



Behaviour policy		Associated Policies
Last reviewed	September 2021	Safeguarding and Child Protection
Next review	September 2024	Anti-Bullying Policy
Owner	Headmaster	E-Safety Policy
Governors Sub-Committee	Education	Physical Restraints Procedure

At Richmond House School our aim is to keep children safe, provide an enjoyable environment to develop good social skills, and to make learning easier and more exciting through positive, effective behaviour management. We aim to support a consistent approach to behaviour management whilst responding to the different needs of our pupils to minimise barriers to learning and support successful participation in school life.

We aim to develop pupils' self-esteem and respect for all members of the community in order to equip them with life skills to enable them to successfully move onto Senior School and make a positive contribution to society. Every member of the school community has the right to be treated with respect, where children and staff can work in a safe and secure environment. Everyone in the school community has a responsibility to respect these rights.

This policy is applied throughout the year and covers pupil behaviour:

- On school premises
- On educational/ residential visits
- Beyond the school gates where poor conduct/behaviour is linked to our school community

Our code of conduct is based on three key desired principles or outcomes for our pupils:

1. To be the best they can be
2. To help others to be happy
3. To be responsible for their belongings and help them to care for their school and its surroundings

Desired Behaviour

- Listen carefully and follow instructions
- Be polite and helpful
- Share and be kind to others
- Complete written work neatly and to the best of your ability
- Complete homework on time and with care
- Put up your hand to ask questions
- Look after your possessions
- Take care of your school
- Move around school quietly and sensibly

- Dress smartly in all the correct school uniform
- Be prepared and organised
- Participate with enthusiasm

Unacceptable Behaviour

- Name calling and making fun of others
- Physically harming others
- Deliberately isolating a pupil
- Shouting aggressively at someone
- Answering back or deliberately ignoring instructions
- Swearing
- Damaging school property
- Meddling with, or taking, other people's possessions
- Telling lies
- Bringing prohibited items into school*
- Bullying, including cyberbullying (see Anti-Bullying Policy)
- Peer on peer / child on child abuse, including sexual violence and sexual harassment (see Safeguarding Policy)

*Prohibited items include phones, and all other personal electronic items, sprays, liquids, medication, dangerous and sharp objects. If any of the above are needed by the child before, during or after school a parent must take responsibility for them until they are handed over to a member of staff in the school office with supporting material for their use.

Promoting Acceptable Behaviour

These behavioural expectations are shared with the pupils in an age appropriate way by their class teachers and through themed assemblies. Skills and strategies that pupils can use to help achieve these goals are covered in PSHEe and during form time. All behaviour management strategies support children in addressing their behaviours; alternative strategies for dealing with difficult scenarios are discussed with the children, including the use of role play to embed these ideas. The whole school initiative on Wellbeing further reinforces the benefits for all by acting with respect and kindness both in, and out of, school. There are numerous opportunities for children to take responsibility both in the classroom and around school. These extend as the children become older and more able to exhibit the attributes needed to fulfil these roles. The School Council gives the children an opportunity to voice their ideas and feel part of the decision making, and therefore feel more emotionally invested in their school.

To assist with the ongoing delivery and consistency of the Behaviour Policy, staff will attend regular staff meetings and briefings, where information about pupil well-being, behaviour and progress is shared. Whole school and individual pupil concerns are discussed and good practice is shared. All behavioural incidents and concerns are recorded on CPOMS. Where there is a heightened concern about a pupil the details of this and how this pupil can best be supported are entered onto CPOMS to ensure that all staff and pupils have the specialised information needed. When needed, additional support can be sought from the SLT, SENDCo and relevant inset provided.

The Deputy Head: Pastoral will monitor CPOMS for emerging patterns of concerning, problematic, or inappropriate behaviours and take action to address these. This will include considering whether there is a culture within the school that has enabled the behaviour to occur. This will also apply to incidents of unsubstantiated, unfounded, false or malicious accusations. Extra staff training may be provided to prevent emerging patterns of behaviour happening again. The Deputy Head: Pastoral will also regularly review decisions and actions related to behaviour to ensure that lessons are learnt and policies and procedures updated to reflect these.

It is acknowledged that vulnerable children have additional difficulties and therefore need to be treated with extra sensitivity and understanding when dealing with behavioural issues. The Deputy Head: Pastoral will also seek the additional support of external agencies, where appropriate, in support of all pupils' needs.

It is our aim and desire to work collaboratively with parents when dealing with pupil behaviour. Therefore parents are informed of our behavioural expectations of pupils through the website, reminders and updates in emails, and the newsletter, at our 'Meet the Teacher' information evening and through communication in the pupil diary that includes our 'Desired behaviour' and 'Unacceptable behaviour' bullet points. Class teachers communicate directly with the parents of their class about their own child via notes in the diary, email, phone calls or face-to-face meetings. The Deputy Head: Pastoral monitors activity on CPOMS and meets with parents as appropriate.

Rewards and Sanctions

A fundamental aspect of achieving these outcomes is the consistent use of the school's rewards and sanctions policy. It is our aim to foster positive attitudes to learning and behaviour and to respect and care for those around us. It is important that our whole school approach is underpinned by good teaching and consistent pastoral support. In practice this includes:

- Regular and clear explanations of expectations
- Endeavouring to react in a calm and consistent manner
- An emphasis on the positive
- Rewarding hard work and good behaviour

Rewards are differentiated by age group and include, amongst other strategies, the following:

- Verbal praise
- Stickers
- Classroom marbles/points towards Golden or Choosing Time
- Charts in the classroom
- Dining room good behaviour tokens
- Work displayed and shown to the Headteacher
- House Points for effort, progress, attainment, good manners and positive behaviour
KS1 record House Points in the classroom and celebrate the winning team in weekly assemblies with the award of the House bear

KS2 have a personal tally in homework diaries. Pupils aim to accumulate enough points to gain Bronze, Silver and Gold House Certificates which are awarded in assembly.

- Certificates for effort, progress, attainment, good manners and desired behaviour

Each form teacher gives a weekly 'Star Award' that recognises kindness, effort and good behaviour. This is presented in our whole school assembly.

Specialist subjects including Outdoor Learning, Physical Education and Music have an awards assembly every term when certificates are awarded to individuals in every class.

Academic progress, effort and attainment will also be celebrated each week by awarding 'Excellent Work Award' certificates. KS2 are subject specific and awarded during Form time by the Headteacher

These achievements are recorded on CPOMS by the member of staff awarding them and are shared with parents through Newsletters, diaries and noticeboards.

Sanctions for unacceptable behaviour are managed in the first instance by the member of staff on duty or teaching at the time. Staff have professional autonomy and will use age appropriate classroom management techniques to give children the best possible chance of meeting our expectations. Many of the strategies used are positive, such as praising good behaviour. The Deputy Head: Pastoral is responsible for the behaviour management in the school and will work with all staff to ensure consistency and fairness. Milder sanctions may include, amongst other strategies:

- Prompts/warnings/verbal explanations
- Use of reflection or sad cloud/visual chart
- Moved away from the stimulus
- Time out from an activity
- Discussion with an adult about how pupils could make better decisions in a similar situation in the future

If pupils do not respond to the initial strategies employed by staff then there is an ascending ladder of consequences to be followed. Restorative practices will be encouraged at all points. These actions are recorded on CPOMS by their class teacher.

1. **Green Card issued**

When pupils have not responded to prompts or cues to behave appropriately the pupil/s are told they have a 'Green Card' and that the behaviour they have just displayed is unacceptable. The reason for the 'Green Card' is shared with their class teacher who will discuss it with them and attach it to their behaviour log on CPOMS.

2. **Yellow Card issued**

This is given for more serious incidents; severity is judged based on context and the age of the pupil. A Yellow card is also given when there have been repeated Green Cards, or when a teacher decides a pupil is not responding to other behaviour management strategies applied. This information is shared in the first instance with the class teacher

who will record it in CPOMS. The class teacher will discuss strategies to support the child with the Deputy Head: Pastoral. The pupil with a Yellow card will be expected to attend a short detention soon after the incident. The class teacher will talk to the pupil about why these events occurred and help the child think through better strategies for the future. Parents will be given a brief outline of what has happened through a note in the pupil's diary, a brief email, or in person from the child's class teacher. If requested, the parents can discuss triggers and supportive strategies with their child's class teacher.

3. Red Card issued

A Red Card will be issued for severe behavioural concerns such as repeated Yellow Cards, bullying type behaviour, including cyberbullying, prejudiced-based and discriminatory bullying, putting themselves or others in moderate danger. A Red Card is only to be given by the Deputy Head: Pastoral after investigation of the situation and will include the opportunity for a pupil to explain their actions. The Deputy Head: Pastoral will record it on CPOMS.

Whilst investigating such incidents, the child may need to be supervised in a location separate from their peers. Following the process of information gathering the outcomes will be explained to the pupil and in the first instance they will be given an SLT lunchtime detention. This provides a further opportunity to talk to the pupil concerned and help them reflect on more positive strategies, including, if appropriate, the chance to apologise to others affected.

Parents will be contacted by the Deputy Head: Pastoral and a parent meeting arranged. As far as possible an intervention will be put in place to support the child and monitor progress from this point. These interventions can include:

- Loss of privileges such as representing the school or attending an enrichment activity
- A Report Card
- An Individual Behaviour Plan (IBP)
- An alternative supervised learning environment

4. Exclusion

Where the intervention strategies are not adhered to by the pupil, or where there is an extreme isolated situation that threatens the safety of anybody within the school community, including themselves, exclusion will be considered. This is the responsibility of the Headmaster and will be tiered, ranging from part day exclusion through to permanent exclusion.

Internal Exclusion

A pupil will be removed from their normal timetable for a period of time, or the rest of the day, and they will be given work to do under supervision and kept separate from their peers. Parents will be informed.

One Day Exclusion

Parents will be asked to collect their child as soon as possible (the child will remain in internal exclusion until collected). The child will then remain at home the next full day. They may return to school the following day, subject to a satisfactory meeting with the Headmaster and parents.

Longer Term Exclusion

This is when an incident requires a pupil to be suspended for more than a day. A letter will be sent from the Headmaster to the parents outlining the investigation and the length of the suspension within 24 hours of the incident occurring. Parents will have a right of appeal against the detail, or length, of suspension. The appeal must be made in writing (or email) to the Headmaster within 48 hours of the start of the suspension. The pupil will stay away from the school during the period of appeal. Return to school will begin with a satisfactory meeting with the Headmaster, parents, and the child (see below for Appeal process).

Permanent Exclusion

Any further serious incidents of unacceptable behaviour or extreme misconduct, may result in a withdrawal or expulsion. In some instances, it maybe decided that it would be in the best interests of the child if they are withdrawn from the school. Following this decision, the Headmaster would write to the parents outlining the details of the incident(s) and stating, for the record, that the parents had withdrawn the pupil from the school.

If it is decided to permanently exclude a child from the school, the Headmaster will first inform the Chair of Governors who will write to the parents informing of the Headmaster's decision. The parents have a right of appeal (see appendix 1).

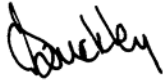
Physical Restraint

All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. In the unlikely event of this happening, the physical contact must be reasonable and proportionate to prevent the pupil from causing physical harm to themselves, another child, or member of staff. Details are given in the Physical Restraints Policy. The key procedures are:

- The child should be removed from the situation as soon as possible and taken to a member of the SLT or the Headmaster who will take immediate action to involve parents.
- If it is not safe to move the child, then other children in the vicinity should be removed, and a senior member of staff should be called to attend the situation.
- An incident report will be written and the school will then work with staff and parents to devise an appropriate action plan to meet that child's needs. This may, eventually, include the involvement of other outside agencies.

A review of this policy, through the Governing Body and the SLT, is undertaken within 3 years of the last review date.

Signed (Headmaster):

A handwritten signature in black ink, appearing to read "Buckley".

Signed (Chair of Governors):

A handwritten signature in black ink, consisting of several stylized, overlapping loops and lines.

Appendix 1

Procedures for investigations leading to an exclusion.

An investigation for any serious misconduct resulting in one or more days exclusion will be conducted fairly, with respect for the individuals involved and in a way that is appropriate to the age of the child(ren). Such an investigation will normally be conducted by the Deputy Head: Pastoral, and a report collated. In some instances a child may be suspended while an investigation is taking place. On suspicion, consent will be sought for any searches of pupils' belongings, however, although sought, it is not necessary for it to be given if searching on suspicion. Any searches will take place in the presence of a second adult witness. By law, physical searches of pupils are not allowed.

Appealing a given sanction

Following a letter of appeal from parents, a disciplinary meeting will be held, with parents, the pupil (where appropriate), the Headmaster and another member of the SLT, usually the Deputy Head: Pastoral. The parents and/or pupil will have an opportunity to state their side of the case. Members of staff will be asked to join the meeting if relevant, and their statements will be disclosed, but anonymity of any pupils giving information will be preserved.

The Headmaster will consider the appeal (regarding the child's behaviour) and the evidence, including the statements made by the pupil and their parents. The Headmaster may decide that further investigation is needed and will then decide whether the pupil's misconduct has been sufficiently proved the standard of proof shall be the civil standard, based on the balance of probabilities).

If the child's misconduct has been proved, the Headmaster will outline the disciplinary sanctions, which may include exclusion from the school for a period of time. Any further statements parents and/or the child wish to make, will be taken into account. The pupil's disciplinary record will also be taken into account at this stage. Then, or within 5 working days, the Headmaster will give his decision, with reasons.

If the decision is to permanently remove or exclude a child, this will take effect five working days after the decision was first communicated to a parent. Until then, the pupil will remain suspended and away from the school premises. If, within five working days, the parents have made a Written Review request to the Chair of Governors, the pupil will remain suspended until the review has taken place (see below).

Leaving status of a child

When a pupil is expelled (permanent exclusion) or required to leave, the leaving status will be either 'permanently excluded' or 'withdrawn by parents'.

Additional points of leaving status to be decided include:

- The form of announcement in Richmond House School that the pupil has left
- The form of reference that will be supplied for the pupil
- The entry which will be made on the school's record and the pupil's status as a leaver

- Whether the school can/will offer any assistance in finding an alternative school for the child
- Any conditions under which the pupil may re-enter the school premises in the future
- Any financial aspects (as is stated in the terms and conditions).

The School Governors Review

Following the Appeal process, parents who disagree with the Headmaster's decision, may make a written application for a Governors Review to the Chair of Governors within seven days of the decision being notified to the parents. In the application, the parents must state the grounds on which they are asking for a review and the outcome they seek.

The review will be undertaken by a panel of 3 Governors, chosen by the Chair, who have no knowledge of the case, pupil or parents, and will not normally include the Chair of Governors. Parents will be notified of the panel members and fair consideration will be given to any objections.

The review meeting is a private procedure and those involved are required to keep proceedings confidential. In addition to the panel, those likely to be at the review meeting will be the Headmaster, any members of staff requested to attend by the parents or the Headmaster, and the parents. Subject to the age of the pupil, the pupil or a member of staff may be requested to speak on the pupil's behalf. A scribe is also present to keep a written account of the main points of the meeting. All those present are entitled to make their own notes if they wish. The meeting must not be recorded.

The meeting will be directed by the Chair of the Review Panel, who will endeavour to ensure that all those present have a reasonable opportunity to ask questions and make appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The review panel will consider

- Whether the facts of the case were sufficiently proved when the decision was taken to permanently exclude or remove the pupil. The civil standard of proof - the balance of probability - will apply
- Whether the sanction was proportionate to the misconduct of the pupil

If, for any reason, the parents are not satisfied with any aspect of the meeting, they must inform the Chair of the Panel at the time and ask the scribe to note down their dissatisfaction and the reasons for it. If it is deemed necessary to withhold the identity of a person for their best interests, the name and reasons for withholding their identity should be written down and given to the panel who will decide whether to identify the person or not.

Having heard all parties, the panel will inform the parents of their decision within five working days of the meeting. In the absence of a significant procedural irregularity, the decision of the Governors Review Panel is final. In no circumstances will the identities of pupils or others who have given information which has led to suspension, removal, or expulsion, be required to be divulged to parents.