

RICHMOND SCHOOL GOVERNING BODY

WHOLE SCHOOL POLICY ON BEHAVIOUR AND DISCIPLINE

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1. Ethos

Richmond School is organised so young people and staff are happy, confident and secure. We believe a healthy balance between punishments and rewards exists. We encourage everyone to implement rules fairly and consistently and to foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility.

2. Aims

This policy has been adopted to promote the following aims:

- To value and appreciate one another irrespective of sex, race, religion, ability/disability, socio-economic group, age, sexual orientation and to acknowledge that everyone has a part to play within our school community.
- To develop self-discipline, the ability to learn independently and to work co-operatively.
- To listen with respect to one another and be conscious never to damage another's self-esteem.
- To foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal belongings.
- Encourage those who work in or visit our school to conduct themselves in keeping with these aims and our ethos.

3. Principles

This Whole School Behaviour Policy should:

- reflect and support the general aims of the school
- Promote respect for the rights and interests of all members of the school community.
- promote a caring atmosphere
- provide clearly defined limits that are easily understood by, and acceptable to, students, teachers, support staff, parents, governors, and all who visit the school
- be an aid to staff in managing behaviour and encourage a positive and safe working environment
- Be clear, consistent and enforceable.

It is expected that the ethos, aims and principles of this policy will be followed by all who work within Richmond School, but the sections giving guidance on managing behaviour are designed to support the staff.

4. Encouragement of Good Behaviour

Teachers should encourage good behaviour by:

- showing respect for students as individuals
- recognising and rewarding achievement
- praising behaviour that is positive and co-operative
- explaining the standards required
- marking and returning work as quickly as possible
- setting appropriate and achievable tasks using the school's rewards systems
- developing with students appropriate group and individual reward systems
- providing an attractive, interesting, and comfortable environment in which to learn
- displaying students' work
- arriving on time for each lesson

5. Self-esteem

The Code of Conduct recognises that individual self-respect is fundamental to good relations within the school. It is therefore an important part of the school's ethos to show recognition and approval whenever students' activities extend their own achievements and contribute to the success of the school. In all aspects of school life staff should be alert to the benefits of encouraging self-esteem in students by positive and complimentary reactions to their efforts and achievements.

Self-esteem can be encouraged by:

- giving praise where praise is due
- offering rewards and awards for achievements
- displaying student work
- showing parents that the work of their children is appreciated
- publicity within the school of the achievements of student extra-curricular groups
- commenting on students' work
- offering privileges and responsibilities to those who show a commitment to the school
- Involvement in student councils.

6. Self-discipline

It is an important aim of this policy to develop a sense of responsible self-discipline in all students as they mature. Self-discipline is only really exemplified in situations where there is no obvious direct authority, therefore the school encourages the cultivation of self-discipline in semi-supervised situations, and through having high expectations of students when given independence in the management of their learning.

Self-discipline can be cultivated by:

- whole school activities **Removed (i.e. Shades Day in Year 9)**
- school visits and trips
- access to school facilities and social areas
- extra-curricular activities requiring commitment and sacrifice
- flexible learning strategies and negotiated assignments
- private study arrangements
- major activities and events such as Charities Evening

and many other activities and arrangements which require students to fulfill obligations towards others independently, or with little external control.

7. The Award Systems

Years 7-11 Attendance Awards: to maximise the chances of success and fulfill potential good attendance is essential. Each term all students with 100% attendance will receive a special certificate of commendation. .

Years 7-9 Credit System: this credit system covers both curricular and extra-curricular activities at all ability levels in recognising and rewarding effort and achievement. Credits are entered in the student planners by staff, giving the reason for the credit. Different Awards are given to students as they accumulate credits.

Year 10-11 Cross Curricular Checks

The system operates principally to motivate students who are working hard and to inform students about areas of weakness in terms of readiness for work, behaviour and homework.

These checks will take place approximately every 6 or 7 weeks. Students are issued with a feedback sheet to let them know what the teachers' judgements are. Students who work hard and are committed to their studies will find this reflected in the comments on the feedback sheet. Where there is room for improvement the students are encouraged to set targets. The regular checks will inform students if there has indeed been an improvement.

Years 12 and 13: exceptional extra-curricular achievement is recognised and rewarded with a Silver Eagle Badge.

Refer Keith Allan

8. Discouragement of Poor Behaviour

Teachers should discourage poor behaviour by:

- maintaining high expectations for students at all times
- reacting consistently to poor behaviour
- reminding students of the Code of Conduct and the standards of behaviour required
- establishing specific guidelines for student behaviour in the learning area
- acting as a good role model
- ensuring that criticism is appropriate and constructive
- intervening promptly in an appropriate manner
- using effective reprimands where necessary
- insisting on good attendance and punctuality

9. Dealing with Bullying

It is the aim of the school to create an ethos in which bullying is regarded by all as a totally unacceptable behaviour.

- The school recognises that there are many forms of bullying ranging from name calling to physical assault:
- Bullying is always treated seriously and is investigated thoroughly, leading to appropriate action by Group Tutor, Head of Year or Head of School
- When it is deemed relevant, parents of the bully or the victim, or both are involved
- The School addresses the issue of bullying through the PSE programme, assemblies and through other subject areas

10. Discipline at Richmond School

The methods for dealing with misbehaviour are described below. The school aims always to respond to student misbehaviour in ways which assist the students to learn how to improve their social skills, and recognise their obligations to the community.

10i. The Referral Form

The Referral Form is used to record and report poor behaviour and lack of effort. It can be used by subject staff and tutors to record action they have taken in reprimanding or sanctioning a student so that other relevant staff are aware of this (Heads of Department, tutors, Heads of Year). It is also used to report students to Heads of Department, tutors and Heads of Year with the request that further sanctions should be taken with the student who has not responded to previous requests and instructions from the member of staff initiating the referral (*see appendix 1*).

Referral forms are used to build up a behaviour profile of a student which becomes a very significant reference point for staff when deciding on appropriate sanctions and long term action plans to provide the student with guidance and control.

10 ii. Emergency On-Call

Emergency On-Call gives staff the facility to defuse a situation which may cause injury or serious disruption. Staff can call for a senior member of staff to come to the teaching area and remove the student/s causing difficulty. This would be appropriate in circumstances such as:

- assaulting another student
- refusing to obey an instruction after you have threatened to use the On-Call
- being rude to you
- swearing
- damaging property
- bullying another student
- refusing to stay in seat
- risking the safety of themselves and/or others

These are all examples of serious misbehaviour which would justify using On-Call. They are not exclusive and staff must use their judgment.

The member of staff sends a referral form directly to the Head of Year while the On-Call staff completes an On-Call Report and passes this to the Head of Year. Senior staff then consult about the most appropriate action to take in response to the incident. Parents will be informed, whatever the result, by the Head of Year.

10iii. Planned Lesson Isolation (Changed from Planned On Call)

This is a method of controlling a student who has proved to be disruptive and difficult for several lessons, and who has failed to improve his/her behaviour in response to a range of sanctions and punishments administered by subject and pastoral staff.

A teacher should negotiate with Head of Department and Head of Year to withdraw a student from a subject for an agreed series of lessons when there has been:

- regular disobedience and disrespect shown by the student
- regular disruption which has interfered with the learning of other students
- persistent refusal to work which has influenced the attitudes and work-rate of others
- regular disruption which has threatened the purpose of the lessons
- The development by the student of an attitude of disrespect and challenge which has damaged the credibility of the teacher.

The teacher must supply suitable work for the student for the periods in which s/he is withdrawn from the subject.

Parents are informed by the Head of Subject (and/or Year) that their son/daughter has been isolated from the class in this way and the reasons for it. The student returns to the subject class when the Head of Year, Head of department, tutor and teacher have reached an agreement about the terms on which the student should return to the lesson. This may require the student to sign a behaviour contract before he/she is allowed to return to the lesson. It is expected that the student in question be relocated within the department. **Only in exceptional circumstances should the On-Call staff be used.**

10iv. Internal Exclusion

1. **AIMS**
We wish to work with students, parents and the community to help ensure individuals enjoy their learning, achieve the highest standards, respect others and develop and act upon well-founded moral values, beliefs and attitudes.

2. **PRINCIPLES**
Principles of Inclusion should :
 - Reflect and support the general aims of the school.
 - Promote respect for the rights and interests of all the members of the school community.
 - Be clear, consistent and enforceable.
 - Be an aid to staff in managing behaviour.
 - Provide real alternatives to exclusion.

3. **BEHAVIOUR AND DISCIPLINE**
It is expected that such principles are supported through the whole school policy on behaviour and discipline. This policy supports the general aims of the school and provides a comprehensive guide for students, staff, parents and governors and all who visit the school.

4. **PROCEDURE ON INCLUSION (Internal Exclusion)**
These principles are applicable to all although may only be accessed by the few. In particular they acknowledge that exclusion is not always an appropriate sanction for those who seriously breach the Code of Conduct. The principles do not replace exclusion but merely compliment our Behaviour and Discipline policy.

Guidelines on Inclusion (Internal Exclusion)
 - i) Only the Headteacher, or his delegated deputy can internally exclude.
 - ii) A reported incident is investigated by the relevant Head of School, Head of Year and where appropriate the Head of Faculty/Department. The Head of School may recommend a fixed term internal exclusion if:
 - a) The single offence on its own seems to merit such action : or
 - b) The offence is one of a series, and where previous warnings and disciplinary strategies have already been applied.
 - iii) The Head of School will contact the head supplying the relevant details.
 - iv) The Head of School, or Head of Year, sees the student and the sanction is imposed.
 - v) A letter is sent home notifying the parents of the reasons for internal exclusion and the length. Parents will also be informed of the type of work that the student will be involved in during that internal exclusion.
 - vi) Upon completion of the internal exclusion students rejoin normal school life with a clear understanding of expected behaviour.
 - vii) If internal exclusion fails to amend such behaviour then that student may well be recommended for a fixed term exclusion as explained in the Behaviour and Discipline policy.

5. STRATEGIES FOR INCLUSION

Specific strategies are drawn up to guide, support and control those students causing greatest disruption to the learning of other students, and wastage of staff time and energy. They may include any of the following :

- Counselling
- Alternative curriculum within school
- A mentor, either school based or NYBEP provided
- A behaviour contract
- Rewards for proven commitment and cooperation
- SEN input and support
- Access to ICT based learning
- Work experience placement
- Bridge project or similar
- Out of school educational provision such as FE courses
- Pupil Referral Unit in Harrogate
- Referral to school based inclusion unit

10v. Detentions

All teachers have the right to give detentions to students provided they use the appropriate parental notification giving at least twenty four hours' notice before the detention is held. Referral Forms should be used to record that the detention has been given, thus informing Head of Department, tutor and Head of Year.

Lunchtime and break-time detentions may also be given. Subject staff should make arrangements to supervise the student's during detentions, whenever they are held.

10vi Instant Detention

These are lunchtime detentions given to students whose behaviour, uniform or language fall short of our expectations around the school site. Instant Detentions take place at lunchtime from 1.30pm until 2.00pm allowing students access to lunch first. Such detentions are used to ensure students act appropriately in between lessons and at break and lunch.

Appropriate behaviour during lessons is always expected and if the Code of Conduct is breached in the classroom then teachers have the right to impose the usual sanctions.

10vii. Head's Detention (To be reviewed)

Head's detention is used with students who have:

- displayed persistent behavioural problems
- broken school rules regularly
- failed to attend departmental or year group detentions

Its purpose is to reinforce the school's view that the student must abide by the terms of the Code of Conduct and show greater respect to staff and other students by conforming to the standards required of all people working within Richmond School.

Students on whom this sanction is imposed will be placed in Head's Detention by the Head of KS3/4, a Deputy Head, or the Head, and will be supervised by a senior member of staff on a rota basis.

This is a rarely used but significant sanction, one step down from isolation or fixed term exclusion. Written notice is given to parents at least five days before the detention giving them time to make any necessary transport arrangements for their child (*see Appendix 2 for a diagram explaining the use of the detention system*).

10viii Monitoring Students

The aims of monitoring are to modify behaviour, to reinforce improved behaviour, and to establish or reinforce good working habits after absence or exclusion. Monitoring also provides a useful record of evidence about a student's behaviour when decisions about the student's future provision have to be made. Methods of monitoring student behaviour, work rate and attitude to school include

- the SATIS form
- the achievement booklet
- the homework booklet
- specific target booklet

Typically they are used for a week or longer and assist staff in reinforcing positive behaviour and productive work habits. Students feel a sense of achievement and gratification when the monitoring process has acknowledged and supported their attempts to improve.

Failure to respond to the monitoring process will prompt the Head of Year to liaise with the Head of KS3/4 in implementing a more restrictive application of the process.

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Towards the end of each Autumn Term subject staff will be asked to note which of Their students in years 7-11 cause significantly higher levels of disruption and difficulty in their lessons.

The information collected will be reviewed by the E.M.T in general, and by the Head of KS3/4 and Heads of Year with reference to specific year groups. Where students on the Special Needs Register have been named, the Learning Support Department will be consulted.

Specific strategies are drawn up to guide, support and control those students causing greatest disruption to the learning of other students, and wastage of staff time and energy.

(See appendix 1 for diagrams showing the connection between disruptive incidents and various levels of school response).

11. Policy and Procedure on Exclusions

The school will follow the guidelines of North Yorkshire Education Authority in its administration of procedures when students, who have seriously contravened the accepted standards and current regulations of the school, are excluded from the school on either a fixed term or permanent basis. It is the school's policy to employ the guidelines as fairly and sensitively as possible, taking into account both the rights of the individual and the general welfare and interests of all who work within the school.

Guidelines on Exclusion

- i) Only the Headteacher, or his delegated deputy can exclude.
- ii) An exclusion should normally follow a particularly serious breach of the Code of Conduct.
- iii) A reported incident is investigated by the relevant Head of School, Head of Year, and where appropriate, the Head of Faculty/Department. The Head of School may recommend a fixed term exclusion if:
 - a) The single offence on its own seems to merit severe action; or
 - b) The offence is one of a series, and where previous warnings and disciplinary strategies have already been applied.
- iv) The Head of Key Stages 3/4 will contact the Head, supplying the relevant paperwork and recommending a fixed term exclusion. The Head of Key Stages 3/4 will also inform the Head of Learning Support.
- v) The Head decides on whether a fixed term exclusion is justified and appropriate, and, if so, the length of time that it should be. This will normally be between two and five days.
- vi) The Head, or designated Deputy, sees the student with the Head of Key Stages 3/4, and the sanction is imposed.

- vii) A letter is sent home with the student. Each letter is individually written. Standard letters are not used. A duplicate letter is often posted first class; work is assigned to be completed during the exclusion period, and this is mentioned in the letter.
- viii) Notification of the exclusion is posted on all Staffroom noticeboards, although no details of the offences are given. Notification is sent to the Area Education Office in Northallerton.

- ix) Parents of the excluded student are asked to make an appointment to see the Head / Deputy Head and Head of Key Stages 3/4, usually with their son/daughter, to discuss the incident and their child's reaction to it, and an agreed course of action for the future, including where appropriate, support strategies to help the student behave properly on his/her return.
- x) The student is re-admitted, usually by the Head of Key Stages 3/4, and support strategies should be described in an action plan (which may be a Code of Practice Action Plan) formulated by those most concerned with the student's continuing education. Parents will not be expected to attend this meeting if they have already come into school under paragraph 9.
- xi) The school reserves the right to contact the police about behaviour which is of a criminal nature.
- xii) In the case of permanent exclusions all relevant staff will be contacted to gain comprehensive and contemporary picture of the progress of the student in all areas of the curriculum. Pupil Support Services and other relevant agencies will be contacted for their information and comment about the student. After this review the Head will decide on the appropriate course of action.
- xiii) All permanent exclusions are reviewed by the Governors' Disciplinary Panel, and

- opportunities of appeal are offered to parents.
- xiv) Students excluded from other schools whom the LEA has directed to attend Richmond, should be assessed carefully by a panel including the Head, Head of Key Stages 3/4, Head of Year, Head of Learning Support, a Deputy and a representative from Pupil Support Services.

12. The Pastoral Support programme

When a student has been given two or more fixed term exclusions the school's senior pastoral staff arrange a meeting of relevant people (Pupil Support Service representative, Learning Support staff, tutor, possibly parents) to draw up a Pastoral Support Programme for the student.

The purpose of this is to find ways of involving a wider number of agencies and staff in providing the student with alternative ways of continuing at school while minimising the likelihood of further confrontation and rule breaking. The Programme may include any of the following:

- counselling
- Work experience placement
- FE course/s
- Alternative curriculum within school
- A mentor
- A contract
- Rewards for proven commitment and cooperation.

The school recognises that such a PSP should be given a realistic trial before the Governing Body might consider the permanent exclusion of a student.

13. Training Needs

The school urges all staff to apply the Code of Conduct and sanctions for poor behaviour consistently and fairly. It is such consistency that will above all win staff the respect of our students, and lead them to recognise the importance of the Code, and the principles that lie behind it.

It is important that staff have access to training which will improve their skills in managing behaviour.

The annual INSET programme should afford staff the opportunity of at least one of the following types of courses each year:

- a) BATSAC (Behavioural Approaches to Teaching Secondary Aged Children) is provided by members of the Pupil Support Services and is well regarded by the staff who have already attended these courses.
- b) Newly qualified Teachers: both in-house and county courses should be made available to enable NQTs to improve their behavioural management strategies.
- c) Assertiveness Courses: these can assist teachers to adopt strategies which aid clear decisive management of class groups and individuals.
- d) INSET workshops on classroom management, discipline and counselling provided in school training days.

- e) Work Shadowing: the INSET programme should include the opportunity for staff to shadow colleagues in order to learn techniques, and to assess the applicability of other behaviour management styles to their own teaching.
- f) Pastoral Group should, in at least one meeting each year, address training needs, with the intention of putting forward suggestions for pastoral INSET to the Staff Development Officer or Deputy responsible for INSET.

Pastoral training for staff should be recognised as a key feature of professional development, and therefore should be included in all planning of the year's INSET programme.

14. Review and Evaluation

This policy should be put on the agenda of the Pastoral Group in the last meeting of each academic year in order to review its implementation and practice.

Student councils should review the Code of Conduct at regular intervals.

LINE OF REFERRAL FOR DISRUPTIONS AND INCIDENTS

Minor Disruptions

Class teacher acts.
Referral passed to
Head of Subject.



Head of Subject

Actions noted/
Further action taken.
Noted on referral-
Passed to HoY/Tutor.



HoY Tutor

Discuss with student.
Referral form passed
Back to Head of Subject
And class teacher. HoY/
Tutor copy filed.



Persistent Disruptions

Class teacher acts and
passes completed
Referral to Head of
Subject.



Head of Subject

Steps are taken to
Improve student's
behaviour, referral
Completed and HoY
Consulted. If no
Improvement



Planned On call

By arrangement,
between Head of
Subject and On Call,
student is removed
For short period to
Work in isolation.



Head of Subject

(Informs parents – delete)
Completes referral to
Head of Year **and then**
inform parents.

Serious Incident

Class teacher sends
for On Call.



Emergency On call

Removes student
Class teacher completes
referral which passes
to Head of Subject.
On call completes an
On Call report which
goes quickly to HoY.



Head of Year

To contact parents as
quickly as possible. If
incident needs to be
referred



Head of KS3/4 - 5

Discuss student with
HoY. Decide on further
Action. If incident needs
To be referred on



Deputy



HEAD

DETENTION

Dept Detention

Reason: Lack of effort
Poor work
Homework Problems
Poor attitude
Non-co-operation
Persistent talking

HoY informed via
detention letter
reply slip

Year Detention

Reason: Cross subject concern
Unacceptable behaviour
Persistent breach of
dress code
Smoking
Truancy

In agreement with HoSubject

In agreement with H of KS ¾

Head's Detention

Reason: Persistent subject/conduct problems
Persistent breach of school rules
Failure to attend Dept./Year detentions

Possible fixed term Exclusion

Governors Support Committee

CODE OF CONDUCT

THE Code of conduct is founded on the principle of: RESPECT

- Respect for oneself
- Respect for each other at School
- Respect for the School environment
- Respect for the wider community

We will each show respect if we are:

Caring:	for each other and the environment in which we work
Considerate:	respecting everyone else as an individual, and making sure that our words and actions do not hurt anyone.
Co-operative:	being willing to work together.
Courteous:	being polite and helpful at all times.
Hard-working:	always doing our best.
Honest:	being truthful and respecting the property of others.
Organised:	being punctual, equipped with the necessary materials, and dressed appropriately.
Trustworthy:	being reliable, and accepting responsibility for our own actions.

Respect should be shown in our behaviour both in and out of School. The School's reputation depends on our good conduct.

The principles of RESPECT mean that, for example:

We should always try to respect other people's point of view.

We make it as easy as possible for everyone to learn.

This means arriving on time with everything that you need for the lesson; beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate, and participating sensibly at all times.

We move sensibly and quietly about the School.

This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. In crowded areas please keep to the right.

We always speak politely to everyone.

We do not swear or use offensive language.

We keep the School clean and tidy.

This means putting all litter in bins, keeping walls and furniture clean and unmarked, and taking great care of all displays. The School should be a welcoming place of which we can all be proud.

We set a good example out of School.

When walking or traveling to School or with a School group, we always appreciate that others will judge the School by the way we conduct ourselves.

EXPECTATIONS

- When students choose to attend Richmond School it is seen as indicating that they accept these principles of good conduct.
- When parents choose to send their sons/daughters to Richmond School it is seen as an indication that they agree with these principles of good behaviour and will support this Code of conduct.
- When staff choose to work at Richmond School it is expected that they support and encourage the principles and practices of good behaviour described in this Code.
- When Governors choose to serve on the Governing Body of Richmond School it is expected that they will support the principles and practices contained in this Code of Conduct.

The following are UNACCEPTABLE in Richmond School, not just because they are disrespectful but they may also be against the law. These are:

<i>Bullying</i>	<i>Racist Behaviour</i>
<i>Drinking Alcohol</i>	<i>Sexist behaviour</i>
<i>Drug Abuse</i>	<i>Smoking</i>
<i>Gambling</i>	<i>Theft</i>
<i>Leaving Litter</i>	<i>Truancy</i>
<i>Physical Violence</i>	<i>Willful Damage</i>

- a) When the school is used out of timetabled hours permission may be given for the consumption of alcohol and gambling.
- b) The school is working towards a no smoking policy but until this is implemented a designated area will be provided for staff who wish to smoke.

This document has been produced after consultation with staff, students, parents and governors of Richmond School.

The Code of Conduct on Buses

Students must follow these instructions:

- a) Do not put at risk the safety of the driver and other passengers.
- b) Do not cause offence to any other passenger; and always show consideration for others
- c) Do not bring discredit to yourself, your family, or the school.
- d) Wait for the bus sensibly, and get on in an orderly and patient manner.
- e) Never get on or off a bus while it is moving.
- f) Always remain in your seat during the journey.
- g) Do not smoke on the bus.

If you travel with a bus pass issued by the Education Authority:

- use the bus route identified on the pass and always carry the pass with you
- contact the Passenger Transport Department (01609 780780 ext. 2872) if you have lost or damaged your bus pass (a replacement fee of £2.00 will be charged)
- misbehaviour on the bus may result in the withdrawal of your pass by the Passenger Transport Department
- you should transfer from your bus in the morning to the Link Bus on the Middle School bus park in order to reach Lower School for 9.00am
- At the end of the school day you should travel to Middle School on the link bus.

Only students travelling into and out of Richmond by bus should use the link bus to travel between sites at the beginning and ending of the school day.

If your bus fails to arrive in the morning you should ask a parent to contact the School. If your bus cannot reach your normal stopping point try to contact your parents or the School. You should not walk along country roads to reach your destination.

Remember:

It is essential that a bus driver should be able to concentrate on the traffic and the road ahead. Any behaviour which might distract the driver's attention is potentially dangerous.

For Review: May 2010