

# Behaviour Policy for Richmond School

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Date Updated:	September 2022
Approved by:	Richmond LGB
Date Approved:	28 September 2022



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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.

At Richmond School we believe that through excellent behaviour, attendance and high quality teaching and learning, students will achieve our school 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 core values
- Prevent 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
- Incidents which require immediate attention
- Relationship/social issues and problems
- Behaviour management support for colleagues
- Liaising with the Behaviour Officer to ensure interventions are communicated and carried out effectively
- Actively 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 Head of Year/ Behaviour Officer/Lead Teacher/Assistant Headteacher as appropriate and the incident registered on Class Charts using the correct consequence process.

All teaching staff should:

- Establish and maintain set routines consistently
- Operate a 'meet and greet' system
- 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 may 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

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend oneself against

Bullying is not:

- A one-off incident of unkindness or name calling
- A friendship disagreement or fall out between friends

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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.

#### 4.1 Preventing and addressing bullying

Reporting	Students and parents should report any form of bullying to the school as soon as possible.
Investigation	Following a report of bullying, a full investigation will take place. This will include: <ul style="list-style-type: none"> <li>● Speaking to the victim and gathering statements</li> <li>● Speaking to any credible witnesses (staff and students)</li> <li>● Action</li> </ul>
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: <ul style="list-style-type: none"> <li>● Change of classes (including tutor group)</li> <li>● Change of seating plans</li> <li>● Restorative meetings between victim and perpetrator</li> <li>● Parental meetings</li> </ul>
Whole-school strategies	The school will continue to raise awareness of the impact of bullying and 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.

#### 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:

## OUR VALUES

## CREDIT

CREATIVITY



RESPECT



EXCELLENCE



DETERMINATION



INDEPENDENCE



TEAMWORK





**Richmond School  
& Sixth Form College**  
Being the best we can be

A member of  
**Areté**  
Learning Trust

### 5.1. Entry to school

Students must enter the school site before 08.50am and must immediately make their way to their year group muster point.

### 5.2 In corridors

Students should walk quietly, following the one way system where appropriate, in an orderly manner. 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.

### 5.3 Classroom expectations

The following classroom expectations were created by students and are what the school believes to be acceptable expectations to facilitate high quality teaching and learning during lessons:



### 5.4 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.

### 5.5 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.

### 5.6 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.

### 5.7 Toilets

Students are encouraged to visit the toilets at break, lunch and changeover times rather than during lessons. Only one student should be in an individual cubicle at a time.



#### 5.8 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.

#### 5.9 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 members to maintain the highest levels of conduct, displaying our value of Respect at all times.

#### 5.10 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 may 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:

- Referring to online bullying organisations such as [nationalbullyinghelpline.co.uk](http://nationalbullyinghelpline.co.uk) or [anti-bullyingalliance.org.uk](http://anti-bullyingalliance.org.uk)
- Blocking individuals from contacting the child directly
- Speaking to the other child(s) parent/carer
- Reporting 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 dispute is treated as serious misbehaviour.

#### 5.11 Mobile phones

Richmond School permits the sensible use of mobile phones, before school and at break and lunchtime only. Students should not use mobile phones in the corridor or during lessons without permission to do so.

Richmond School reserves the right to confiscate any mobile phone at any point during the school day. Students who repeatedly fail to follow routines and expectations with mobile phones will be subject to further disciplinary action or may not be allowed to bring their mobile phone into school.

### **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 achievement and hard work within the school
- To foster the nature of competition between individuals and year groups.

#### 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 (Respect, Determination, Teamwork, Independence, Creativity, Excellence) . These points are added to their behaviour profile and used for:

- Tutor based competitions
- Rewards assemblies
- Shared with staff and parents on a weekly basis
- Shared in tutor time
- 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 Values Award

On a weekly basis, staff will nominate students who have demonstrated one or more of the core values to the Headteacher. The student will be invited to a meeting with the Headteacher and their triumphs shared with parents/ carers and the wider school 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 are 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
- Remind students and of the classroom expectations
- Develop a positive relationship with students, which will include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines

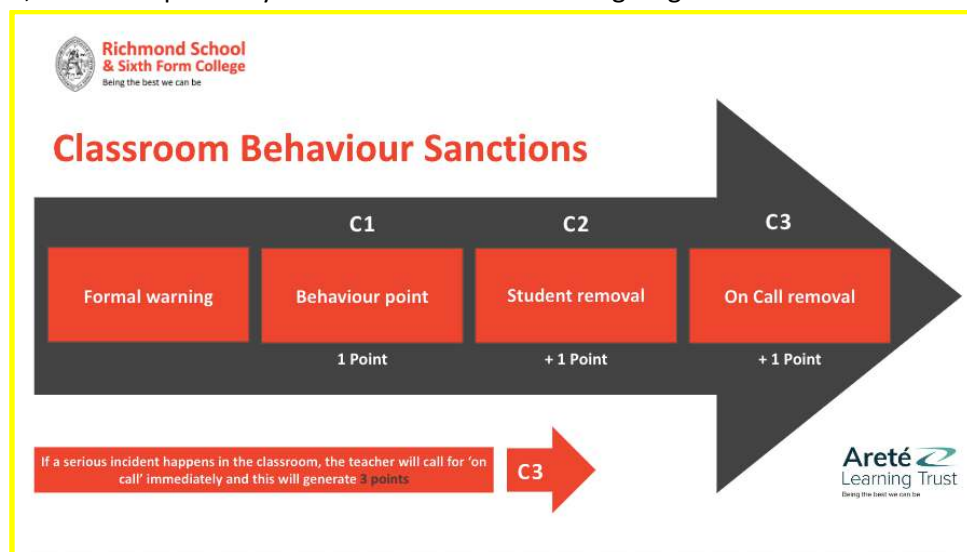


- Communicating expectations of behaviour in ways other than verbally
- Using the classroom whiteboards as 'reward boards' to highlight students either nominated for, or awarded a CREDIT.
- Highlighting and promoting good behaviour and tackling poor behaviour using the principles of PIP/RIP (Praise in Public/Remand in Private)
- Use of language of de-escalation and employment of "time outs" where appropriate with students
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement.

### 7.2 The Consequence System

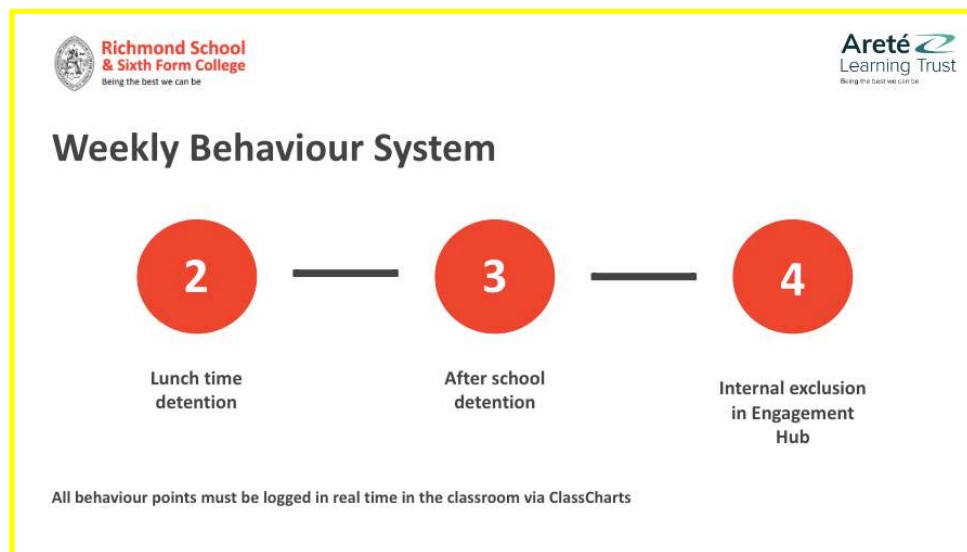
Boundaries are made clear and consequences are applied through the "Consequence System" when students wilfully ignore our expectations in lessons and around school. In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's 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

Following a report from Ofsted on child-on-child sexual behaviours in schools, Richmond School has made it's process for dealing with such issues more explicit. 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 parents Recorded on pastoral notes Recorded on CPOMS
After some incidents	Behavioural sanctions will be followed

### **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
- Use of a behaviour contract
- 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
- Early 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 on the morning of 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 an 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. Confectionary 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.

#### 13.2 Mobile Phones

Students who bring mobile phones to school, do so at their own risk. The school will not be held responsible for loss or damage to such devices. If students bring their own mobile phone, these are not to be kept in trouser or shirt pockets. Phones must be kept in a school bag, on silent or turned off during lesson time and lesson changeover. The use of mobile phones is only permitted before school and at break and lunch time in the restaurant, unless directed by the teacher to enhance the learning in the classroom.

*Please also see 5.11 Mobile Phones.*

### **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
- To 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 hand their phone in on entry to 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 toilet *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

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.

----- **End of Policy** -----

**Policy Author:** Mr T Braham

**Monitored by:** Mr T Braham

**Reviewed:** September 2022

**Next Review:** Autumn Term 2023