



Behaviour for learning Policy

Responsibility	Full Trust Board	
Status	Statutory	
Approval date	09 07 2019	
Review cycle / date	1 Year	Summer 2020
Reference	002 v3	
Updated	26 04 2019	

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.

This page is deliberately left blank

Contents

1 Legislation and guidance	3
2 Introduction	3
3 Relationships with other school policies and procedures	3
4 Policy objectives	4
5 Teaching and Learning	4
5.1 Expectations	4
5.2 Responsibilities	4
5.3 Assessment	4
5.4 Values and ethos	4
6 Policy implementation	4
7 Rewards (See appendix 3)	5
8 Sanctions (See appendix 4)	5
9 Senior Staff Rota	5
10 Support for staff in managing behaviour	5
10.1 Staff Development	5
10.2 Outside agencies	5
11 Malicious accusations made by students against school staff	6
12 Exclusion	6
12.1 The Inclusion Space	6
12.2 Internal Exclusion	6
12.3 Student Support Plan (SSP)	6
12.4 Pastoral Support Programmes (PSP)	6
12.5 School to School Referral (S2S)	8
12.6 Fixed Term Exclusion (FTE)	8
12.7 Managed move protocol	9
12.8 Alternative provision	9
12.9 Permanent Exclusion	10
13 Bullying	10
13.1 Prevention of bullying	10
13.2 Reporting incidents of bullying	10
13.3 Hate Incidents	10
13.3.1 What is ‘a hate incident’?	11
13.3.2 Examples of Hate Incidents	11
13.3.3 What is ‘a hate crime’?	11
13.4 Racist Incidents	11
14 Screening and Confiscation	11
15 Mobile phone use in school	11
16 Offensive Weapons	11
17 Sharing of offensive material	12
18 Drug, Alcohol and Illicit Substances	12
19 Working with the police	12
20 Policy review and development	12
Appendix 1	14
Our Values	14
Actions that do not represent our Values	15
Appendix 2	16
Senior Staff Rota call out procedure	16
Appendix 3 - Rewards	17
Appendix 4 - Sanctions	18

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/Trustees 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 and procedures

This policy should be read in conjunction with the following policies and procedures:

- Safeguarding and Child Protection,
- Equal Opportunities
- Exclusions and appeals
- Mobile Phone in school
- Online Safety
- ICT Acceptable Use Policy
- Anti-Bullying.

4 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

5 Teaching and Learning

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.

5.1 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.

5.2 Responsibilities

It is the responsibility of all staff to manage their curriculum area and the behaviour of students across the school site 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.

5.3 Assessment

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

5.4 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 of effort

6 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 and
 - Support staff in managing behaviour.

7 Rewards (See appendix 3)

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

- Giving merits.
- A celebration evening and exhibition for parents.
- A termly awards assemblies.
- Termly honours roll in our school e-newsletter.
- Celebrating 100% attendance.
- Half-termly Head Teacher's award.
- Sending Curriculum, Pastoral, House, Year, Head Teacher and Community postcards and emails home.

8 Sanctions (See appendix 4)

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.

- Staff have worked with students to define six 'levels' of behaviour which conflict with RTS expectations.
- Each level lead to a different staff response.

9 Senior Staff Rota

There will be a rota for senior staff (all members of the senior leadership team (SLT), Year Leads, 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 Support for staff in managing behaviour

10.1 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.

10.2 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.

11 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. 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.

12 Exclusion

12.1 The Inclusion Space

The Inclusion Space is operated by a team of staff overseen by a member of the SLT. Only a Year Leader 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 Year Leader. 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.

Sometimes students from other schools are placed in there through the School to School Referral (S2S) route for a short period of time.

The Inclusion Space also manages students on an Internal Exclusion.

12.2 Internal 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 informed with a phone call home and in writing by the Year Leader. If a student is internally excluded a number of times, further sanction is likely, and this may include a Fixed Term Exclusion (FTE) and/or pastoral Support Programme (PSP).

12.3 Student Support Plan (SSP)

A SSP will be put in place by the Year Leader and the Assistant Head Teacher responsible for Student Wellbeing. The SSP provides a behaviour contract and outlines the support provided by the school. The SSP is reviewed every 4 weeks. A student may remain on an SSP for a period of time until they conform to the school values and expectations. Should a SSP fail to have the desired impact then a student will be placed on a PSP.

12.4 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 FTEs 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 – Year Leader or member of the SLT.
- A PSP should be drawn up with the student, Parent/Carer and Local Authority (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, Academic Tutor, Year Leader, LA as well as one copy going on the student's file.

12.5 School to School Referral (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.

Process:

- The home school approaches another Richmond School chosen to host the S2S.
- 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.

12.6 Fixed Term Exclusion (FTE)

Only the Head Teacher 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 Head Teacher". The decision to exclude will be taken after the behaviour in question has been investigated and only when the Head Teacher believes this is the most appropriate response. There are standard paragraphs for every FTE 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 Head Teacher (or a nominated member of the SLT) and Year Leader. When a student has had more than one FTE, it may be appropriate to involve the LA Exclusions and Reintegration Team in the readmission [Achieving for Children (AfC)]. 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 (see paragraph 12.1) 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 Year Leader or a member of the SLT.

Students who have had two or more FTEs 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 FTEs which total more than 15 days in any one term, the Trust Board'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 Head Teacher to exclude the student for a fixed term in excess of 15 days or for the accumulation of FTEs in excess of 15 days in one term.

12.7 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 schools are dealt with by the Head Teacher, will be recorded and monitored by the designated member of SLT.

12.8 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 authorised activity will be included by 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 - DfE September 2017](#) is adhered to.

The Trustees' Student Disciplinary Panel will meet to consider the Head Teacher's decision to exclude a student permanently.

12.9 Permanent Exclusion

Permanent exclusion is the most serious sanction and the decision to exclude a student permanently can only be taken by the Head Teacher. 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 Head Teacher 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 - DfE September 2017](#) is adhered to.

The Trustees' Student Disciplinary Panel will meet to consider the Head Teacher's decision to exclude a student permanently.

See the Exclusions and Appeals policy ref: 044

13 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.

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

13.2 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.

13.3 Hate Incidents

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

13.3.1 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

13.3.2 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.

13.3.3 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.

13.4 Racist Incidents

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

14 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.

15 Mobile phone use in school

Students are not allowed to have mobile phones enabled devices 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 [see this Behaviour for Learning Policy and Mobile Phone Use in School Policy Ref: 033], the withdrawal of mobile 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 at the school office, which will also pass on messages from parents to pupils 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.

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 removed from them. This will not be returned to the student. The parent/carer 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 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.

19 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.

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. 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 developed with staff, parents/carers and the school's Board of Trustees and reviewed in accordance with the Trust Board'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 Academic Tutor 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

Actions that do not represent our Values

Be a positive member of your community:

- Travelling to and from school in a disorderly manner
- Disrespect school and campus facilities
- Does not share the environment surrounding the school with the local community
- Being a negative local and global citizens.

Believe in the power of effort:

- Poor homework effort
- Homework handed in late
- Refusing to seek and take help
- Does not read in own time

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

Be an active participator:

- Poor attendance at enrichment activities
- Does not contribution in lessons.

Be ready to learn:

- Poor punctuality
- Incomplete equipment
- Does not listen to staff and students.

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.

Serious incident:

- Bring the school in to disrepute
- Bullying
- Cyber bullying
- Homophobia
- Inappropriate sexual behaviour
- Under the influence and /or in possession of drugs or alcohol
- Prevent related incidents
- Racist incident
- Serious physical harm

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 (Progresso). 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 on Progresso.

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

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 YL* 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
Lunch queue jump	Academic tutor groups rewarded for having the highest attendance for the week
Termly Celebration assembly	Certificates for subjects, attendance, house points and a general celebration of achievement.

* CL - Curriculum Leader
* YL - Year Leader

* 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 language Inappropriate use of iPad In the school corridors during break or lunch 	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 	Move seat Period of time outside the lesson (No more than 5 mins) 1:1 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 	10 minute detention (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 	Curriculum Leader detention 25 minutes at lunch time (Parents receive 24-hours notice, phone call/sms home) Subject report Restorative Justice between student and staff member Inform Academic Tutor Referral to Year Leader 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 	Year Leader detention 30 mins Internal exclusion (phone call home must take place) Withdrawn from a subject for agree period (phone call home must take place) Restorative Justice Year Leader report Communication with parents: Phone call / Parent meeting Removal of Ipad SLT detention (Frid 30 mins - call/sms home must take place) Student record presented to SLT
R6	<ul style="list-style-type: none"> Failure to respond to Year Leader 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 drugs¹ in school Supply or intent to supply illegal drugs in or out of school 	Head Teacher detention Internal exclusion Values addedt Programme (VAP) School to School placement (S2S) Fixed term exclusion (external) Trustee Behaviour panel Permanent Exclusion

¹ The School will always use the most up to date list of illegal drugs as provided on the [Government services information website](#).

Confirmation of Receipt of Behaviour for Learning Policy

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:

Please sign and return this form to the Designated Safeguarding Lead.