



# Behaviour for learning Policy

***We monitor the impact of all policies on pupils, staff, parents and governors with particular reference to the impact on the progress and wellbeing of pupils. As a community school we believe that our policy should reflect our ethos, which calls us to strive for ‘excellence through endeavour’.***

Committee	Student and Community	
Ratification date	23 March 2017	
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The school has a detailed Risk Register which the Governing Body uses to monitor and measure the impact of its decisions as well as informing its planning.

To ensure that Risk Management permeates the working of the Governing Body, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the “likeliness” and “impact” level for the appropriate risks.



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# Behaviour for learning Policy

## 1. Legislation and guidance

This policy is written in line with the requirements of:

- Behaviour and Discipline in Schools (Department for Education, January 2016)
- Paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 which requires Governors to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Legal duties for schools under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

## 2. Introduction

The Richmond upon Thames School (RTS) is an inclusive school. We will endeavour to ensure that our school is a happy, calm learning community where all students can flourish and reach their full potential. In order for this policy to be effective, it is very important that every member of the school knows and understands it, and is aware of their part in its successful implementation.

## 3. Relationships with other school policies

This policy should be read in conjunction with the following policies: Safeguarding and Child Protection, Equal Opportunities and Anti-Bullying.

## 4. School vision

All Governors and staff will strive to ensure that all students are valued as individuals, who are recognised for their talents, fully included within the school community and provided with every opportunity to achieve 'excellence'. We expect all pupils to emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything they do.

Students at RTS will:

- Be confident and happy individuals who can build positive relationships with others and work purposefully towards achieving their very best at all times.
- Possess the knowledge, communication and technical skills necessary for success as they move into further education and the workplace.
- Have the motivation to work independently and conscientiously to achieve qualifications that reflect their full ability.
- Become lifelong learners with an insatiable curiosity about the world around them and a shared responsibility for their peers, the environment and wider society.

## 5. Policy objectives

The central focus of the school's behaviour policy is to set out how we will:

- Promote good behaviour among students
- Reward good behaviour
- Apply sanctions when pupils misbehave



- Prevent bullying
- Support staff in managing behaviour
- Manage malicious accusations made by students against school staff

## 6. Teaching and Learning

The Richmond upon Thames School an inclusive and aspirant school with an unrelenting focus on realising human potential. When students are engaged, they are ready to learn.

### 6.1 Expectations

All teaching areas are places of learning. To make learning as effective as possible we have high expectations for all staff and students. When students live up to staff expectations it allows everyone to concentrate, to enjoy lessons and make maximum personal progress.

### 6.2 Responsibilities

It is the responsibility of all staff to manage their curriculum area and the behaviour of students across the school site and on visits and residential. Staff will ensure that all students are able to access the curriculum and that strategies are put in place and appropriately reviewed and evaluated to enable this.

### 6.3 Assessment

Students require regular feedback on their performance which aids positive learning behaviours. This should reflect our teaching and learning and assessment policies.

### 6.4 Values and ethos

We have six guiding values which underpin all that we expect from our students. These are displayed in every classroom.

- Be a positive member of your community
- Be an active participator
- Be confident
- Be ready to learn
- Be kind and happy
- Believe in the power effort

## 7 Policy implementation

All staff will be responsible for ensuring the behaviour policy and procedures are followed, and consistently and fairly applied. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. We will:

- Inculcate a values-based ethos which will support the school to promote good behaviour.
- Reward student behaviours which reflect the RTS ethos through.
- Consistently apply sanctions when students misbehave.
- Prevent bullying



- Support staff in managing behaviour

## 8 Rewards

We will reward student behaviours which reflect the RTS ethos through:

- Giving merits.
- A celebration evening and exhibition for parents.
- A termly awards assemblies (Autumn, Spring and Summer Term).
- Termly honours roll in our school e-newsletter.
- Celebrating 100% attendance.
- Half-termly Headteacher's award.
- Sending Curriculum, Pastoral, House, Year, Headteacher and Community postcards home.

## 9 Sanctions

We will consistently apply sanctions when students misbehave. At RTS we recognise that sanctions do not, in themselves, modify behaviour. We will use sanctions that inconvenience students but also help and encourage them to become more successful. When dealing with undesirable behaviour, we will promote good behaviour. All staff will develop skills and strategies that do not only rely on sanctions.

- We will always use the minimum sanction to achieve the desired outcome and will always seek to re-build relationships with students.
- We will use four stages to manage behaviours which conflicts with RTS expectations. Each stage will be managed by different groups of staff and carry differing sanctions.

Staff	Sanctions	Stage
Form / Class Teacher	Restorative conversation De-merits Detentions Call home Form Teacher's report Referral to subject / Year team	Stage 1
Head of Subject / Year Team	Restorative conversation De-merits Detentions Call home Referral to Subject / Year team / Inclusion Team / SLT Head of Year Report Student / Parental Contracts	Stage 2
Inclusion Team	De-merits Inclusion Room Fixed term exclusion PRU provision / alternative provision.	Stage 3
Senior Leadership Team	Fixed term exclusion Permanent exclusion	Stage 4



## **7. 10. Senior Staff Rota**

There will be a rota for senior staff (all members of the senior leadership team (SLT), Heads of Year and Heads of Department and Subject leaders) who are available to support a member of staff in the classroom where the situation demands it. The rota will be used when the behaviour of a student or group of students is such that it is impossible to continue the lesson without intervention from a senior member of staff or the misbehavior is so serious that it warrants an immediate response from a senior member of staff.

## **8. 11. Support for staff in managing behaviour**

### **11.1 Staff Development**

All staff will engage in focused and regular professional development on all aspects of behaviour management to support the implementation of the policy. The SLT will take active steps to ensure that all staff is both aware of and adheres to the aims and stated outcomes that are contained in this policy. The school's strategy for staff professional development will identify specific training for behaviour management.

### **11.2 Outside agencies**

The school will work positively with external agencies. We will work closely with them to ensure that the needs of all students are met.

## **12. Malicious accusations made by students against school staff**

If an allegation is determined to be false, the Headteacher will refer the matter to children's social care to determine whether the child concerned is in need of services. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider the level of action that is appropriate.

## **13. Exclusion**

### **13.1 The Inclusion Space**

The Inclusion Space is operated by a team of staff overseen by a member of the SLT. Only a Head of Year or a member of the SLT can refer a student to The Inclusion Space. If a member of staff wishes to have a student placed in The Inclusion Space for a period of time, e.g. 2 lessons from a specific subject, a whole day, mentoring, emotional crisis, etc. they must discuss the reasons with their line manager and the relevant Head of Year. Sometimes students are placed in there through the School to School Referral (SSR) route for a short period of time, usually the lesson that they have been withdrawn from.

The Inclusion Space manages students on an Internal Exclusion.



## **13.2 External Exclusion**

The Inclusion Space is used for internally excluding students and is supervised. The member of staff placing the student in The Inclusion Space will inform the supervising member of staff whether the student is to be detained at break, lunch or after school.

Internal inclusion is a serious sanction. Parents/Carers are always initially with a phone call home and in writing by the Head of Year. If a student is internally excluded a number of times, further sanction is likely and this may include a fixed term exclusion and/or pastoral Support Programme (PSP).

## **13.3 Pastoral Support Programmes (PSP)**

PSPs identify the need for external support agencies where appropriate. In outline, they are as follows:

- For Students who have had two or more fixed term exclusions or who are at risk of permanent exclusion.
- PSPs have a 16 school week time limit. They must be reviewed formally a minimum of twice within the 16 week period by the people who set them up. Once near the middle of the period and again near to or at the end of the period. Other mini-progress reviews are held during the 16 weeks.
- A nominated member of staff oversees the PSP – Head of Year or member of the SLT.
- A PSP should be drawn up with the student, parent/carer and LA representative (from the Social Inclusion Team).
- PSPs should be viewed as a positive intervention and should identify realistic behavioural outcomes for the student.
- Copies of PSPs go to the Student and Parents/Carers, Tutor, Head of Year, LA as well as one copy going on the student's file.

## **13.4 School to School Referral (SSR)**

SSRs have been agreed by Richmond Heateachers as an alternative to Fixed Term Exclusion (FTE).

### Purpose:

- Provide silent study for students who could be considered for FTE.
- Show a commitment to the student's education whilst keeping them safe.
- Give students an opportunity to reflect on being successful at their home school.

### Principles:

- A School to School Referral can be arranged for 1-3 days.
- A Student who fails to attend the SSR will have their 1-3 days converted to a FTE by the home school.

### Process:

- The home school approaches another Richmond School chosen to host the SSR.
- Work is arranged for the student and emailed to the host school.
- The student is expected to arrive at the host school reception at 9:30 and they leave at 14:30
- The student's family are responsible for getting the student to the host school.
- The student must wear full school uniform of the home school.
- A packed lunch must be taken but if the student is eligible for free school meals the host school will provide a cold lunch.
- The host school inducts the student into their accommodation and arrangements, and issues work.



- At the end of the referral period the placement pro forma is completed by the host school and emailed to the home school.
- The home school reintegrate the student and reflect on the host school report and completed work.
- If the behaviour of the student fails to meet the standards of the host school, they are returned to the home school to convert into a FTE – via contact and arrangements with the host school.

### **13.5 Fixed Term Exclusion**

Only the Headteacher may exclude a student. In her absence, a nominated member of the SLT may exclude a student. In such an occasion the exclusion letter will indicate that the action has been taken “in the absence of the Headteacher”. The decision to exclude will be taken after the behaviour in question has been investigated and only when the Headteacher believes this is the most appropriate response. There are standard paragraphs for every fixed term exclusion letter.

A readmission meeting, where possible, will be held with the parent/carer and the student on the first day after the exclusion ends. This meeting will consider the student’s behaviour and how it will be monitored in the future. The readmission meeting will be led by the Headteacher (or a nominated member of the SLT) and Head of Year. When a student has had more than one fixed term exclusion, it may be appropriate to involve the Achieving for Children (AfC) Exclusions and Reintegration Team in the readmission. If the student is at risk of permanent exclusion, unless his or her behaviour changes, that will be made clear to the student or parent/carer. The readmission meeting will outline the level and nature of nature and support that the student will be offered.

A student returning from exclusion is likely to return, in the first instance, to The Inclusion Space for all or part of one day to have time to reflect on the incident; and will usually be placed on a monitoring report to their Head of Year or a member of the SLT.

Students who have had two or more fixed term exclusions may be placed on a PSP. If a student is excluded for longer than six days, provision is made for their education at an alternative school for the duration of their exclusion. Where a student has a fixed term exclusions which total more than 15 days in any one term, the Governing Body’s Student Disciplinary panel will meet. The meeting will be to review that student’s behaviour and progress, as well as the decision of the Headteacher to exclude the student for a fixed term in excess of 15 days or for the accumulation of fixed term exclusions in excess of 15 days in one term.

### **13.6 Managed move protocol**

In certain limited circumstances, it may be appropriate to move a student to another school to reduce the risk of serious disaffection or permanent exclusion. This is known as a managed move.

Managed moves are appropriate for students where it is felt that a fresh start, with an opportunity to develop new relationships, is likely to have a positive impact upon their behaviour and progress.

A managed move should only be done with the full knowledge and the cooperation of all the parties involved, including the parents, and AfC, and in circumstances where it is in the best interests of the student concerned and should not be done as an alternative to permanent exclusion.



Such moves are processed within the procedures outline in the AfC protocol to ensure the process is fair and transparent and managed to cause the least disruption. All requests for managed moves between school are dealt with by the Headteacher, will be recorded and monitored by the designated member of SLT.

### **13.7 Alternative provision**

We also work closely with alternative education providers and with local FE colleges to support students in a variety of different ways. Each programme is personalised to the particular student. For all students we would discuss a move to the alternative provider or FE college with parents at an appropriate time. In certain circumstances, where we are not able to agree with parents that attendance at the alternative provision would be beneficial and their behaviour was the cause of the concern, we would direct the students to attend the alternative provision. This would be one strategy to avoid a permanent exclusion for the student. This would be undertaken within the general powers of the School.

Misbehaviour by any student that takes place by a student who is being educated off-site or engaged in a school authorized activity will be covered this behaviour policy.

[Exclusion from maintained schools, academies and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion \(February 2015\)](#) is adhered to.

The Governors' Student Disciplinary Panel will meet to consider the Headteacher's decision to exclude a student permanently.

### **13.8 Permanent Exclusion**

Permanent exclusion is the most serious sanction and the decision to exclude a student permanently can only be taken by the Headteacher. Permanent exclusion can only be used when other sanctions have been tried but without success or when the breach of discipline is so serious that permanent exclusion is believed by the Headteacher to be appropriate.

[Exclusion from maintained schools, academies and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion \(February 2015\)](#) is adhered to.

The Governors' Student Disciplinary Panel will meet to consider the Headteacher's decision to exclude a student permanently.

## **14. Bullying**

The impact of bullying is often long-term and detrimental to the development of both the victim and the bully. It can take many forms: verbal, physical, emotional, racist, sexual, homophobic and cyber. We view any action taken by a student against another student, which makes an individual feel powerless, afraid or victimised in conflict with our ethos. Any such behaviour will not be accepted.

Bullying is very serious; all staff must be alert to the signs and all examples of bullying should be recorded and reported. Staff do not have the option of bullying no matter how subtle it may be.



## **14.1 Prevention of bullying**

Our school is committed to fostering an inclusive learning environment where all students will have equal opportunities to thrive. We fully recognise our 'duty to safeguard and promote the welfare of [our] pupils at school' (Education Act 2002). We are committed to good practice which will protect young people from harm. All staff and volunteers will accept and recognise their responsibility to:

- Provide an environment which promotes the safety of the child at all times.
- Create a secure and happy environment which enables all students to develop both socially and academically.
- Develop an atmosphere of trust and openness where students can discuss problems.
- Develop a sense of self-worth and confidence.
- Protect individuals from victimisation.
- Expose incidents of bullying, so that they can be dealt with.

## **14.2 Reporting incidents of bullying**

All incidents of bullying will be investigated immediately, and appropriate action will be taken where necessary. There is a clear anti-bullying policy which is followed by all members of staff in the interests of all students.

## **14.3 Racist Incidents**

Incidents of a racist nature are reported directly to the SLT.

## **15. Mobile phones**

Whilst in school all mobile phones and personal 4G enable devices must be switched off and out of sight in bags and lockers. These devices must not be stored in blazer pockets during the school day. If parents/carers need to send important messages during the school day they should do so via the school reception. The school takes no responsibility for the theft or loss of such property.

## **16. Offensive Weapons**

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made of adapted for causing injury to the person or intended by the person having it with him/her for such use.' This includes 'any article which has a blade or point or is sharply pointed.' We define this further by making it clear that all pocket knives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

Students who have an offensive weapon will have the offending article remove from them. This will not be returned to the student. The parent/carers will be informed and may request pick up from the school. A decision about whether this will be granted will be granted in liaison with the police. The student will be removed from lessons while the investigation takes place. The student may be excluded either for a fixed term or permanently as a result of this act. The decision will be taken when full information is known.

All of the above also applies to fireworks and other explosive material.



## **17. Sharing of offensive material**

This is deemed as unacceptable and inappropriate. Material will be confiscated and not returned. A sanction will be imposed, parents/carers will be informed and, if necessary, the police will be informed.

## **18. Drug, Alcohol and Illicit Substances**

If staff or students report a suspicion of any person involved in drugs, alcohol or paraphernalia then the person/s will be interviewed, possibly searched and parents contacted. Any search will be carried out by a member of SLT with another member of staff present. If a student refuses to be searched, parents and the police will be contacted so this can be carried out.

Any item found, will be confiscated. Drugs paraphernalia will be removed from the school site by the police; alcohol will be destroyed.

Any incident relating to illegal substances will be reported to the police officer linked to the school. In addition to this, appropriate sanctions will be considered by the school. The school will also refer the students to external support agencies such as the school nurse, young people's drug and alcohol team and family support service.

If a student is found with tobacco or e-cigarettes, parents will be informed and appropriate sanctions issued.

## **19. Working with the police**

There are occasions where the school request support and advice from the police in relation to specific incidents. If the police would like to talk to students individually or as part of a group, parents/carers will be informed and invited to attend. If a parent cannot attend then the designated member of staff will always be present during the police visit.

The school might also invite the police to deliver educational talks to students about particular issues.

## **20. Policy review and development**

- Behaviour management is reviewed annually.
- All staff attend regular behaviour management training.
- Attitude to learning behaviour and social behaviour is regularly monitored, reviewed and reported by the Pastoral team. Heads of department review and monitor behaviour within their curriculum area. These outcomes are reported to the SLT.
- SLT report any incidents of racist behaviour to AfC.
- SLT report termly fixed and permanent exclusions to AfC.
- DfE Exclusions guidance is adhered to.
- SLT liaise with outside agencies to support whole school behaviour management strategies and plans for individual students. This includes regular attendance to AfC Pupil Placement Panel meetings.
- Governors monitor the effectiveness of this policy and receive termly reports from SLT.



- Governors evaluate the school's practice regarding this policy to ensure it meets DfE safeguarding and equal opportunities legislation.
- This policy will be developed with staff, parents/carers and the school's Governing Body and reviewed in accordance with the Governing Body's Policy Review cycle.

## Appendix 1

### Our Values

Be a positive member of your community:

- ◆ Travel to and from school in an orderly manner
- ◆ Respect all school and campus facilities
- ◆ Respectfully share the environment surrounding the school with the local community
- ◆ Be a positive local and global citizens.

Believe in the power of effort:

- ◆ Complete all homework and classwork to the best of your ability
- ◆ Hand-in homework on time
- ◆ Always ask for support when you need it
- ◆ Read widely and for pleasure.

Be kind and happy:

- ◆ Celebrate achievement
- ◆ Be courteous
- ◆ Encourage your peers in their endeavours
- ◆ Speak and act in ways which make others feel valued.

Be an active participator:

- ◆ Regularly attend a minimum of two extra-curricular activities each week (one of which should be sport/fitness related)
- ◆ Represent the school through competition, exhibition/showcase or in an ambassadorial role at least once in each academic year
- ◆ Make a positive contribution in lessons.

Be ready to learn:

- ◆ Be in your form room no later than 08.30
- ◆ Come to school fully equipped for learning
- ◆ Be a good listener
- ◆ Arrive on time for all lessons.

Be confident:

- ◆ Embrace and feel good about your talents and good qualities
- ◆ Be ready to take on challenges
- ◆ Maintain a professional appearance, and wear full and correct RTS school uniform with pride
- ◆ Be a source of positivity and help others.

## Appendix 2

### Senior Staff Rota call out procedure

When support from a senior member of staff is required, the teacher should contact Admin support. The senior member of staff will decide what action is necessary in the short term. If the senior member of staff believes the behaviour warrants it, the student will be escorted to another classroom in the department (from the internal support time) or The Inclusion Space.

All 'call outs' are recorded by the Admin support on the school management information system (MIS). The classroom teacher is expected to check for accuracy and add any additional details or follow up after the incidents. Reports of individual department 'call outs' are accessible in the school MIS.

In most cases, following senior staff 'call out', the classroom teacher and the Head of Department can decide on the sanction. This should be then passed to the Head of Year. Letter home will be generated daily to inform the parents/carers of the incident.