



ST RICHARD'S
VC ACADEMY

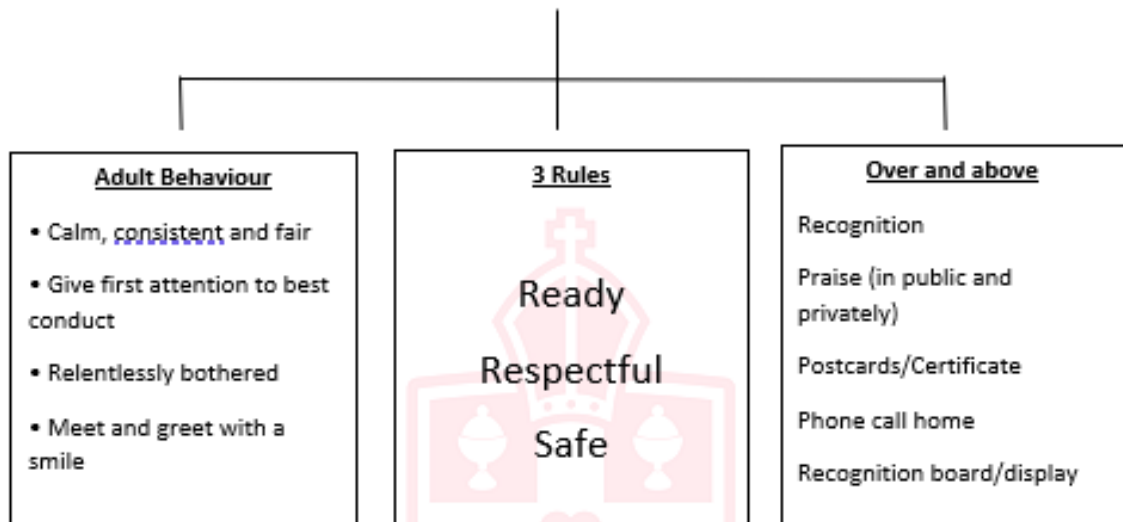
Behaviour Policy

Policy Author	Date Published	Date Reviewed	Date for Review	Reviewer
Mrs E Griffin/ Mrs K Merckel	September 2021		September 2022	Mrs E Griffin / Mrs K Merckel

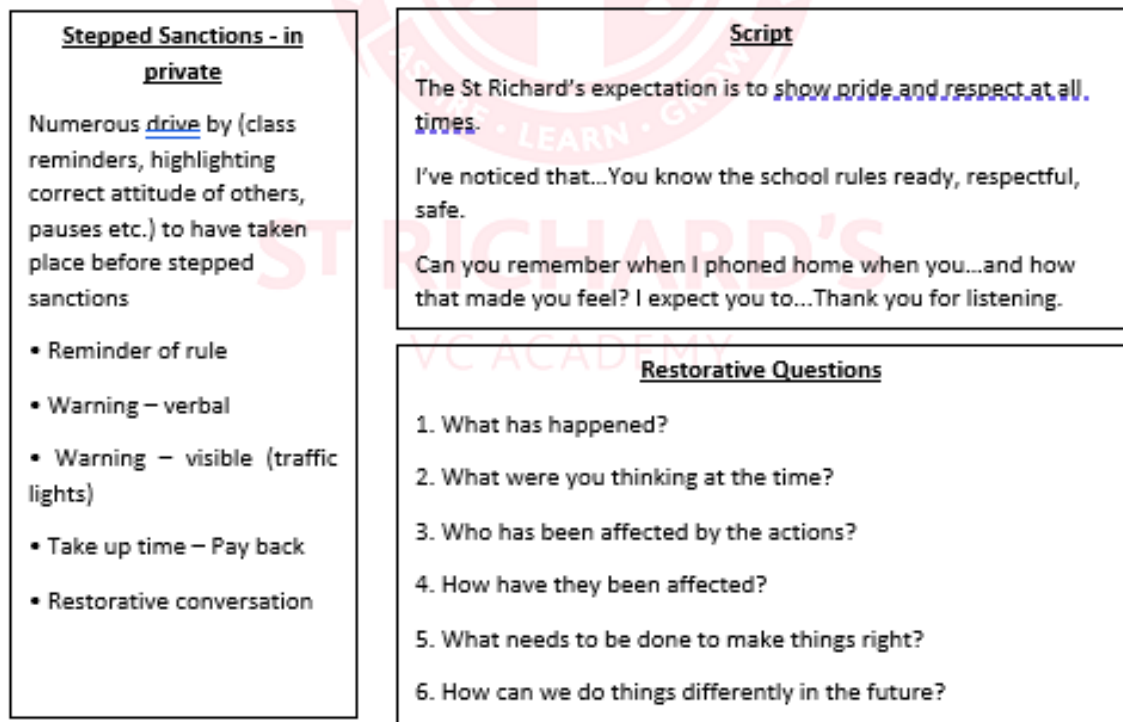
Date issued: September 2021 Review Date: September 2022

This policy is based on advice from the Department for Education on behaviour and discipline in schools; the Equality Act 2020 and Keeping Pupils Safe in Education 2021. It should be read in conjunction with other related academy policies that support this Behaviour policy include the Pupil Protection policy, Anti-Bullying Policy, Physical Intervention Policy, E safety Poli

ST RICHARD'S VC ACADEMY BEHAVIOUR

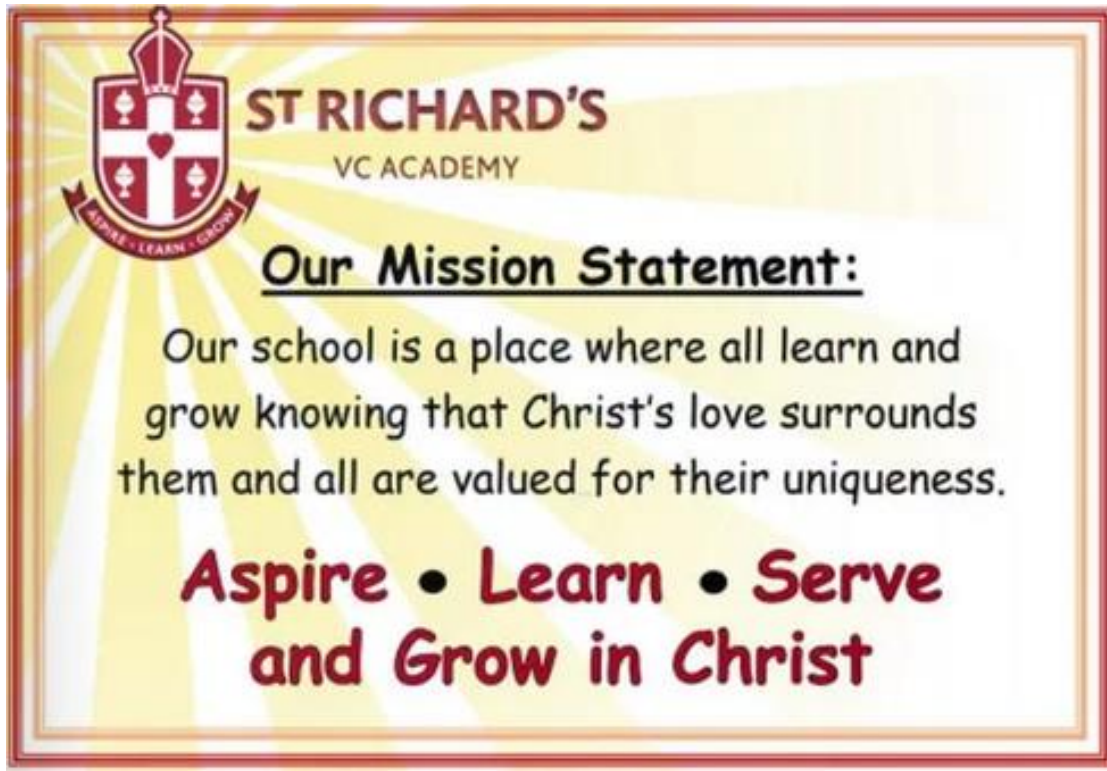


Aspire, Learn, Serve and Grow



Relentless Routines

Polite Punctual Responsible



St Richard's Ethos

At St Richard's we are all valued for our uniqueness: growing, learning and respecting, knowing that Christ's love surrounds us.

Aspire, Learn, Serve and Grow in Christ

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on the gospel values, mutual trust and respect for all. This is central to the academy's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

At St Richard's we do not discriminate against any pupil, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community.

We will strive to encourage all our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and, in doing so, make a positive contribution to the lives of others

At St Richard's we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour.

Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community.

The pupils and adults are responsible for their own actions and choices. Conflicts and tensions are managed through consistent praise, sanctions and harm is repaired with a focus on sustaining fair and positive relationships.

Aim

As a well-mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our school
- Encourage good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels
- Build self-esteem in all pupils through our inclusive community
- Provide opportunities for all pupils to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our schools' values
- Attend to the needs of the whole pupil and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation

The Responsibility of the school community

In order to ensure that all pupils are safe, can learn and be respected, all members of staff have a duty to make sure that the school code of behaviour is applied consistently.

There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour and Discipline in Schools guidance, 2016.

St Richard's school Code of Behaviour (See APPENDIX A) is worded positively to emphasise good behaviour.

Communication with parents and carers

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Regular communications may include;

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Regular parent consultation meetings that are a three-way process involving the pupil (where appropriate) the teacher and parents/ carers

- An open-door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events, coffee mornings, family show case sessions
- Regular general written communication via letters, the school website and social media (e.g. Twitter)
- Individual written communication e.g. annual reports

Promoting Responsible Attitudes

The principles of Restorative Practices are promoted by the school community. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Pupils are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in a number of ways including;

*Pupils being elected as school council to represent the pupil's views on a range of matters and develop their understanding of democracy

*Older pupils being given opportunities to support younger pupils for example on the playground

*Pupils being given opportunities to support their peers throughout the school day

*Pupils taking on positions of responsibility within the day to day running of the school

*Pupils being given opportunities to be ST@r ambassadors, representing their school across the trust and within the wider community

Unacceptable Behaviour

Within St Richard's, there is no place for:

- Violence- including sexual violence or assault
- Any forms of bullying - including cyber bullying, prejudice-based and discriminatory bullying
- harassment - including harassment of a sexual nature such as comments, jokes or taunting and on-line harassment
- vandalism
- Rudeness or inappropriate language
- Possession of prohibited items

Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the trust's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils takes a leading role regarding information about bullying and prevention.

Peer on peer abuse

At St Richard's we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other pupils or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the pupil or young person. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- pupil sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the pupil’s emotional, mental health and well-being.

- If a pupil has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council/ East Riding EHASH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the pupils concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in APPENDIX B, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Pupils in Schools and Colleges, 2018; last updated Sept 21)

St Richard’s promote the concept of ‘Fair Process’ that provide a means for adults and pupils to measure unacceptable behaviour.

St Richard’s offer a range of rewards and sanctions detailed in APPENDIX B

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with ‘Fair Process’ pupils who are misbehaving are given, where possible, choices in order to take the ‘heat’ out of the situation and provide them with a way forward. The focus should always be on the behaviour not the pupil and on opportunity for the ‘wrong doer’ to repair harm.

We aim to work in partnership with parents and so involve parents early in the process.

General Note

1. At every stage the pupil should be involved in or informed of the action taken.
2. Urgent or serious incidents should be referred straight to senior leaders within the school.
3. Refer also to the Anti-bullying/E safety/Pupil Protection and SEN Policy
4. Entries in logs should be factual and action/follow up should be recorded Behaviour logs should be used to keep updated records and submitted to CPOMS.

Low level unacceptable behaviour

At St Richard’s there are clear systems to deal with unacceptable low-level behaviour detailed in APPENDIX C

Examples of low level are:

- Disruption in lessons and corridors
- Disruptions at break and lunchtimes
- Non-completion of work
- Poor attitude

Additional factors to consider when managing behaviour

Persistently behaving in a challenging way is sometimes how pupils and young people communicate that something is wrong, or there is an underlying problem.

Sometimes behaviours, and/or attendance can deteriorate through events such as a bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to their Pastoral team and SENCo to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviour relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

Exclusions

At St Richard's, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a pupil from our school. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, there is a review of behaviour with the pastoral team. At this stage strategies are put in place to support the pupil to lead to effective change in the behaviour choices they make.

Internal Exclusions

Where senior leaders believe it is suitable an internal exclusion may be used as a consequence of more serious behaviour. This may be where a pupil stays in another classroom for a period of time or with a member of SLT. This could also include lunchtimes and breaks. The venue and length of this will be decided by a member of SLT. All behaviour will be logged on CPoms and parents will be communicated with.

Fixed Term and Permanent Exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the head of school, after liaison with the Executive head, has the power to exclude a pupil from school. The head of school may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The head of school may also exclude a pupil permanently, but this can only be done with the agreement of the CEO. It is also possible for the head of school to convert a fixed term exclusion into a permanent exclusion (with the permission of the CEO), if the circumstance warrant it. All exclusions must be formally communicated to parents/carers via letter making it clear as to the reasons for the exclusion and their right to appeal.

Behaviour Beyond the School Gates

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour and Discipline in Schools DfE guidance Jan 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school related activity or
- Travelling to or from school or school event or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

If a pupil leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately.

Lunchtimes

St Richard's school has the highest expectations of behaviour at lunchtime. Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, staff should follow the procedures outlined in this policy statement.

Using force to control or restrain pupils

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking the safety of self and/or others.
- To maintain good order and discipline in the classroom
- To prevent damage to property

See physical intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

'Reasonable force' is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Pupil's Social Care to determine whether the pupil

concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Monitoring and evaluating behaviour over time Incidents forms should be completed for:

- All racial, prejudicial and discriminatory incidents
- Acts of bullying and harassment -including those of a sexual nature
- Serious incidents
- Repeated low level incidents over a short period of time
- Any other incident which in the teacher's judgement needs logging

Senior leadership teams have the responsibility for checking logged incidents on a regular basis and identifying any patterns.

Training

School senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

Conclusion

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff, Stakeholders and Trustees will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement.

This policy will be reviewed and monitored on an annual basis.

Related internal and national guidance

This policy should be read in conjunction with the following internal and national guidance:

National guidance

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Pupils Safe in Education. Statutory Guidance for schools and colleges – September 2021
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Sexual violence and sexual harassment between pupils in schools and colleges – December 2018
- DfE: Mental Health & Behaviour – November 2018

APPENDIX A: Our Code of Behaviour

The St Richard's expectations is always to show

- Respect – for ourselves and others in all that we do and
- Pride -in our hard work and success

We aim for 'More Green Behaviour, More often.'

APPENDIX B: REWARDS AND SANCTIONS

REWARDS –

The aim of rewards are to encourage good behaviour. They need to be appropriate in level to the needs of the pupils. These may include;

- Verbal praise
- Core value certificates and praise assembly
- Stickers and stampers
- Visit to a senior leader/Head for reward sticker
- Phone call to parent
- Showcase of work
- Certificates/ postcards home
- Individual class rewards

SANCTIONS

The aim of sanctions are to balance the system of reward. They should give clear signals to pupils about the consequences of inappropriate behaviour, plus include our Restorative Values. These may include;

- Missing breaks or part of lunch hour
- Exclusion from their class community (until a restorative circle can take place)
- Completing work missed due to behaviour in own time
- Spending time 'Repairing Harm' e.g. cleaning up defaced equipment/putting classroom back in order/repairing broken resources
- Withholding participation in a special event or trip that is not essential to the curriculum

APPENDIX C: INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR

At St Richard's behaviour is managed using a **3-stage system**.

We recognise that everyone is a unique individual and 'one-size' does not fit all. We must be consistent with our management of behaviour but there are times when we need to be flexible to ensure the pupil's needs and welfare are central. All adults are expected to use the St Richard's Script when addressing inappropriate behaviour (See Appendix E)

Stage 1 – The traffic lights and payback

At the delegation of the CLASS TEACHER

a. Initially, pupils who behave inappropriately in class need a private word, reminder or warning. Strategies may include, but are not limited to;

- praising a nearby pupil for displaying the expected behaviour
- reminding the whole class about expectations

- providing a choice
- distracting with something else
- using peer support

b. Continued inappropriate behaviour – pupils move to **AMBER** on the traffic lights. In class, the amber traffic light should be used to explicitly reinforce expectations, with clear support to get pupils back into **GREEN**.

Staff will talk about making 'better choices' and what these needs to look like. Always focus on the primary behaviour, ignoring secondary behaviour where safe and appropriate to do so (tactical ignoring).

c. Use of time out - pupils move to **RED** on the traffic lights. All classes should have a time out area where pupils can take time out to reflect on their behaviour choices. An age appropriate behaviour reflection activity, related to restorative questioning, must be completed when a pupil goes in to the red traffic light. The pupil must discuss what they have written/draw and address the behaviour with the teacher at an appropriate time. At this point, a proportionate consequence *may* be put in place. Consequences can be immediate or deferred. It is the certainty of a consequence rather than the severity that makes the difference. When using consequences, staff ensure that they are constructive and allow the pupil to learn from what has happened

When a pupil goes in to red, the pupil and the adult may need some time to reflect upon what has happened and how this has affected them. If a pupil refuses to respond or talk about their behaviour choices, they may require more time to calm down and be ready to take responsibility for their actions.

It is important for staff to de-escalate behaviour and this might mean that pupils require their break time or to do a job, before the inappropriate behaviour is able to be addressed properly. This is neither a reward or ignoring. It is an opportunity to provide space so that a calm conversation regarding the behaviour can take place.

When a pupil is in red, they may need time to work with another adult to develop their understanding as to how their actions have affected others, which strategies will allow them to avert the behaviour from happening again or ways that they can restore the harm that has been done.

Red behaviour must be logged on CPoms and this is monitored frequently by the inclusion team.

Stage 2: Relocation

At the delegation of the PHASE LEADER or a member of the INCLUSION TEAM

If stage 1 strategies have been applied & inappropriate behaviour is continued - it may be necessary to instruct a pupil to work in another class for a 'short' period of time or the remainder of a lesson. At this time, it is not the responsibility of the alternative class teacher to discuss the behaviours which have led to the pupil being temporarily removed. The pupil will be encouraged to either complete their work or complete their behaviour reflection activity and to 'reset & regulate behaviour' so they are ready to return to class, where a restorative conversation must take place with the class teacher, at an appropriate time.

All adults **MUST** seek the permission of the Phase Leader to move pupils to work in different classrooms during lesson time.

Teachers must log moves to other classrooms on CPOMs and inform parents at the end of the day.

Stage 3: Additional Support

At the delegation of a SENIOR LEADER

Challenging behaviour continues beyond a move to another class- the support of a senior leader or a member of the inclusion team should now be sought. Once the pupil is in a calm place, preferably in the calm room, efforts will be made to discuss with the pupil the events which have led to the current situation. This will be done in a caring, supportive way with an emphasis on how the pupil is feeling and how we can help.

At an appropriate time, (it may be necessary to do this the following day in some situations) there will be a restorative conversation with the pupil & class teacher to repair and build possible damaged relationships.

Depending on the nature of the incident and the time of day, it may be in the pupil's best interest to continue the day in an alternative environment. **Internal exclusion** (see main policy) may be a consequence following this restorative conversation. Internal exclusion may be set at one lesson, a half day or a full day. At times, parents will be asked to support pupils to work in school. The emphasis will be to get the pupil back into class with a fresh start.

The member of staff must log the action on CPOMs and inform parents.

Behaviour Support Meetings and Plans

The inclusion team may decide that for some pupils, more specific support is needed in the form of an Individual Behaviour Support Plan (IBP). This plan is individual to the pupil, identifies where and what support is needed, and it recognises triggers and coping mechanisms. Pupils who are given a IBP will have demonstrated they continue to be unsuccessful in managing their behaviour and self-regulating and may be in danger of exclusion.

Teachers who refer pupils for a IBP must have first exhausted all possible strategies, as recorded on CPOMs, and must have previously met with the phase leader and parents/carers to express concerns. An IBP will be written with a member of the inclusion team and must be signed and dated by parents.

The initial meeting

The pupil's wishes and feeling are collected in advance of the meeting by a trusted adult. The initial meeting will usually consist of the pupil, a family member, the class teacher, the SENCO and/or the DSL. Both the parent and age appropriate pupils will be asked to sign the plan and agree to adhere to the proposal of support.

Review meeting

A review meeting will take place with the same people who attended the initial meeting. If there is a marked improvement in the pupil's behaviour, it may be possible to cease the behaviour support plan. The outlined plan may continue the same, or it may be 'tweaked' in relation to the pupil's individual needs. A new review date will be set, appropriate to individual circumstances. If the behaviour of the pupil has not improved, the next steps will be discussed. The pupil may need an 'alternative provision' in school to enable the pupil to continue at St Richard's, this may be in the form of working temporarily in another class or with the support of a member of the inclusion team. Parents and the pupils will be informed at this stage that, should this behaviour continue, the pupil

may be at risk of exclusion. It may also be appropriate to make refer the pupil for outreach support from the Whitehouse (Pupil Referral Unit).

Intervention and support

For pupils with a behaviour support plan, additional resources are available. In school, these pupils have access to and time with the Pastoral Team/ELSA. Some pupils are referred to outside agencies for alternative provision (both temporary and permanent, depending on circumstances.) We work closely with parents/carers under these circumstances. Pupils can access the resource of the pastoral team if they have emotional or social difficulties. Pupils with identified additional behaviour needs will have regular check-ins with an allocated adult at key times throughout the day.

APPENDIX E: The St Richard's Script

The 'Script' should be used by all staff when supporting pupils who are not meeting the high expectations of the school and need to consider and address the choices that they are making.

Speak to the student calmly and wherever possible in private. Explain which choice they have made which is not acceptable at St Richard's. Make reference to the key driver words of the school – are they showing 'Pride' and 'Respect'.

Using restorative questions to respond to challenging behaviour.

1. What happened?
2. Who do you think has been affected by your choices and in what ways?
3. What would have been a better choice?
4. What do you think needs to happen next to put things right?

If this is done with a group of pupils e.g. in a circle, then allow the person (pupil/adult) who has been harmed/affected to talk first. Ask them the same questions as above but ask them how they have been affected by what has happened.

Allow the harmed person to take a part in the assigning of a consequence.

The Script for De-Escalating Pupils in Crisis

This second script should be used when a pupil is in crisis or putting themselves or others in danger. Staff when using the script should always remain calm. We aim to de-escalate pupils so that handling or physical intervention is not required. Staff may use words to describe the emotions pupils may be feeling, this will help pupils link their actions to emotions. Using questions may help to de-escalate a student in crisis.

1. Hi (name)
2. I can see that you are
3. You talk, and I'll listen
4. I am here to help
5. Come with me and we can

When using the help script, take pauses and drip feed questions to find out the triggers for these behaviours.

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

Statements

I was very disappointed when you did that to John.

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe the action) was very disrespectful. I

feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation.....

I feel proud of you when I heard.....

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

When dealing with problems we should:

- Separate the pupil from the behaviour – remember it is the behaviour, which is unacceptable, not the pupil.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of or offer alternative types of behaviour.
- Aim to repair the harm caused.

Advice to Staff when coping with Violence

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the pupil in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the pupil and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.