Behaviour Policy
For Richmond School

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1. Aims

The behaviour policy at Richmond School establishes the ways in which all members of the school community contribute to the learning environment. Students are expected to attend school, be well motivated to learn and behave at all times. Sometimes students exceed our expectations and deserve to be rewarded, or fail to meet them and thus require a sanction and possibly support to ensure they are able to meet expectations going forward.

It is absolutely essential that at all times students at Richmond School follow instructions from staff and the necessary rules outlined in this policy. Defiance, questioning authority and repeated failure to follow school expectations will not be tolerated.

At Richmond School we believe that through excellent behaviour, attendance and high-quality teaching and learning, students will achieve our trust vision of "being the best we can be".

This policy aims to:
- Outline how students are expected to behave
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This policy fulfils our statutory requirements under the following legislation:
- School Standards Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- SEN Code of Practice 2014
- Equalities Act 2010

3. Roles and responsibilities

3.1 The Local Governing Body
The Local Governing Body is responsible for reviewing and approving the school expectations and is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

3.2 The Headteacher
The Headteacher is responsible for reviewing and delivering this behaviour policy.
The Headteacher will:
- Promote good behaviour, self-discipline and respect as one of the school's CREDIT values
- Prevent and respond to bullying
- Set out the recognition and rewards used when a student behaves particularly well

● Set out the disciplinary sanctions used when a student misbehaves

3.3 Head of Year
The Head of Year is responsible for:
● Acting as the figurehead for the year group and being accountable for behaviour, attendance and pastoral responsibilities
● Liaising with Learning Support
● Following up on incidents which require immediate attention
● Dealing with relationship/social issues and problems
● Behaviour management support for colleagues
● Liaising with the Behaviour Officer to ensure interventions are communicated and carried out effectively
● Proactively communicating with parents to discuss behaviour concerns/issues
● Creating, implementing and monitoring behaviour support plans
● Liaising with external agencies in supporting with behavioural issues both in and out of school

3.4 Teaching Staff
All teaching staff have a responsibility for discipline both within their classroom and in the corridors, restaurant and other areas of school. It is expected that all lessons are planned to promote positive behaviour and support good behaviour.

Problems of behaviour both in and out of the classroom should be dealt with as far as possible by the member of staff present at that time. They should report incidents to the Tutor/ Head of Year/ Behaviour Officer/Lead Teacher/Assistant Headteacher as appropriate and the incident should be registered on Class Charts using the correct consequence process.

All teaching staff should:
- Establish and maintain set routines consistently
- Actively use rewards and positive reinforcement when appropriate

3.5 Tutors
Tutors have a responsibility to monitor and address ongoing behavioural issues or continue to support students through pastoral care. This does not include setting up and delivering interventions, but encouraging students to meet expectations and reminding them of the consequences. Tutors should also have some communication with parents.

3.5 Lead Teachers
Lead Teachers have a responsibility for the quality of education within their department. In response to behaviour, Lead Teachers should endeavour to ensure that high quality education is taking place in the classroom. Lead Teachers may use departmental sanctions or interventions to ensure that this is taking place. These could include:
● Change of seating plans
● Removal from lessons for a set period of time
● Change of groups

- Change of sets (if necessary)

3.6 Parents
Parents are expected to:
- Support their child in adhering to the school expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Use school systems proactively to monitor student behaviour and rewards

4. Bullying
What is bullying?
The Department for Education defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group. Single incidents or temporary fallouts between friends, whether in person or online, are not defined as bullying.

Objectives of this policy:
- To ensure everyone in the school community has a clear understanding of what bullying is.
- To provide clarity as to the procedure for dealing with incidents of bullying.
- To ensure staff understand their role in preventing bullying and how to respond when a child is at risk/displays signs of being bullied.
- To develop a caring and listening ethos in school where any form of bullying is not tolerated.
- To provide confidence throughout the school community that procedures for reporting and dealing with incidents of bullying will be dealt with in an appropriate, consistent and timely manner.
- To support the victim in processing what has happened and how to move forward.
- To support the bully in modifying their behaviour.

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it. Specifically, it can include:

Type of bullying	Definition
Psychological	The reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing.
Physical	An unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
Verbal	The use of language in a derogatory or offensive manner, such as swearing, name calling, sarcasm and spreading rumours.
Social	Being ostracised, isolated or purposefully left out of social situations by a peer group.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures,

	unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
Prejudicial	Bullying based on race, ethnicity, religion or sexual orientation.
Cyber-bullying	Using mobile phones or the internet to deliberately upset someone.

Signs and symptoms of bullying:

A child may display signs or behaviour that they are being bullied. All staff should be aware of the signs and should investigate if a child:

- Is frightened of walking to/from school.
- Is reluctant to go to school
- Has become withdrawn, anxious or lacking in confidence
- Attempts/threatens to run away
- Attempts/threatens to self-harm
- Stops eating
- Their school work deteriorates
- Is tearful
- Torn clothes
- Missing or damaged possessions
- Has unexplained cuts or bruises
- Asks for money or starts stealing money (to pay bully)
- Becomes aggressive, disruptive or unreasonable
- Bullies other children or siblings
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received
- Give improbable excuses for any of the above

Procedures:

Richmond School does not tolerate bullying and will investigate alleged bullying incidents to establish appropriate follow up actions, and where necessary, sanctions to ensure that it is stopped and does not occur again. The actions and sanctions will be decided on a case by case basis with the aim of preventing recurrence.

Reporting	Students and parents should report any form of bullying to available staff or someone they can trust as soon as possible. Parents of the person being bullied should be informed.
Investigation	Following a report of bullying, a full investigation will take place. This will include: • Speaking to the victim and gathering statements • Speaking to any credible witnesses (staff and students)

	● Appropriate feedback will be given to the parents of all involved. ● In serious cases, parents will be asked to come into school to discuss the problem.
Support	The pastoral team will endeavour to work with victims of bullying and with any student who bullies. The school will endeavour to not disadvantage the victim but may offer some additional interventions, such as: ● Change of classes (including tutor group) ● Change of seating plans ● Restorative meetings between victim and perpetrator ● Parental meetings ● Consultation/referrals to outside agencies
Whole-school strategies	The school will continue to raise awareness of the impact of bullying through assemblies, Learning for Life sessions and visual aids and will continue to have high expectations of our students.
Staff training	Throughout the course of the year, staff will be involved in training and discussions to help with positive behaviour management and monitor student relationships. This will include specific training about recognising the signs of bullying and school procedures for dealing with it.

Desired outcomes
- All parties will feel the incidents were thoroughly investigated and dealt with fairly and appropriately.
- The necessary support will be in place for all involved.
- The school will aim to sort out differences and encourage the pupils to reconcile.
- Each case will be monitored to ensure repeated bullying does not take place.
- All pupils involved should be supported in 'moving on' from the issue.
- The names of those pupils involved will be recorded on a database in case of further unrelated incidents of bullying.

Prevention
The school will use various methods for helping children to prevent bullying:
- Having a listening and caring ethos.
- Encouraging discussion about challenging issues.
- Promote diversity, tolerance and acceptance of differences.
- Helping pupils to build resilience.
- All staff are aware of the school's anti-bullying policy and know where to access it.
- Explore related issues through the curriculum in Learning for Life lessons, assemblies and Anti-bullying Week.
- Provide information to students on bullying via screens around the schools and posters.
- Expanding the role of Student Leaders.
- Where cyber-bullying is concerned, educating and engaging both pupils and parents on the principles of online safety so they know the dangers of unsupervised/unlimited internet access.

- To encourage parents to check what their children are doing online and using parental controls to limit access to dangerous sites and social media.

5. School Expectations

Staff and students are expected to demonstrate the following six values which broadly cover the spirit of how we expect our students conduct themselves through positive behaviour. The 6 values are; Respect, Excellence, Teamwork, Independence, Determination and Creativity:

Students who repeatedly demonstrate challenging behaviour and fail to follow any instructions or request from any staff member could be suspended from the school. Repeated defiance from students will result in further disciplinary sanctions and may be permanently excluded from the school.

5.1 Lesson Routines

The school uses a consistent, agreed lesson routine system for all lessons. The purpose of these routines are to:

- Keep students safe
- Ensure students are successful and happy both in school and in later life
- Ensurethe highest possible standards from all students

The lesson routines are as follows:

1. Excellent entry:
   a. Teacher stands in the classroom doorway
   b. Teacher greets students on entry
   c. Students walk straight to their desk in silence
   d. Students begin the 'do now task'

2. Do now
   a. Either silent reading or a task involving writing the answers to a retrieval exercise or engaging in some active learning
   b. Done in silence following silent entry
   c. Maximum of 10 minutes
3. Transitions between tasks
   a. Staff will follow a 3-2-1 routine, ensuring students are given enough time to prepare for a change in task
   b. Students will follow 'STAR': Sit-up, Track the teacher without pens in hand, Ask and answer questions, Respect all other in the room
4. Hands down questioning
   a. Pose a question - give thinking time - name a student
   b. This is the assumed and main method of questioning in lessons
5. Excellent exit
   a. Staff will ensure that students are ready to leave on the bell to give time to get to the next lesson
   b. Issue CREDITs from the lesson
   c. Stand behind chairs in silence and be dismissed in silence

The above routines are key to ensuring that there are consistent, high expectations across the whole school. Students must adhere to the routines given by teaching staff to ensure that high quality teaching and learning is taking place in all lessons across the school.

Classrooms are 'red zones', which means that the expected volume level is silence, unless the teacher stipulates otherwise e.g. for questioning activities, group work etc.

5.2 Punctuality and movement around school
Corridors are amber zones. Students should walk with purpose and talk with "quiet voices", following the one-way system where appropriate and in an orderly manner. There should be no physical contact between students as they move around the school. Doors should be held open for others with courtesy and respect encouraged at all times. This is supported by staff 'meet and greet' to support a calm transition between lessons.

During the school day, a bell system is used to ensure that staff and students are aware of the end of lesson and the start of the next lesson - in line with the routines laid out in 5.1. The "3-minute rule" applies to all lessons during the day:
- A bell will sound 3 minutes before the end of the lesson to signify the end of lesson routine and students are to be dismissed
- A bell will sound 3 minutes into the next lesson - students who arrive after this bell will be marked as 'late' and a C1 for lateness awarded

5.3 Break and lunchtime

We expect all students to uphold the highest standards of behaviour at break and lunch times and be respectful of others. Break and lunchtimes will end with a verbal or audible signal at which point students should immediately return to their lessons via the quickest route. The school withholds the right to limit student access to outside areas should they fail to behave appropriately.

5.4 Eating

Eating and drinking is not allowed anywhere in the school other than in the restaurant. Chewing gum, fizzy drinks and energy drinks are not allowed in school at any time.

5.5 Good Manners

Students are expected to behave in a reasonable, caring, considerate and courteous manner at all times. They should always talk to each other and to staff in a polite manner.

5.6 Toilets

Students are permitted to use the toilet at any point during the school day. However, students must follow the following guidance:

- Use toilets only when absolutely necessary
- Toilets should be used before school, at break and lunch in preparation for lessons and after school
- Using the toilet should not disrupt the learning of others
- There should only be one student in each toilet cubicle at a time
- Toilets should be accessed for their intended use only
- Students should not loiter in the toilet area
- The toilets are an amber zone and quiet voices should be used

Toilet use is logged and monitored very closely. Students who fail to meet expected use of the toilet and repeatedly breach rules will follow graduated sanctions:

5.7 Litter

We expect all students to respect our school community by depositing litter in the numerous bins around the school site. To support our recycling agenda, students should put plastic in the red bins and general waste in the grey bins.

5.8 Power to discipline beyond the school gate

All students represent the school when they are wearing the school uniform. For this reason, we expect all students to be mindful of this and treat members of the public with the utmost respect including on local buses, school buses, in shops and on the way to and from school. Students can expect to receive a sanction if they are found at any time:

- To be bringing the name or reputation of the school into disrepute
- To be involved in something which could have repercussions for the orderly running of the school
- To pose a threat to another student, staff member or member of the public

Richmond School takes the behaviour of the students in the community very seriously and asks all students to maintain the highest levels of conduct, displaying our value of Respect at all times.

5.9 Social Media
In order to ensure our students are safe, happy, successful and achieve the highest standards in their academic work, we take a firm stance regarding use of social media. Students are reminded that any breaches of the school behaviour policy on social media or other online platforms could be defined as serious misbehaviour and if deemed to be such, will result in an appropriate sanction. Such issues can occur at any time of the day or night however in our experience it most often happens when students are not in school. Parents/carers are advised to follow some of the following guidance:

- Refer to online bullying organisations such as nationalbullyinghelpline.co.uk or anti-bullyingalliance.org.uk
- Block individuals from contacting the child directly
- Speak to the other child(s) parent/carer
- Report issues to the social media provider and the police

The setting up or use of any social media accounts for the purpose of harming or insulting staff, students or members of the community or any actions online which may be deemed to bring the name of the school into disrepute are treated as serious misbehaviour.

5.10 Mobile phones
Our approach to electronic devices including mobile phones, smart phones, smart watches, mp3 devices, ipads, tablets and other devices is simple - they are not to be seen, heard or used at any point on the school site.

Students will be fully focussed on their learning, and enjoying the varied experiences the school has to offer. Students do not need any electronic devices in school or in order to support their learning.

Parents/carers should be aware of the following graduated response to any student breaching our strict policy for the use of electronic devices:

1.	Device is confiscated and locked away. Students can collect at the end of the school day.
2.	Device is confiscated and locked away. An after-school detention is given and the student can collect at the end of the school day.
3.	Device is confiscated and locked away. The student is internally suspended for a full school day. Parents/carers must come and collect the phone from the school reception (reception is open from 8am until 4:30pm).
4.	The student is formally suspended from the school for repeated breaches of the school's behaviour policy.

Our pastoral team and office provide a way for students to contact home in an urgent situation, where necessary.

Using an electronic device on school site is a behavioural issue and as well as the device being confiscated a Behaviour Point will be given.

6. Rewards and Recognition

The purpose of rewards at Richmond School are:

- To motivate and encourage students
- To recognise achievement
- To promote a culture of excellence and determination within the school
- To foster the nature of competition between individuals and year groups.
- To promote the development of the CREDIT values in our students

6.1 CREDITs

Richmond School uses a positive reward system for all students. Throughout the school day, students will be rewarded with a positive reward point for demonstrating one of our school values (Creativity, Excellence Creativity, Determination, Excellence, Independence, Respect, Teamwork). These points are added to their behaviour profile and used for:

- Tutor based competitions
- Rewards assemblies
- Sharing with staff and parents on a weekly basis
- Sharing in tutor time
- Progression through the school's positive pyramid
- Added to school reports
- Email from the Headteacher commending the student who receives the highest number of CREDITs in a week

6.2 Student of the Month

On a monthly basis, staff will nominate one student from each teaching class who has exceeded expectations. Students who are recognised as the 'Student of the Month' will receive some communication from the teacher and contact with home

6.3 Headteacher's CREDIT Values Award

On a weekly basis, staff will nominate students to the Headteacher, who have demonstrated one or more of the CREDIT values. The student will be invited to a meeting with the Headteacher and their triumphs shared with parents/ carers and the wider community through our social media platforms.

6.4 Presentation Evening

Students in each year group will also be nominated for an award per subject. The students and their families will be invited to 'Presentation Evening' where they will receive an award for their excellence within a subject area.   A selection of cups is also awarded for the highest achievements across a variety of categories.

7. Behaviour Management

7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Establish and remind students of the agreed lesson routines
- Develop a positive relationship with students, which will include:
    - Greeting students in the morning/at the start of lessons

    - Communicate expectations of behaviour in ways other than verbally
    - Highlight and promote good behaviour and tackle poor behaviour using the principles of PIP/RIP (Praise in Public/Remand in Private)
    - Use language of de-escalation and employ "time outs" where appropriate with students
    - Conclude the day positively and start the next day afresh
    - Use positive framing as a default approach.

7.2 The Consequence System

We have very low tolerance of poor behaviour as it prevents students from feeling safe and happy and prevents them from succeeding. Students cannot achieve well where behaviour is poor. Boundaries are made clear and consequences are applied through the "Consequence System" when students wilfully ignore our expectations in lessons and around school. In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident can be dealt with effectively. The recording of unsatisfactory behaviour is therefore considered important and helpful.

During lessons, the consequence system will follow the following stages:
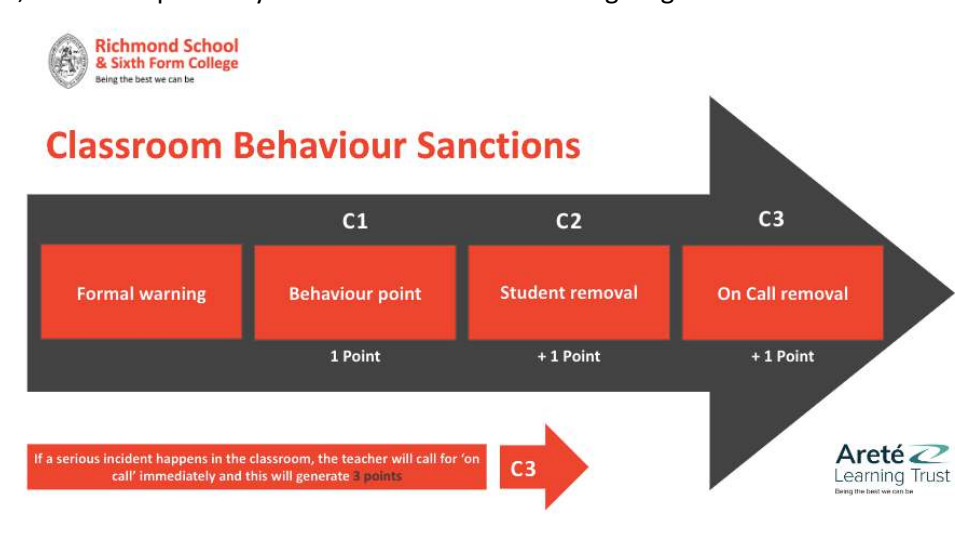
7.3 Monitoring behaviour points
During the course of a week, behaviour points are monitored closely and the following scale of sanctions is used.

It is expected that if a student is issued with a sanction, they complete it. Students are expected to self-regulate and be responsible for their own behaviour, actions and learning.

8. Sexualised behaviours, sexism and sexual harassment

The school takes a zero-tolerance approach to sexualised behaviours and staff understand that even if there are no reports, this does not mean that it is not happening. Child-on-child sexual abuse can be identified as the following:

- **Sexual violence:** sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **Sexual harassment:** unwanted conduct of a sexual nature - such as sexual jokes or taunting, physical behaviour, online sexual harassment, interfering with clothes, inappropriate touching
- **Youth produced sexual imagery:** consensual or non-consensual sharing of nudes and semi nudes' images and or videos
- **Causing someone to engage in sexual activity without consent**
- **Upskirting:** taking a photograph under a person's clothing without permission

Following the report of such incidents, the school will respond in a way that is proportionate and considered and offer support to the victim(s) and perpetrator(s). At all times, the victim will be reassured that they are taken seriously. Whilst the school will not tolerate such behaviour it will also not demonise any students and will endeavour to educate and support.

Due to the safeguarding implications of such incidents, the school may:

- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police

The school will also impose sanctions based on:

- The age and developmental stage of the alleged perpetrator
- The nature and frequency of the alleged incident(s)
- Ensuring the sanction is balanced alongside education and safeguarding support
- Consideration of the victim's wishes - however, the school will make the final decision.

Sanctions for all and some incidents are detailed below:

After all incidents	Communication with students and parents Recorded on pastoral notes Recorded on CPOMS Support and education will be provided

After some incidents	Behavioural sanctions will be imposed

9. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator and behaviour officer will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review on a regular basis.

10. Suspensions

The school will use suspensions and permanent exclusions as a last resort. However, a student may be suspended as a clear signal of what is unacceptable behaviour and to show a student that their current behaviour is putting them at risk of permanent exclusion. At all times the school will follow DfE guidance for suspensions which can be found here.

The school will endeavour to avoid suspension where possible and some of the following strategies may be used where appropriate:

- Use of internal suspension and the Engagement Hub
- Restorative conversations
- Referral to a behaviour modification programme delivered in school by the Behaviour Officer
- Changes to timetable
- Changes to classes/tutor group
- Part-timetable or a flexible school arrangement for a limited time as a supportive measure
- Use of a behaviour contract or a behaviour support plan
- Meeting with parents/key stakeholders
- Managed move
- Removal from certain parts of the day (social time, removal from certain lessons)
- Referral to SEN (Special Educational Needs) for assessment
- Behaviour panel meeting involving school governors
- Use of Alternative Provision

Following a period of suspension from the school, parents/key stakeholders will be invited to attend a readmission meeting prior to the student returning to school.

A readmission meeting must take place before the student can return to school.

11. Serious Incidents
The School will take reasonable and proportionate actions when dealing with the following issues:
- Knives and offensive weapons
- Drug and alcohol incidents
- Use of reasonable force
- Power of search and confiscation
- Tobacco and other smoking related incidents, including e-cigarettes

11.1 Prohibited Items
Possession of the following items is prohibited:
- Knives or weapons
- Alcohol
- Illegal drugs or drug paraphernalia
- Stolen items
- Tobacco or cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonable suspects has been, or is likely to be, used to commit and offence, or to cause personal injury to, or damage

In any such cases the School will follow Department For Education Guidance and Procedures.

12. Confiscation, Searching and Screening
Any prohibited items (listed in section 10.1) found in students' possession will be confiscated.

These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents, if appropriate. Confectionery and fizzy drinks suspected of being brought onto the premises for the purposes of selling to other students fall within this category and may be disposed of once confiscated.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

13. Student Property
13.1 Valuable Possessions
Students are discouraged from bringing valuable possessions into school. The school accepts no responsibility for loss or damage to such items.

14. Reasonable Force

All members of school staff have a legal power to use a reasonable force. This power applies to any member of staff at the school.

When can reasonable force be used?
● Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder
● In a school, force is used for two main purposes - to control students or to restrain them
● The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

Further information can be found in the DfE's latest guidance on the use of reasonable force.

The school works closely with the police and will seek support from officers if the situation is very serious or if a young person fails to cooperate with all adults in the school.

15. The Engagement Hub

The purpose of the Engagement Hub is to:
● Provide an area of reflection as a consequence of extreme and sustained inappropriate behaviour
● Ensure students continue to receive equality of education and an opportunity for continued learning
● Reduce the number of external suspensions
● Allow time for students to reflect upon the consequences of their behaviour
● Improve overall student behaviour by re-emphasising the principle that all sanctions bring consequences and to act as a deterrent
● Allow restorative work to take place and for students to learn and be supported to develop good behaviour

Rules for the Engagement Hub:
● Students will follow all staff requests without question
● Students will not communicate with other students and will spend their break and lunch in the Engagement Hub
● Students will observe the 'silence' rule
● Students will be made aware of the use of CCTV
● Students will present themselves correctly and will be in full school uniform with the correct equipment and planner
● All work will be completed to the highest standard
● Students will be allowed to leave the room for the toiler *one at a time* after permission has been given by the member of staff managing the room
● A full day in the Engagement Hub will only be regarded as completed if the above conditions have been met. A full day is until the end of period 5.

Students who fail to meet the expectations of the Engagement Hub will be expected to complete another day in the Engagement Hub or could be suspended from school.

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