in line with sanctions.

Appendix 12: Child-on-Child Abuse (including bullying)

All staff will be aware that child-on-child abuse (including bullying) can occur between students of any age and gender, both inside and outside of school, as well as online/offline. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

All staff will follow our school *Child Protection and Safeguarding Policy* and *Anti-Bullying Policy (including child on child abuse)* if they have any concerns about child-on-child abuse. The DSL will take the lead role in any sanctioning of the child who may have caused harm. We will also provide support for all students involved; for both the child who may have been harmed and for the child who may have caused harm.

Disciplinary action may be taken while other investigations or ongoing e.g., police. The fact that another organisation/body is investigating or has investigated the incident does not prevent the school from taking action. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution.

- There are circumstances that make it unreasonable for us to reach a conclusion about what had happened while an independent investigation is ongoing.

Appendix 13: Meeting the National Minimum Expectations for Behaviour and Attitudes.

This behaviour policy and curriculum aims to meet the national minimum expectations for behaviour and attitudes and is aligned with the OFSTED 'good' grade descriptor for assessing behaviour and attitudes:

- The school has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-level disruption is not tolerated, and students' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing students' behaviour. Staff make sure that students follow appropriate routines.
- Leaders, staff, and students create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of students who have particular needs.
- Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Students have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended students on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among students and staff reflect a positive and respectful culture; students are safe, and they feel safe.

Appendix 15: Uniform

All students must wear a navy blazer with school crest in blue. These can be purchased as a complete item or sew-on badges can be purchased from Baker and Son and sewn onto a plain navy-blue blazer.

Boys

- Blazer and year group tie
- Pale blue shirt (Years 7 - 10)
- White shirt (Year 11)
- Plain black trousers (not jeans)
- Black/grey socks
- Plain black shoes (No trainers or canvas type shoes)

(PE Clothing)

- Plain pale blue polo shirt* (new material)
- Navy blue PE shorts
- Navy blue sports socks (winter) /white sport socks (summer/indoor)
- One long sleeved rugby shirt, training top or hoodie*
- Gum shield
- Training shoes - (indoor and outdoor)
- Football boots
- Suitable plain, dark coloured hair bands to tie back long hair

Girls

- Blazer and year group tie
- Pale blue shirt - Revere collar is not allowed (Years 7 - 10)
- White shirt - Revere collar is not allowed (Year 11)
- Black tailored trousers (not skinny trousers – straight leg only), or Black knee length pleated skirt.
- Black or white socks or black tights
- Plain black flat walking shoes – Max. heel height 4cms. Max Sole 2cms
- Navy V-neck pullover with school crest* (Optional to be worn under the blazer)
- Muslim girls may wear a navy-blue hijab and a navy blue kameez, abaya or maxi skirt with black trousers. Students are expected to wear a tie and blazer with their kameez, abaya or maxi.

(PE Clothing)

- Plain pale blue polo shirt* (new material)
- Navy blue PE shorts or skirt*
- Navy blue sports socks (winter) /white sport socks (summer/indoor)
- ONE long sleeved training top or hoodie*
- Shin pads
- Training shoes - (indoor and outdoor)
- Football boots
- Suitable plain, dark coloured hair bands to tie back long hair

Optional PE Clothing

- Navy blue jogging bottoms (two styles)
- Pale blue long sleeve base layer top
- GCSE dark blue polo shirt.

Students must wear the following tie colour: Year 7 Purple, Year 8 Red, Year 9 Yellow, Year 10 Green and Year 11 Blue (Students in years 8, 9 & 10 will have until September 2024 to move from their house colour tie to their year colour tie) The tie should be worn with 5 double stripes visible or the width of a piece of A4 below the knot.



Uniform can be purchased, including ties and the PE kit, from Baker & Son or visit www.bakerandsonschoolwear.co.uk.

Uniform is also available through the uniform swap shop for a voluntary donation.

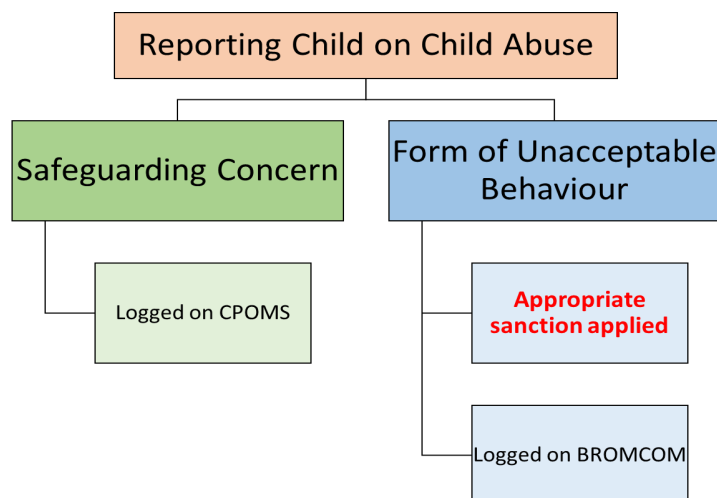


* Available with school logo from school supplier

Appendix 16: Learning Community Trust Behavioural Principles

<div>  Learning Community Trust Behavioural Principles  </div> <p>The below principles are based on LCT Leadership visioning alongside EEF research is to be embedded into working principles within all LCT schools</p>				
LCT Behavioural Intent: The Learning Community Trust passionately believes that behaviour in our schools is inseparable from academic achievement, safety, welfare, well-being and all other aspects of learning. It is key to all other LCT aims, and therefore crucial. LCT schools will create a 'clarity of culture' where all members of the school's community will hold the LCT principles at the core of their actions, thus optimising their learning, civility, good character and most importantly, enabling them to flourish in all aspects of life.				
Proactive				Reactive
Principle 1	Principle 2	Principle 3	Principle 4	Principle 5
To know and understand our young people and their influences to create an inclusive school community and culture where they belong, feel safe, happy and confident.	Teach positive learning behaviours alongside managing misbehaviour. Where our young people, community and staff recognise the importance of being respectful, kind, well-mannered and accepting of others.	Install research driven, consistently applied behavioural policy that is embedded into our young people and staff habitual behaviour. A policy that drives and maintains a culture of high expectations and social norm at all times.	To know and understand how to use effective and consistent classroom management strategies to support good classroom behaviour. Ensuring that all of our young people engage in a full curriculum offer alongside behavioural support strategies.	To create a school structure that enables the use of targeted and flexible approaches that meet the needs of individuals.
Required Strategies: <ul style="list-style-type: none"> • Clear strategies and methods of working that drive the LCT principles. • To have robust systems to support deprivation, SEND, CIC and other subgroups. • To use all support networks, especially parental, to ensure that our young people have the appropriate support. • Fully compliant safeguarding culture • Strong student & parent voice mechanisms with clear actions. 	Required Strategies: <ul style="list-style-type: none"> • To provide a wider Personal Development, PSHE & Enrichment curriculum where behavioural expectations can be reinforced. • Consistent application of core values such as manners, respectfulness • Creating young people that hold the skills needed to be successful within society. • Clear strategies that promote respect, kindness, manners and acceptance. 	Required Strategies: <ul style="list-style-type: none"> • Staff CPD programme that all staff and wider stakeholders champion the vision of LCT behaviours. • Reflective practice to secure relationships • Embedding a culture of reward for meeting behavioural expectations • Agreed language approaches by all staff and students. • Robust induction programmes for staff joining the LCT. • Robust CPD programmes and supervision systems. 	Required Strategies: <ul style="list-style-type: none"> • Clear non-negotiables for lesson structures • Clear school-based strategies for low level and heightened behaviours • CPD for specific pedagogical approaches depending on student/group need. • Effective behavioural data tracking to support all staff. • Reduction to below national levels of modified timetables, alternative provision and suspensions 	Required Strategies: <ul style="list-style-type: none"> • Clear intervention gateway/criteria that identifies when and who accesses programmes of support. • All schools to have the capacity to offer a core intervention menu that supports Learning behaviours, community influences, mental health and SEND. • To demonstrate creativity in approaches to behaviour inclusion interventions to keep students in the classroom settings.
Implementation				
Consistency is key		<ul style="list-style-type: none"> • Consistency and coherence at a whole school level are paramount. • Use of simple approaches as part of regular routines • Effective communication and consistent use of language by all staff through scripting and practice 		

Appendix 17: Investigation, Recording and Reporting of Child-on-Child Abuse.



Any allegations of child-on-child abuse will be promptly investigated. Statements are taken from the child alleged to have caused harm, the child who may have been harmed and any witnesses. Where possible CCTV footage will also be sought as a secondary form of evidence.

If the allegation is substantiated the incident is both logged as a safeguarding concern and sanctioned as a form of unacceptable behaviour.

See the child on child and antibullying policy for further information.