



Behaviour for learning Policy

Responsibility	Full Trust Board	
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The school has a detailed Risk Register which the Trust Board 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 Trust Board, 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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1 Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- 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 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 Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

4 Definitions of behaviour

4.1 Misbehaviour

Misbehaviour is behaviour that does not positively reinforce our six school values and can be defined as:

- 4.2 Be a positive member of your community**
- Travelling to and from school in a disorderly manner
 - Disrespecting school and campus facilities
 - Not share the environment surrounding the school with the local community

- Being a negative local and global citizens
- 4.3 Believe in the power of effort**
 - Poor Pre-learning effort
 - Homework handed in late
 - Refusing to seek and take help
 - Does not read in own time
- 4.4 Be kind and happy**
 - Dismissive of others achievements
 - Not courteous
 - Discourages peers in their endeavours
 - Speaks and acts in ways which make others feel devalued
- 4.5 Be an active participator**
 - Poor attendance at enrichment activities
 - Does not contribute in lessons
 - Non-completion of classwork or pre-learning
 - Disruption in lessons, corridors between lessons, and at break and lunchtimes
 - Poor attitude towards peers or staff
- 4.6 Be ready to learn**
 - Poor punctuality
 - Incomplete equipment
 - Not listen to staff or peers
- 4.7 Be confident**
 - Embrace and feel good about your talents and good qualities
 - Be ready to take on challenges
 - Poor uniform and lack of pride in it
 - A negative influence in the classroom.

4.7 Serious misbehaviour

Serious misbehaviour is defined as:

- Bringing the school's reputation into disrepute
- Disrupting the management of the school
- Any form of bullying
- Homophobia
- Inappropriate sexual behaviour
- Under the influence and /or in possession of drugs or alcohol
- Prevent related incidents
- Racism
- Serious physical harm
- Repeated breaches of the school rules
- Posing a threat to members of the public
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Activity that undermines health and safety
- Disruption of the safe management of the school
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
 - Any internet enabled device used to bypass the school's network to access the internet

5 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 to not report bullying no matter how subtle it may be.

5.1 Prevention of bullying (anti - 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] students at school' (Education Act 2002). We are committed to good practice which will protect young people from harm.

Full details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

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 and abuse,
- Expose incidents of bullying, so that they can be dealt with.

5.2 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.

Bullying incidents are reported to the Board of Trustees and Local Authority.

5.3 Hate Incidents

Incidents of a 'hate' nature are reported directly to the SLT and Board of Trustees.

5.3.1 What is 'a hate incident'?

Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on:

- a) Race
- b) Religion/Belief
- c) Sexual Orientation
- d) Disability and learning difficulties
- e) Gender or gender identity

5.3.2 Examples of Hate Incidents

Hate incidents can consist of: verbal abuse or insults e.g. Detrimental comments, abusive language and "jokes" relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive telephone calls, offensive messages.

5.3.3 What is 'a hate crime'?

"Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate" (ACPO 2005).

Hate crimes are reported to the police.

5.4 Racist Incidents

Racist Incidents are reported to the Board of Trustees and Local Authority.

5.5 Mobile phone use in school

- Students are not allowed to have mobile phones on their person anywhere on the school site. Mobile phones/devices should be switched off in lockers.
- Any attempt to use a phone or non-school issued internet-enabled device on the school site without permission or to take illicit photographs or videos will lead to confiscation of the device and

withdrawal of network privileges. In some cases, the use of prohibited digital devices will lead to further sanctions.

- Important messages and phone calls to or from parents can be made from the Head of Year (HoY) office. Student Welfare will also pass on messages from parents to students in emergencies.
- Students are made aware of data protection, privacy laws and school policies surrounding improper use of digital devices to record video or images on school devices, land/property and or in a manner which may bring the school into disrepute.

For more details, see the school's policy for Mobile Phone Use in School.

5.6 Offensive Weapons

- Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or 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 removed from them. This will not be returned to the student. The parent/carer will be informed and may request to pick up from the school. A decision about whether this 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.

5.7 Sharing of offensive material

- This is deemed unacceptable and inappropriate. The 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.

5.8 Drug, Alcohol and Illicit Substances

- If staff or students report suspicion of any person involved in drugs, alcohol or drug/alcohol 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, e-cigarettes, Shisha Pen, Vapour Pen or Vaporiser parents will be informed and appropriate sanctions issued.

6. Roles and responsibilities

6.1 The Trust Board

The Trust board is responsible for monitoring this behaviour policy’s effectiveness and holding the Head Teacher to account for its implementation.

6.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents in the school’s information management system (Arbor)

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct ‘the RTS Way’
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with staff promptly
- Adhere to the Parent Code of Conduct

7 Student code of conduct

Students are expected to model the school’s six core values, this is known in school as ‘The RTS Way’.

7.1 Be a positive member of your community

- Be the best version of yourself
- Do the right thing when no one is looking
- Be a positive local and global citizen

- 7.2 Believe in the power of effort**
 - Complete your studies to the best of your ability
 - Hand in Pre-learning on time
 - Always ask for support when you need it
 - Read widely and for pleasure

- 7.3 Be kind and happy**
 - Celebrate achievements
 - Value others
 - Encourage your peers

- 7.4 Be an active participator**
 - Be active in the wider life in the school
 - Make a positive contribution in lessons
 - Positive attitude

- 7.5 Be ready to learn**
 - Be on time
 - Come to school fully equipped for learning
 - Be a good listener
 - Arrive on time for all lessons

- 7.6 Be confident**
 - Embrace your talents and qualities
 - Be ready to take on challenges
 - Maintain a professional appearance
 - Be a source of positivity and help others

8 Investigating incidents

Students may be removed from lessons while an investigation into an incident takes place.

9 Rewards

We will reward student behaviours which reflect the RTS Way, example:

- Giving merits
- Golden tickets
- Postcards, phone calls and praise emails sent home
- Values postcards
- Subject Awards assemblies
- End of term celebration assemblies
- Head Teacher's Award
- House Cup Winners' Board
- Honours board

10 Sanctions

We consistently apply sanctions when students misbehave. We recognise that sanctions do not always, in themselves, modify behaviour. When dealing with undesirable behaviour, we promote good behaviour.

As part of our ongoing CPD programmes, all staff develop skills and strategies that do not solely rely on sanctions.

- Staff use the minimum sanction to achieve the desired outcome and seek to re-build relationships with students.
- Staff work with students to define six 'levels' of behaviour that conflict with the RTS Way.
- Each behaviour level leads to a different staff response.

Merits and demerits are monitored to track and analyse behaviour and support interventions.

10.1 Examples of school sanctions

- Verbal warning
- Demerit
- 5 minute reflection time outside of the class
- 10 minute restorative conversation with member of staff (same day)
- Senior Staff call out (used for serious incidents)
- After school and Saturday detentions
- Confiscation
- Values Programme (VP)
- School-to-school placement
- Fixed Term Exclusion (see Exclusion and Appeals Policy)
- Permanent Exclusion (see Exclusion and Appeals Policy)

The incident determines the sanction. This means these sanctions are necessarily applied in a sequential order.

10.1.1 Restorative Approaches

RTS promotes a therapeutic model of behaviour management and proactively seeks restorative approaches to support the behaviour strategy. Restorative approaches aim to:

- Establish the underlying issues that caused the poor behaviour
- Address any unmet needs of the student behaving poorly
- Acknowledge the adverse effect of poor behaviour on the learning of the whole community
- Reinforce high standards, agree on next steps and set targets for the next lesson

Restorative approaches achieve this by focusing on:

- Acknowledging harm done to individuals and the learning environment
- Personal responsibility and problem solving
- Interpersonal reflection
- Dialogue and discussion
- Repairing relationships through apology and reparation

10.1.1.1 Restorative Conversations

The majority of behaviour for learning concerns can be discussed with members of staff in a restorative conversation during the school day or straight after school.

10.1.2 Senior Staff Call Out

There will be a rota for senior staff (all members of the senior leadership team (SLT), Heads of Year (HoYs), Curriculum Leaders 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 misbehaviour is so serious that it warrants an immediate response from a senior member of staff.

10.1.3 Detentions

The statutory guidance does not require parents to be informed of a detention, but on occasions where students are kept for longer than 30 minutes, there will be contact home 24 hours in advance.

10.1.4 Values Programme (VP)

1. The Values Programmes (VP) uses a therapeutic model which provides mentoring, community service and reflection opportunities to support students' reintegration and improve their self-regulation. When students are not performing community service duties or receiving mentoring they will be placed on the 'shadow timetable' where they will complete work, which is set for them via Google Classroom.
2. The HoY will always notify parents/carers in advance of placing a student in the Values Programme and follow up with subsequent written communication. VPs typically last between 1-5 days depending on the incident.
3. Students placed in the Values Programme must report to the attendance officer who is located in the school reception at the start of the day. The start and finish times of the day are reasonably adjusted and reflect a shorter day. On the first day of the VP, the attendance officer will escort the student to the school mentor or wellbeing coordinator for a VP induction. The HoY will organise the transition of lessons throughout the day. Students will be dismissed 30 minutes early and must travel directly home
4. Students will be placed in a shadow timetable for tutor time and accompany the duty leader during the break and lunch sessions.
5. The VP is a therapeutic model and promotes the values of the school. Focused 'exit' reflections will be completed by the student to enable them to build positive attitudes towards learning and successfully follow the RTS way. The impact of the VP will be closely monitored via the use of academic monitoring reports. Academic tutors will give feedback to parents/carers on attitudes to learning.
6. If a student does not engage with the Values Programme they will be required to repeat the day.
7. If a student has been placed in VP multiple times, further sanctions are likely - this may include a School to School (S2S), Fixed Term Exclusion (FTE) and/or pastoral Support Programme (PSP).

10.1.5 School to School Placement (S2S)

S2Ss have been agreed by Richmond Head Teachers as an alternative to FTEs.

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 S2S referral can be arranged for 1-3 days.
- A Student who fails to attend the S2S will have their 1-3 days converted to a FTE by the home school.

S2S Guest students:

- Sometimes students (guests) from other schools are hosted by RTS through the S2S referral route for a short period of time. The guest student will follow a suitable shadow timetable.

We follow a S2S protocol which has been agreed by all Richmond Borough Secondary Head Teachers.

11 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

12 Malicious accusations made by students against school staff

- If an allegation is determined to be false, the Head Teacher will refer the matter to children's social care to determine whether the child concerned is in need of services.
- Please refer to our safeguarding and child protection policy and Allegations of abuse made against teachers and other staff Policy for more information on responding to allegations of abuse.
- In the rare event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher will consider the level of action that is appropriate.

13 Behaviour Management

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

13.1 Classroom Procedures and Routines

Staff should ensure there is a seating plan for all classes both as a subject teacher and academic tutor. All staff should ensure lessons are planned following the RTS Lesson Framework (Standards Setting Lesson).

Students	Teachers
Arrive to lessons in a punctual and orderly manner	Are at the door to greet their class and oversee entries/exits
If necessary, line up quietly outside the room	Record lateness to lessons in Arbor
Have all equipment for the lesson on their desks	Do not allow students back to another room to collect forgotten equipment
Never consume food or drink in classrooms or any part of the building (other than the designated internal and external dining areas)	Only allow students out of class who have a written pass
Stay hydrated throughout the day and fill their water bottles in their own time	Dismiss students in an orderly manner from their teaching room

More information about the school’s approach to behaviour management is in the RTS Behaviour Handbook which is available to all staff via the Staff Handbook at the start of the year

13.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and stored in the school’s MIS (Arbor) and reported to parents

Details of our school’s approach to physical restraint are set out in our Positive Handling policy.

13.3 Screening and Confiscation

- In line with the [DfE guidance Searching, screening and confiscation: advice for schools](#), the Head Teacher and staff authorised by them have a statutory power to search students/property on school premises.
- Any prohibited items (listed in section 3.7) 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 will be returned to students after discussion with senior leaders and parents, if appropriate.
- Searching and screening students is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

14 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 coordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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 it on a regular basis.

14.1 Behaviour Support Initiatives

All staff at RTS are committed to supporting students to develop their behaviour using structured support programmes. These are initiated following careful analysis of the accumulation of demerits and in collaboration with staff feedback.

Support initiatives include:

- Quality First Teaching
- Individual Education Plan (IEP) - where there are SEND requirements
- Academic Tutor Report
- Curriculum Leader (Subject) Report
- HoY Report
- Referral to School Mentor, Student Wellbeing Coordinator or School Counsellor
- Restorative Justice Contract
- Student Support Contract (SSC)
- Referral to Local Authority Inclusion Team (AfC- CFC Team)
- Behaviour Support Plan (AfC)
- Referral to a Trustee 'Behaviour Review' Panel

14.1.1 Quality First Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.¹

¹ High Quality Teaching - Quality First Teaching
<https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/>

14.1.2 Restorative Justice Contract

Where there has been conflict or a breakdown in relationships between students, staff pursue a restorative approach and engage all parties involved.

- a) In the first instance, the restorative meeting will establish the cause of the conflict and provide reassurances that students abide by the school values.
- b) Any recurrence or repeat incidents will result in a formal written Restorative Justice contract that will be signed by all parties involved.
- c) Failure to abide by the written agreement will result in further sanctions, this may include
 - S2S referral
 - Fixed Term Exclusion (FTE)
 - Behaviour Support Programme (BSP)

Note, this is a non-exhaustive list and will be decided on an individual basis.

14.1.3 Student Support Contract (SSC)

An SSC will be put in place by the HoY and the SLT responsible for the Key Stage following a meeting with the student and their partners/carers

- 1) The SSC provides a support contract and outlines the support provided by the school.
- 2) The SSC is reviewed every 4 weeks.
- 3) A student may remain on an SSP for a period of time until they conform to the school values and expectations.
- 4) Should an SSC fail to have the desired impact then a student will be placed on a BSP.

14.3 Behaviour Support Programmes (BSP)

BSPs identify the need for external support agencies where appropriate.

In outline, they are as follows:

- For students who have had two or more FTEs or who are at risk of permanent exclusion
- BSPs 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 and
 - Other mini-progress reviews are held during the 16 weeks.
- A BSP should be drawn up with the student, Parent/Carer and Local Authority (LA) representative (from the Social Inclusion Team).
- BSPs should be viewed as a positive intervention and should identify realistic behavioural outcomes for the student.
- Copies of BSPs are provided to the Student, Parents/Carers, Academic Tutor, HoY, LA and will be placed on the students Arbor account.

15 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
- Consistently apply sanctions when students misbehave
- Prevent bullying
- Support staff in managing behaviour

15.1 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 are both aware of and adhere 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.

15.2 External 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.

15.2.1 Working with the police

There are occasions where the school requests 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.

16 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. Curriculum Leaders 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.
- Trustees monitor the effectiveness of this policy and receive termly reports from SLT.
- Trustees evaluate the school's practice regarding this policy to ensure it meets DfE safeguarding and equal opportunities legislation.
- This policy will be reviewed by the Head Teacher and Board of Trustees in accordance with the Trust Board's Policy Review cycle. At each review the policy will be approved by the Head Teacher.

17. Links to other school policies and procedures

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection
- Equality Statement
- Exclusions and appeals
- Mobile Phones in school
- Online Safety
- ICT Acceptable Use Policy
- Anti-Bullying

Appendix 1

Senior Staff Call Out procedure

1. When support from a senior member of staff is required, the teacher should contact admin support, using the telephone in their classroom
2. 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 or placed in the shadow timetable
3. All 'call outs' are recorded on Arbor
4. The class teacher is expected to follow up the incident with a 'restorative conversation' at an appropriate time
5. Following a senior staff 'call out', the class teacher and or the Curriculum Leader must:
 - 5.1. Record on Arbor that the student has been removed to the shadow timetable and notify the parent/carers of their concerns. The incident should be shared with the HoY
 - 5.2. The HoY will place the student in a HoY detention on Friday afternoon. This action will be communicated with the parent/carer

Rewards

‘We do not grow when things are easy, we grow when we face challenges’ Anonymous

We aim to recognise

Excellence Through Endeavour

and the desire to do your best

Values	Level	Rewards	House point Value
<ul style="list-style-type: none"> ● 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 of effort 	L1	1 merit	1
	L2	Postcard Phone call home	5
	L3	Letter home from CL*	10
	L4	Subject certificate Letter home from HoY* Letter home from SLT* Representing the school	20
	L5	HT* sticker	25
	L6	Letter home from HT	30

Reward scheme	Outline
RTS Values Cards	A focus on showing the RTS Values
RTS Golden Ticket	Effort, attainment and values celebrated through a ticket draw
Termly Celebration assembly	Certificates for subjects, attendance, house points and a general celebration of achievement.

* CL - Curriculum Leader

* HoY - Head of Year

* SLT - Senior Leadership Team

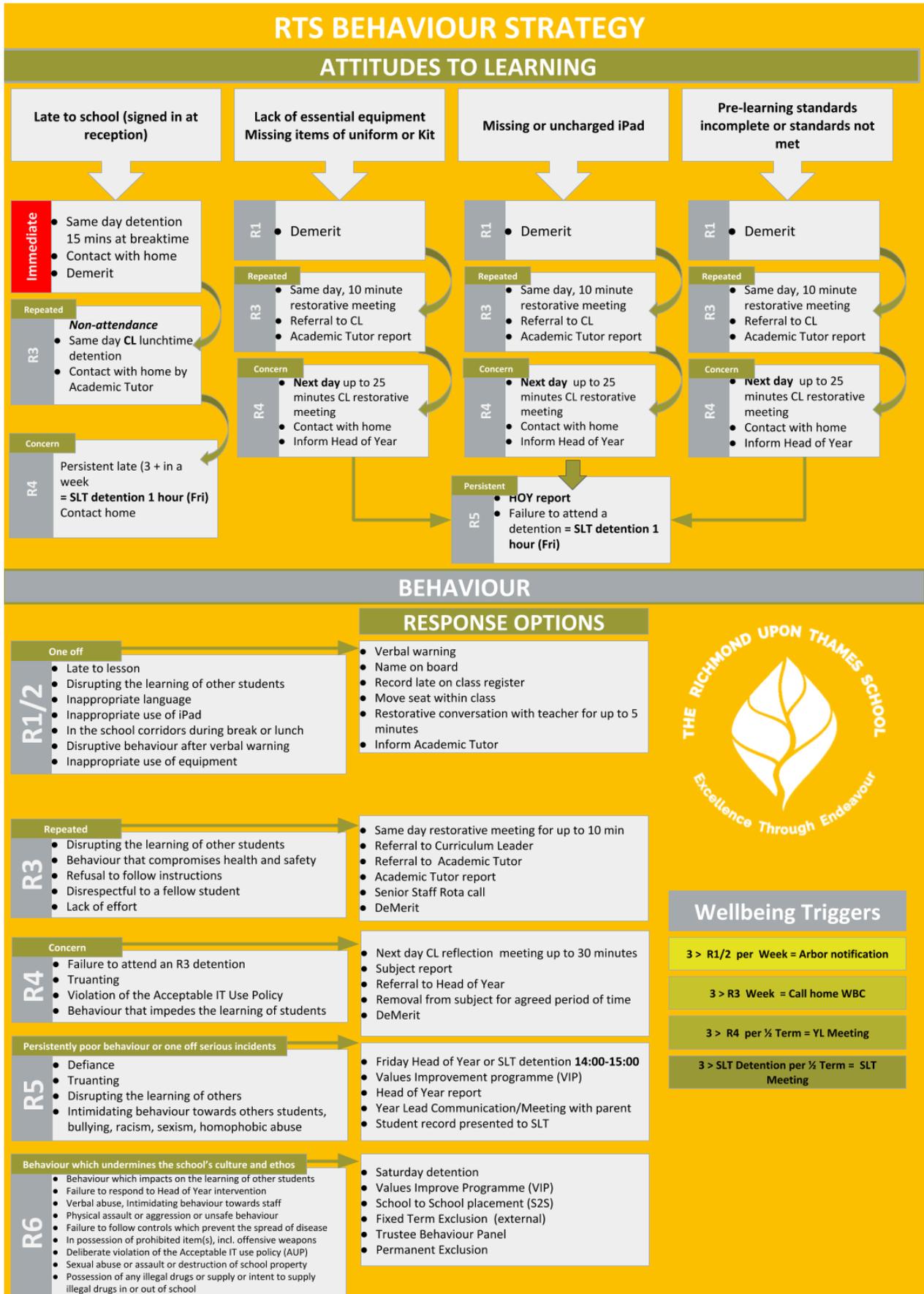
* HT - Head Teacher

Sanctions

Level	Behaviour	Response
R1	<ul style="list-style-type: none"> Late to lesson Lack of equipment Disrupting the learning of other students Inappropriate use of iPad In the school corridors during break or lunch 	<ul style="list-style-type: none"> Verbal warning Name on board Demerit
R2	<ul style="list-style-type: none"> Continued disruptive behaviour after verbal warning Continued inappropriate use of equipment Concern relating to classwork Pre-learning Inappropriate language 	<ul style="list-style-type: none"> Move seat Period of time outside the lesson (No more than 5 mins) 1-2-1 discussion to reflection on behaviour and what is required to meet RTS Values Inform Academic Tutor Demerit
R3	<ul style="list-style-type: none"> Persistently disrupting the learning of other students Behaviour that compromises health and safety Refusal to follow instructions Persistently in the school corridors pre/post school, during break or lunch Disrespectful to a fellow student Persistent poor equipment Persistent lack of effort Chewing gum Serious concerns with pre learning completion 	<ul style="list-style-type: none"> 10 minute restorative conversation (break, lunch, after school) Referral to Curriculum Leader Inform Academic Tutor Academic Tutor report Demerit
R4	<ul style="list-style-type: none"> Failure to attend teacher detention Truancing from lessons Taking a photo or video of other students/staff/school without explicit instruction, direction or consent Persistent behaviour that impedes the learning of students within the classroom Persistent poor equipment Persistent poor punctuality 	<ul style="list-style-type: none"> Curriculum Leader detention 30 minutes after school (Parents receive 24-hrs notice, phone call/sms home) Subject report Restorative Conversation between student and staff member Inform Academic Tutor Referral to Head of Year Demerit
R5	<ul style="list-style-type: none"> Persistent defiance Persistently impacting on the learning of other students across a number of subjects/lessons Persistently truancing lessons Persistently taking a Photo or video of other students/staff/school without explicit Failure to attend Curriculum Leader detention Damage/abuse of school resources Intimidating behaviour towards another student Bullying of a student or students Racist, sexist, homophobic abuse 	<ul style="list-style-type: none"> Head of Year detention: 30 mins Values Programme (phone call home must take place) Withdrawn from a subject for agree period (phone call home must take place) Restorative Justice Head of Year report Communication with parents: Phone call / Parent meeting Removal of iPad SLT detention (Friday 60 mins - (Email/Letter home must be sent 24-hrs notice) Student record presented to SLT
R6	<ul style="list-style-type: none"> Failure to respond to Head of Year intervention Verbal abuse / Intimidating behaviour towards a member of staff Physical assault or aggression In possession of prohibited item(s) Persistent and consistent behaviour which impacts on the learning of other students Deliberate violation of the Acceptable use policy (AUP) Sexual abuse or assault Having an offensive weapon in school Possession of any illegal drugs² in school Supply or intent to supply illegal drugs in or out of school 	<ul style="list-style-type: none"> Head Teacher detention Values Programme (VP) School to School placement (S2S) Fixed term exclusion (external) Trustee 'Behaviour Review' Panel - to review persistent poor behaviour and the impact of support provided Permanent Exclusion

² The School will always use the most up to date list of illegal drugs as provided on the [Government services information website](#).

Appendix 5 - Behaviour Strategy Flowchart



Appendix 6 - Coronavirus Outbreak

[DFE guidance dated 23 December 2020](#)

i System of controls

Applicable during local and national restrictions

In all education settings preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). The DfE has provided a range of approaches and actions that should be employed to do this.

These can be seen as a **system of controls** that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the following sections.

Prevention

- 1) 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, the use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).
- 8) Always keeping occupied spaces well ventilated.

- **Numbers 1 to 5, and number 8, must be in place in all schools, all the time.**
- **Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.**
- **Number 7 applies in specific circumstances.**

Response to any infection

- 9) Engage with the NHS Test and Trace process.
- 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

- **Numbers 9 to 11 must be followed in every case where they are relevant**

From [DFE guidance dated 23 December 2020](#)

ii Behaviour expectations

The Richmond upon Thames School maintains the high expectations and we expect all students to follow instructions with regard to:

- Altered routines for arrival or departure
- School instructions on hand hygiene
- Instructions on who students can socialise with at school
- Travel to and from school
- Movement around the school site and associated buildings and sites (including playing fields and sports halls)
- Expectations about sneezing, coughing, tissues and their disposal and the avoidance of touching their mouth, nose and eyes with hands
- Telling an adult if you are experiencing symptoms of coronavirus
- To rules about the not sharing any equipment or other items including drinking bottles
- Rules given on movement and zones to use at breaks and lunchtimes, including where they may or may not play/socialise
- Guidance on the use of toilets
- Rules given on coughing or spitting at or towards any other person
- Rules given by parents/carers at home about conduct in relation to remote education
- Following instructions given by staff

iii Sanctions

Sanctions will be used with students that do not comply with the controls which prevent the spread of disease on or off the school site.

“The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. (DfE, 2020).”

It is of the utmost importance for all students to adhere to health and safety guidelines when on or off the school site.

Students found deliberately defying the preventative controls put in place by the school will be sanctioned (see behaviour flowchart*).

*In accordance with the safety measures for the reopening of the school and the return of Students and Staff, adjustments have been made to sanctions and Behaviour Strategy Flowchart.

The HoYs will facilitate a Friday afternoon detention, which will be scheduled to last 1 hour after School. In situations where additional support is needed, SLT will operate a Saturday detention.

iv Remote learning

In the event of a partial school closure or if a student is required to self-isolate, students will be expected to continue their learning online via Google Classroom.

If a whole class or year group is self-isolating, the school will offer live-online learning via a mix of Google Meet, Google Classroom posts and text interactions between students and subject teachers.

If an individual student is required to self-isolate, work will be assigned on Google Classroom with deadlines set. If the student has an Education Health and Care plan, support will be arranged on an individual basis based on the student's individual needs.

v Google-Meet App Agreement

In order to ensure the safe and effective use of Google-Meet, parents/carers have been provided with guidance that requires parents to agree to the following points:

To ensure the safe and productive use of Meet:

- I agree to my child taking part in a live audio/video session
- I agree to my child's interactions on this platform being recorded
- I agree to the recording being shared with staff for training or auditing purposes
- I am aware that my child may be asked to speak during these sessions and their voice will be captured as part of the recording
- I am aware that if my child turns their camera on, this will momentarily capture the setting your child is in, until either the child or the teacher turns off the camera
- I will explain the importance of switching the camera and microphone off to my child, before joining the Meet
- I will discuss with my child the appropriate behaviour expected of them during the Google Meet

Students have been provided with a [video presentation](#) to explain how the process of a Google meet works and the expectations expected by RTS:

- Your Camera and microphone must be switched off before you click to join the Meet. Failure to follow these instructions will result in you being removed and blocked from the room.
- Your behaviour must be exemplary during Meets as they are designed to help you learn.
- You should maintain attention during the session; remember your teachers and tutors are changing how they deliver some of their online sessions and this takes a lot of time to organise and plan
- Use the opportunity to engage with the topic and ask questions to help you and others understand. Remember to try and show good etiquette in your online interactions.

Sanctions for students that break the guidance and expectation of Online learning

- Failure to turn off the microphone and camera on entry will result in being removed from the google meet.
- Should a student turn on their camera or microphone without permission during the lesson the student will be removed from google meet.
- Should a student persistently use their camera and microphone when they are not permitted to then they will not be allowed to attend any google meets until the end of the summer term 19 July 20.
- If an image or sound bite is captured of any of the participants in a google meet and used on any social media platform the student in question will be banned from all online learning.
- Should online bullying occur using google or any other social media platform during or following a google meet then the student(s) in question will be dealt with in accordance with the schools [Anti Bullying policy](#)

The Richmond upon Thames School recognises the impact the current situation has had on families and children's mental health and general wellbeing and recognised the impact this may have on their behaviours.

Confirmation of Receipt of Behaviour for Learning Policy

This confirmation of receipt is signed electronically as part of staff/volunteer induction procedures

Name:

Date of joining school:

Post:

Date of induction:

Name and designation of member of staff responsible for induction:

I confirm that I have reviewed and read the school Behaviour for Learning policy.

Signature:

Name:

Date:
