

## Richmond Academy Guidance for Behaviour

### September 2022

#### Aim

We want our academy to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our pupils to achieve to their highest potential and excellent behaviour is fundamental to ensure every pupil succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are the root of this.

This policy reflects the values and principles that we collectively consider to be important in our academy. It is a live document and should be referred back to whenever necessary.

#### Our school rules:

We follow 5 rules for behaviour:

- Be happy
- Be Proud
- Be Respectful
- Be Curious
- Be Safe

**BE THE BEST THAT YOU CAN BE!**

We also expect pupils to:

- come to school everyday
- wear their school uniform
- wear their PE kit in school
- move around the academy building calmly and quietly
- play sensibly, safely and co-operatively
- use manners
- smile!

#### Rewards

Our rewards and sanctions are consistent throughout the academy so that pupils have continuity from class to class and have a better understanding of acceptable behaviour. We fully recognise and reward helpful and cooperative behaviour, good work and achievement by:

<b>Smile</b>
The most common reward used is “the smile” to recognise that the pupil is making the right choices.
<b>Verbal – well done</b>
Public recognition for correct behaviour choices and / or good work
<b>Stickers</b>
A whole school approach meaning that all staff can give stickers which pupils then stick on their reward cards
<b>Written feedback – in books</b>
Comments made on super work
<b>Sharing good work – public acknowledgement in class</b>
Sharing an exceptional piece of work with the class and displaying a copy of it on a good work wall for the remainder of the week
<b>Star of the day</b>
A certificate / postcard sent home to inform parents of a super day at the academy
<b>Star of the week</b>

Certificates are given in an end of reward assembly and their name is added to the Principal's newsletter
<b>Sending to other staff members with work</b> Pupils who have produced exceptional work can be sent to other staff members (including the Principal) for further recognition
<b>Celebrate success with parents</b> Informal comments at the end of the day or celebration postcards or phone calls to reward exceptional work and achievement.
<b>Celebration assemblies (weekly)</b> <b>Attendance:</b> A certificate is given to the class with the best attendance in EYFS, KS1 & KS2. <b>Behaviour:</b> Classes display a behaviour score through the week (out of ten), which is adjusted for effort, learning behaviours, moving around the academy etc. The class with the highest score wins a certificate and an extra playtime
<b>End of year awards (prizes)</b> Achievement certificates are presented in a special assembly and many pupils receive special prizes
<b>Responsibilities for pupils</b> <b>Monitors include:-</b> Principal Prefects, Friendship monitors, Sports Leaders, Health Champions, Eco-Council and Children's Leadership Team

### Sanctions

If a pupil breaks the rules we use the language of Choice and Consequence.

Pupils choose their behaviour and choices always bring consequences.

We understand that mistakes are normal and therefore consequences should be supportive.

The following table shows the sanctions, starting with the most minor and growing in severity:

<b>"The Look"</b> Minimal eye contact and a stern look given for routine misbehaviour
<b>Praise others</b> A reminder of expectations for making the appropriate choice
<b>A reminder</b> A reminder of expectations by identifying and praising pupils doing the right thing – e.g. "Thank you... for putting your hand up".
<b>Warning – link to traffic lights / behaviour tree</b> Moving a pupil down the tree/traffic light - from green to amber to red
<b>Adult support</b> Teacher / TA to support the pupil in their work
<b>Time out in own class</b> Sitting in class, away from the other pupils but still with a focus on the teacher
<b>Time out in partner class</b> Sitting in class, away from the other pupils but still with a focus on the teacher
<b>Informal contact with parent</b> To make them aware of a slip in behaviour
<b>Behaviour workshop</b> Run by learning mentors. Pupils are identified weekly as needed and targets are set and reviewed during the following week.
<b>Individual behaviour plans</b> – these will be used by all adults for key pupils who have specific needs relating to their behaviour
<b>Sent to SLT</b> - For serious incidents / persistent behaviour, child to be seen by the Principal and incidents logged on CPOMs
Use of <b>behaviour choices chart</b> – logged serious incidents, persistent poor behaviour choices contribute to the decision being made as to whether a child has a behaviour chart. Reviewed by the Principal weekly.
Use of <b>learning mentors</b> – support in and out of class

<b>Speak to parents</b> - Formal contact made and parents asked to come and see the Principal and class teacher, agree parental contract to ensure they accept and support our work
<b>Exclusion – internal</b> Pupil will be excluded in school for a period of time
<b>External agency support</b>
<b>Exclusion – external</b> - Formal disciplinary procedure

As previously stated consistency across the academy is of the upmost importance. Every member of staff must ensure that they have high expectations of the pupils and take a collective responsibility both in class and around the academy. We expect an apology from the pupil.

### **Behaviour Score Guidance**

The class score should be referred to throughout the day/week to spur pupils on and encourage good behaviour.

It used as a positive reminder and encourage a sense of teamwork in class.

Make it visual – display the score on your whiteboard (somewhere everyone can clearly see it)

Link it to behaviour in class, moving around the academy, during assembly, lining up times etc. as well as behaviours for learning

To maintain the positivity, we should always be aiming for high marks: please see guidance below when scoring your class.

<b>Score</b>	<b>Behaviour</b>
10	Outstanding behaviour overall
8/9	Very Good behaviour
7	Room for Improvement
6	Very poor behaviour overall

We should not be giving scores lower than 6 – remember, it’s always the minority who cause the disruption – never the whole class.

Use half marks so you have scope for moving up and down throughout the day – decimals if you want.

#### **Pupils leaving school premises without permission**

Pupils are not given permission to leave the school premises.

Every effort will be made to

- Find the pupil
- Contact the family

If the pupil is not found within 25 minutes, the police will be informed.

## Racism

### **Definition of a racist incident**

A racist incident occurs when people are abused because of their racial difference. Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.

### **It is crucial therefore:**

- For the victim to feel supported by the academy
- For the perpetrator to be dealt with

### **Responding to racist incidents**

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively
- The Principal/Assistant Principal is responsible for dealing with racist incidents.
- All staff need to be confident, to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, pupils, governors and parents need to be kept informed of progress and outcomes.

### **Data collection and monitoring**

All racist incidents are logged. The log includes other kinds of personal abuse like bullying. Incidents are reported to the Local Authority.

We always:

- encourage pupils to talk about themselves positively and regard themselves as achievers
- provide additional support and security for pupils who need it before and after school
- utilise pupils' experiences and backgrounds in planning and gathering teaching materials
- provide circle time activities for pupils to share in discussions dealing with racism
- use the skills of bilingual support staff fully and effectively in the academy
- provide explicit information for pupils (on what to do if they are victims of a racist incident)
- develop positive relationships between staff and pupils in order to ensure pupils can talk about their experiences and share incidents of abuse

## Bullying

### **Rationale**

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of school.

School will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

## **Purposes**

- Every pupil at Richmond has the right to enjoy learning and play, free from intimidation, both in school and in the community.
- Richmond does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.
- Pupils should help each other by reporting all instances of bullying. Information is treated in confidence.

## **Procedure**

### **Reporting**

Pupils should be encouraged to report bullying to any trusted adult. Pupils are taken seriously at all times. Any information is regarded as confidential, as far as possible.

### **Recording**

Incidents of bullying are recorded via CPOMs.

### **Investigation**

The situation is investigated and the outcome communicated to those involved parents of bullies and victims will be involved and informed of the outcomes.

### **Staff action**

Bullies should not be bullied.

Victims should be provided with a "safe refuge"

Bullies and victims may be counselled together.

All involved must see something is being done.

### **Incidents**

All incidents are recorded via CPOMs and dealt with by the Principal alongside the class teacher and learning mentor. Sanctions follow our behaviour policy.

### **Learning**

There are frequent opportunities for pupils to discuss all forms of bullying in many curricular areas, PSHE, assemblies, Children's Leadership Team. Pupils learn about the different kinds of bullying – racist, homophobic and social networking and cyber-bullying.