RICHMOND HOUSE SCHOOL

Where children are happy to learn

Behaviour policy		Associated Policies
Last reviewed	September 2026	Safeguarding and Child Protection
Next review	**September 2027**	Anti-Bullying Policy
Owner	Deputy Headteacher & Pastoral Lead	Online 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 create an environment conducive to learning through positive, effective behaviour management in accordance with our P.E.A.K values. 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. This includes a schoolwide promotion of positive behaviour as well as opportunities for children to apologise, rectify and change their behaviour when issues arise.

There is a shared understanding across all key stakeholders about what constitutes 'good' behaviours. These are talked about on a regular basis both in and outside the classroom and are acknowledged and celebrated in all areas of our school community. We recognise, reinforce and appreciate the behaviour we want to see to promote this in others.

Our behaviour policy sets out clear expectations and sanctions which are consistently implemented by all adults in our school. Our policy is designed to support the way in which all members of the school community can live and work together in a co-operative way while providing opportunities for children to apologise, rectify and reflect on their behaviour when needed. We aim to develop pupils' self-esteem and respect for all members of the community 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 rights and responsibility to respect these rights of others.

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

Shared Values

We aim to instil the core values of participation, enjoyment, achievement and kindness (PEAK) in our children. These values are shared in assemblies, our day-to-day practice and are linked into our rewards system of Dojo points.

Participation means taking an active, positive part in learning opportunities and extracurricular activities, showing resilience when met with challenges and not giving up, working collaboratively as part of a team or group and showing personal endeavour.

Enjoyment means having fun while engaging in the learning opportunities provided by school and helping others to do the same. Enjoyment can be found throughout school such as when a child finally overcomes a misconception, or when studying their favourite topic.

Achievement means having a goal, no matter how big or small, and striving to reach it. At Richmond House, we encourage the children to set meaningful and achievable goals both inside and outside the classroom and celebrate when they achieve those goals.

Kindness means being thoughtful, polite and caring towards all in our Richmond House community. Whether it is holding open doors, sharing toys on the playground or helping each other in the classroom, we ask the children to "pay it forward" when it comes to kindness.

Classroom Rules

All children at Richmond House are expected to follow their agreed set of class rules. These rules are produced and agreed upon by the children and class teacher and are drawn up in a class charter which is displayed in each classroom. Should a visitor or cover teacher be required to take the class, they know what desired behaviours are.

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)
- 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 PSHE 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 explore their 'Pupil Voice' and 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. Classes across Phases 1 and 2 create their own Class Charters outlining behaviour expectations in their own words and pupils are given jobs within their classes to help with the day-to-day running of them. 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 wellbeing, 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 shared

in the weekly staff briefing and 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, SEND Lead and relevant inset provided.

The pastoral team 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 pastoral team will also regularly review decisions and actions related to behaviour to ensure that lessons are learnt and policies and procedures are 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 pastoral team 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 via Class Dojo. Class teachers communicate directly with the parents of their class about their own child via Class Dojo, email, phone calls or face-to-face meetings. The pastoral team 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. 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
- Celebrating children practising our P.E.A.K values
- Restorative interventions to help children learn from their behaviour

Rewards are differentiated by age group and teachers are given the autonomy on what rewards to put in place. These include, amongst other strategies, the following:

- Verbal praise
- Stickers
- Classroom marbles/points towards Golden or Choosing Time
- Charts in the classroom where names are moved up for demonstrating good behaviour
- Work displayed and shown to the Headteacher or subject leaders
- Dojo points for demonstrating the four school values in lessons and around school: Participation, Enjoyment, Achievement and Kindness. Some staff will add specific Dojo categories for use in different subjects. All Dojo points are recorded digitally using the Class Dojo website or app. When pupils have reached a milestone, they will be awarded a certificate in assembly which is presented to them by the headteacher. Milestones are; bronze – 25 points, silver – 50 points, gold – 75 points, and diamond – 100 points. Dojo points are then reset at the end of each term.
- Each class teacher gives a weekly PEAK Performer Award that recognises pupils who demonstrate one or more of the school values in that week. This is presented in our whole school assembly by the headteacher, and each class teacher will explain the reasons for the award. PEAK Performer Awards are recorded on CPOMS by the member of staff awarding them and are shared with parents through Newsletters and on Class Dojo.

Sanctions for unacceptable behaviour in Phase 1 are managed in the first instance by the member of staff on duty or teaching at the time.

Sanctions for unacceptable behaviour in Phase 2 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 and restorative practices to give children the best possible chance of meeting our expectations. Many of the strategies used are positive, such as praising good behaviour. The pastoral team is responsible for the behaviour management in the school and will work with all staff to ensure consistency and fairness. If expectations are not met by a child, then staff will follow the below order of behaviour strategies:

- Non Verbal Reminder – staff will signal the inappropriate behaviour and allow the child to make the correct change. This could be in the form of a hand gesture, face gesture, eye contact or role model signalling. This is then reinforced and followed up with a positive gesture such as a smile or a thumbs up
- Verbal Reminder – Adults will then state the inappropriate behaviour and give the child a verbal reminder. ***Eg – name, you are disrupting the learning, I need you to…. Thank you.*** Staff will be mindful of tone and volume and will follow the verbal reminder with a positive gesture or comment to reflect the change in behaviour
- Action – A disruptive child will be moved to another place in the classroom or an agreed area where learning can happen more effectively
- Reflection Time – If the behaviour continues the child will be asked to take a 'Reflection Time'. This may happen outside of the learning environment (depending on the child) and the child will be asked to fill in a reflection sheet (Appendix 1) with the teacher who has given it. This will enable the child to reflect on their behaviours and to understand why it was disruptive for others in class. Parents will be informed of any reflection times by the member of staff
- Behaviour Report – if a child receives 2 reflection times in a week, they will be put onto a behaviour report (Appendix 2). This will be taken with them to each lesson where a teacher will sign off on their behaviour for the next week. Once their behaviour has improved for an entire week, they will come off of the report. Parents will be informed by a member of the Pastoral Team if their child is moving onto a Behaviour Report

Formal Warning: A 'Formal Warning' will be issued for severe behavioural concerns such as repeated Behaviour Reports, bullying behaviour, including cyberbullying, prejudiced-based and discriminatory bullying, putting themselves or others in moderate danger. A Formal Warning 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.

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

1. **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 Headteacher 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 Headteacher 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 Headteacher 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 Headteacher 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 Headteacher, 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 exclusion. In some instances, it may be decided that it would be in the best interests of the child if they are withdrawn from the school. Following this decision, the Headteacher 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 Headteacher will first inform the Chair of Governors who will write to the parents informing of the Headteacher's decision. The parents have a right of appeal (see appendix 1) and the local authority will be notified of the decision.

Physical Restraint
All forms of corporal punishment are unlawful, and the use of unwarranted physical force is likely to constitute a criminal offence. Corporal punishment must never be used nor threatened under any circumstance.
The use of physical intervention should be avoided. 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 Headteacher 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 (Headteacher):



Signed (Chair of Governors):

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 Headteacher 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 Headteacher will consider the appeal (regarding the child's behaviour) and the evidence, including the statements made by the pupil and their parents. The Headteacher 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 Headteacher 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 considered. The pupil's disciplinary record will also be considered at this stage. Then, or within 5 working days, the Headteacher will give their 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 permanently excluded 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 stated in the terms and conditions).

The School Governors' Review

Following the Appeal process, parents who disagree with the Headteacher'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 Headteacher, any members of staff requested to attend by the parents or the Headteacher, 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 permanent exclusion be required to be divulged to parents.

Appendix 1: 'Reflection Time' Sheet for Phase 1 and Phase 2

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Where children are happy to learn

Name: Teacher:
Class: Date:

Reflection Time

Feelings at the time of the event:



1. What behaviour are you reflecting on/apologising for?
2. Why did you act in that way?
3. What will you do differently next time?

1. _____

_____

2. _____

_____

3. _____

_____

How do you feel now?

RICHMOND HOUSE SCHOOL
Where children are happy to learn

Name: Teacher:
Class: Date:

Reflection Time

What behaviour are you reflecting on/apologising for?
Why did you act in that way?
What will you do differently next time?

Dear...

I am sorry for...
I did this because...
Next time I will...

From...

Feelings at the time of the event:



Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Staff- Please ensure you upload this document to CPOMS and message parents via Class Dojo. This form should be handed to the office.

Appendix 2: Behaviour Report

RICHMOND HOUSE SCHOOL
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Behaviour Report

Name: Teacher: Class: W/C -

This week I will try my best to _____

	1	2	break	3	4	lunch	5	6	Club	Parent/Carer
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Key:	
☺ - expected behaviour N-V – non-verbal reminder V – verbal reminder A - action RT – reflection time	Please ask your teacher to sign this at the end of each lesson. Your parent/carer must also sign each evening to say they have seen this log. At the end of the week, you will meet with a member of the Pastoral Team to share your efforts.

Staff- Please ensure you upload this document to CPOMS at the end of the week. This form should then be handed to the office.