

## BEHAVIOUR POLICY

2023/24



ROCHESTER  
INDEPENDENT COLLEGE

To be read alongside

- Safeguarding and Child Protection Policy
- Search and Confiscation Policy
- SEND policy
- Teaching and Learning
- Physical intervention and positive handling
- Anti-Bullying
- Smoking, Alcohol and Drugs
- Fixed Term/Permanent Exclusions

Informed by:

- The Equality Act 2010
- DfE Behaviour in Schools 2022
- Keeping Children Safe In Education 2023
- DfE Use of Reasonable Force in Schools July 2013.

### Purpose

Rochester Independent College aims to develop **intrinsic motivation** in all its students. This means developing a love of learning and a pride in achievement for its own sake, for the value it creates for the individual and community, rather than solely for external, measurable reward or for fear of external sanction.

In order that students have an enjoyable and successful experience of school and to maximise the chances of exam success, we expect students to possess an honest determination to work hard and behave well, enabling students to contribute to and learn in a calm, safe and supportive environment, protected from disruption. In order that students flourish in adult life, we aim to develop a culture in which all students learn to take responsibility for the choices they make, in which they are equipped to select the appropriate behaviour for the situation at hand and maintain that behaviour for the duration needed. Through adult modelling and explicit conversations we enable all students to learn from their mistakes, providing the support necessary for students to modify their behaviour where necessary. Our positive behaviour culture creates a calm environment which benefits pupils with SEND, enabling them to learn.

### Leadership and Management

#### Senior Leaders

It is the role of the Senior Leaders (Heads of School, Head of Boarding, Academic Director (Boarding), Designated Safeguarding Lead and Vice Principals) to support subject teachers and Form and Personal Tutors in encouraging positive behaviour for learning and in ensuring appropriate consequences for behaviour that is not helpful to the community or conducive to learning. It is the role of Senior Leaders to monitor issuing of rewards and consequences to ensure consistency, prevent discrimination and establish whether strategies are working. Vice Principals and Heads of School provide supportive presence during the school day, operate the exit room system where students are removed from lessons for serious discipline reasons, supervise students when they

spend a limited time out of the classroom, impose behaviour contracts monitored by reports, contact parents and chair reintegration meetings to support teachers. The Head of Boarding monitors the implementation of 'Rewards & Consequences in Boarding Guidance'. All Senior Leaders may escalate consequences to the four step disciplinary process outlined on pages 6-8 of this policy.

Senior Leaders monitor behaviour in lessons and around the College by:

- Analysis of iSAMS (day school) and Orah (boarding) recorded behaviour incidents for patterns and unconscious bias in concert with the EDI Coordinator
- Lesson Observations and Learning Walks, including drop-ins
- Feedback from duty staff at break, lunch and in boarding
- Feedback from the Behaviour for Learning Group (mentioned below)
- Ad hoc leadership team 'presence'
- Student surveys, student forums and via Boarding Senate and the School Council.

### **The engagement of Governors**

Governors monitor the college's behaviour log termly as a standing agenda item in governors' meetings. Behaviour is also monitored by the Dukes Director of Compliance in the weekly safeguarding logs that are shared with him for scrutiny. Should a parent/carer wish to appeal any disciplinary measures taken they are directed to the college's complaints procedure. Governors will be involved in the complaints process should the complaint reach stage 3.

### **Subject teachers - Classroom Management**

Teachers aim to build trusting and respectful **academic relationships** with their students where the focus is on ensuring all can learn. Subject teachers model and explain appropriate behaviour for learning and they praise and reward it. Where disruptive behaviour occurs, the priority is to swiftly enable learning to resume. Where work to restore the relationship with the student will take time, it should take place outside of lesson time.

Subject teachers record significant positive and negative behaviours for learning on iSAMS. Teachers are able to keep students behind, meet them at lunch and use departmental systems where work has been affected by poor behaviour. Teachers may refer behaviour concerns to the form tutor, personal tutor, safeguarding officers or nurse and in serious instances the Heads of School. Where persistent low level disruption or one-off incidents of poor behaviour cause more serious disruption to lessons or the safety of students or staff, teachers may use the exit room procedure. Staff can expect the Leadership Team to supervise the student and to carry out a reintegration meeting as far as possible before that teacher teaches the student again. Details of the exit room procedure can be found in the Behaviour for Learning Guidance document for staff.

### **Personal Tutors - reflecting on and restoring relationships**

The role of the Personal Tutor is to provide coaching to students to recognise and reflect on their own behaviour and assess whether it helps them to learn and to exist harmoniously with the college and wider community. The Tutor also offers the student a 'safe space' to reflect on their responsibilities managing their relationships with staff and peers, so listening skills are key to this role. The Tutor can offer behavioural tools and approaches that may be more appropriate to enable the student to restore relationships and meet their learning goals. It is the role of the Personal Tutor

to contact home regarding problems with behaviour where this is necessary except in instances of serious negative behaviour that have been referred to the Leadership Team.

Personal Tutors should monitor positive and negative behaviour referrals on iSAMS and act accordingly, using tools such as putting students on report, setting Supervised Study and/or using the four step disciplinary procedure. Where strategies have been implemented, Tutors should evaluate their success and refer to the Heads of School if things are not working.

Form tutors and personal tutors may refer behaviour concerns to the safeguarding officers, nurse or Heads of School.

All teachers are responsible for carrying out duties patrolling the College at break and lunch times.

### **Boarding Team - recognise, reflect, restore**

The role of the boarding team is to create a cohesive and harmonious environment collaboratively with the boarding community. Staff follow the 'Rewards and Sanctions in Boarding Guidance', in which normal consequences are designed to be restorative to the community. A record is kept of instances of positive and negative behaviour in Orah.

### **SENCOs**

We do not assume or accept that every incident of misbehaviour by a pupil with SEND is always a result of their condition. Where students have additional needs that may affect their behaviour, the SENCOs may be consulted on whether a pupil's SEND may have contributed to misbehaviour, and whether reasonable adjustments should be made to any consequence or to the classroom environment to prevent a recurrence of the behaviour. In such circumstances, students will be supported, where necessary, by assessing their needs, making reasonable adjustments and reviewing the effectiveness of those adjustments following a designated period of time. Students with SEND are expected to allow others to learn and an adjustment will not be considered reasonable if it disrupts the learning of others. We aim to move students with SEND towards meeting the same high expectations of in-class behaviour as their peers in order that they feel a part of our community and to enable other students, many of whom may have their own SEND, to learn and to feel that treatment of students is equitable.

### **Partnership with parents and outside agencies**

We expect parents and carers to encourage their children to show respect for others and to support the College rules and policies. These policies are communicated to parents via the Lower School and Sixth Form Handbooks and discussed in the Lower School parents information evening at the start of the academic year. The Behaviour Policy is published on the College website, emailed to parents annually and discussed in the Lower School Parent Information Evening each September. Tutors, the boarding team and the Lower School and Sixth Form teams work in partnership with parents and carers to help students behave appropriately and restore relationships.

## Social Norms

### Expectations of pro-social behaviour everywhere in the College

At Rochester Independent College we want everyone to feel comfortable and happy in the College environment. Therefore we expect all members of the College community to show:

- **Community and connection:** be helpful, respect other people's belongings and College property, work to restore damaged relationships for the harmony of the College
- **Kindness and consideration:** show courtesy and respect towards others, regardless of characteristics or background, respect others' physical boundaries and personal space, consider the feelings of others
- **Honesty and bravery:** be honest and act in good faith, reflect on and take responsibility for our behavioural choices, expect to be held accountable for our behavioural choices

We expect students to:

- follow the school rules as published in the Lower School, Sixth Form and Boarding handbooks
- follow instructions and directions given by all staff, whether teaching or non-teaching
- behave sensibly and responsibly at all times, both in and out of the classroom

These expectations cover behaviour both in-person and online or via text, on school journeys and instances where students are off site but under the supervision of the College.

### Classroom Behaviour for Learning expectations

How we teach is as important as what we teach. We wish to create a culture in which students consistently exhibit the following attributes:

**Curiosity & scepticism**

**Creativity & adventurousness**

**Ethics**

**Environmental-mindedness**

**Independence**

**Perseverance**

**Reflectiveness**

Collectively, the above traits represent aspects of a positive **attitude to learning**, which is reported on to parents in the Lower School. In 2023-4, there will be an especial focus on modelling, developing and rewarding the last three as we have noticed a decline in these attributes post-Covid.

In the classroom, behaviour that makes others feel unsafe or disrupts their learning must be challenged quickly and effectively. Behaviour that does not disrupt others' learning but affects the student's own learning should also be challenged.

### Acceptable and unacceptable behaviour

The College defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the College community in terms of relationships between students, students and teachers or other school staff or between students and visitors or other persons within the school premises or outside.

The College identifies ignoring a direct instruction from a member of staff, rudeness, ridiculing others, verbal abuse, lying, anti-social behaviour including littering, stealing and vandalism, threatening language or behaviour, extremism, intimidation, physical abuse which includes unwanted touching, inappropriate displays of affection, bullying and harassment (including racist, sexist, homophobic and transphobic abuse) as examples of unacceptable behaviour. The College also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable

The College communicates regularly the standards of acceptable and unacceptable behaviour to students, parents and carers as well as teaching students how to make sound behavioural choices through the Lower School, Sixth Form and Boarding Handbooks, notices and posters, teacher reinforcement in lessons, letters home, Lower School Assemblies, Sport, form time and personal tutor meetings, support from safeguarding officers, the nurse and SENCO and PSHE lessons.

### **School Systems**

School systems of rewards and consequences is based on the following model:

**Recognise** - staff encourage students to recognise positive and negative choices in self and others

**Reflect** - Staff support students in learning how to **reflect** on the impact of these choices and how to repeat positive choices and prevent negative choices

**Restore** - Staff support students in how to restore relationships and balance through action based on the reflection.

### **Recognition & rewards**

The College promotes positive and improved behaviour through a rewards system that seeks to reward the pro-social and academic behaviours mentioned above. We also aim to promote **intrinsic motivation** in students, where rewards, as far as possible, seek to develop a love of learning and a sense of communal responsibility rather than simply personal gain. Praise rewards the deserving, can motivate the struggling and inspire the disenchanting.

In addition to offering sincere, specific, meaningful praise as appropriate, a range of other rewards is open to staff, including the Lower School merit system and sending postcards home. Student accumulated merits are rewarded in various ways including extra-curricular trips, certificates and lunches. Individual year groups and forms are rewarded in similar ways for accruing merits in comparison to other groups and forms in the Lower School.

Rewards should be applied consistently and not as 'bribery' for doing what should normally be expected. Where students may have a Special Educational Need that means that they find a specific expectation challenging, or where a student has shown considerable improvement in meeting normally expected behaviours, they should be rewarded discreetly.

All students across the college should feel they can benefit from our rewards processes. Senior Leaders will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

### **Consequences for unhelpful behaviour**

Where behaviour inappropriate to the context is exhibited, the College adopts a graduated response,

moving from class to department to whole school consequences with the capacity to move to the four step disciplinary procedure for more serious behaviour or where persistent poor behaviour has not improved in response to normal consequences. They should, as far as possible, safely replicate the natural consequences of that action in the adult world, and students should be provided with the opportunity and tools to make amends. Consequences should quickly follow an act of unhelpful behaviour so that the link between the choice made and the consequence is clear to students.

Consequences should be appropriate to the age of the student and their specific circumstances. We consider whether a pupil's SEND may have contributed to misbehaviour, and whether reasonable adjustments should be made to any consequence, but we do not assume that because a student has SEND, it must have affected their behaviour on a particular occasion.

Staff will respond to students predictably, promptly and assertively in a consistent, fair and proportionate way. We will always ensure the safety of all staff and students is the priority along with restoring a calm environment.

**Subject teachers** may use any of the following supportive measures or consequences as appropriate:

Keep students behind for a discussion after class

Put students in a lunchtime departmental Supervised Study or 1:1 session

Put students in a Lower School after school Supervised Study

Exit students from a lesson, followed by a reintegration meeting with the Academic Lead

Put in place a behaviour contract for specific subject in concert with the Academic Lead

Subject teachers can request a reintegration meeting with the Academic Lead where a student's behaviour is consistently disruptive but has not warranted a student being exited

**Personal Tutors** may use any of the above and:

Liaise with parents via telephone, email or in person meetings.

Lower School: Put a student on report across all subjects (attendance, punctuality, behaviour or academic)

Refer Lower School boarding students to Study Hub (7:00pm-9:30pm) every evening.

Sixth Form: Refer students to Sixth Form Supervised Study

For more serious behaviour concerns, the four step disciplinary procedure may be enacted by Senior Leaders as outlined below.

**Senior Leaders** may use any of the above consequences and can use the **four-step disciplinary procedure** for more serious behaviour problems and where the normal behaviour management approaches have not yielded the desired results. Examples include but are not restricted to:

- persistent low level disruption or poor behaviour that has not responded to normal consequences
- Child on Child abuse (see Safeguarding Policy & Child Protection policy for full details on prevention)
- bullying, including relational (emotional), cyber, verbal, physical, racist, sexual, transphobic, homophobic, religious, cultural or related to a physical or mental disability
- persistent class disruption
- repeatedly ignoring a direct instruction from a member of staff

- stealing
- vandalism and graffiti
- refusing to cooperate with a search where a student is suspected of having a prohibited item eg knives, illegal drugs, pornography, alcohol, stolen items
- possessing or under the influence of drugs
- smoking directly outside College premises or in the residential areas around College
- smoking in boarding
- repeatedly not signing out of boarding
- repeatedly ignoring boarding room check times
- leaving bedroom in boarding house persistently untidy
- deliberately coughing on someone (in the context of the coronavirus outbreak)

**The following steps apply:**

**The College operates a four-step disciplinary procedure for more serious problems; the following steps apply:**

#### **Verbal warning**

This is given by the Personal Tutor, Head of School (Lower School, Sixth Form or Boarding), Vice Principal or Principal. Parents/Carers will be given written (email) notification of the warning.

#### **First written warning**

Parents/Carers may be asked to come into college to see the Personal Tutor and/or the Head of School. The student will be issued with a copy of the written warning and this will also be forwarded to the parents/carers.

#### **Second written warning**

Parents/Carers may be asked to come into college to see the Personal Tutor and a Vice Principal.

At this stage, the parent/carer and student will be advised that any further breaches of college rules and regulations may result in a fixed term or permanent exclusion.

The student will be issued with a copy of the written warning and this will also be forwarded to the parents/carers.

#### **Fixed-term/Permanent exclusion**

It may be necessary for the student to be sent home for a period of time as decided by a Vice Principal/Principal. This would be a fixed-term exclusion. Parents/Carers will be advised that a fixed-term exclusion is being made and may be asked to collect the student from college premises.

The decision to permanently exclude a student is not taken lightly. It usually follows a number of disciplinary offences and parents/carers and the student will have been warned that this may occur. The most serious infringements include, but are not limited to, the following:

- vandalism

- possession and/or use of an offensive weapon
- possession and supply of drugs
- possession and supply of alcohol
- sexual abuse or assault
- violence (actual or threatened) against a student or member of staff
- bullying
- theft
- persistent attitude and/or misbehaviour that is not in keeping with college ethos
- any other issue of misconduct which brings college into disrepute

### **Notes**

Unless otherwise advised, if the student maintains good behaviour for three months (excluding holiday periods when the college is closed), the student will drop a stage or off the scale completely as applicable. For very serious problems or incidents it may be appropriate to move immediately to Steps Two, Three or Four. There may be occasions when special extenuating circumstances need to be considered, so a lesser sanction may be applied. Appropriate sanctions, including loss of free time or temporary/fixed-term exclusions may be enforced at any of the first three stages in the process. Minor misdemeanours may merit a sanction without the student necessarily moving up a stage on the Disciplinary process. Appeals against any disciplinary decisions made by the College are governed by the Complaints Procedure.

### **Malicious allegations**

Where a student makes an allegation against a member of staff, which is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy. This will also apply where a student makes an allegation of sexual violence or sexual harassment against another student which is shown to have been malicious or deliberately invented. Where an allegation is found to be unsubstantiated, unfounded, false or malicious (in conjunction with the Local Authority Designated Officer (LADO) where relevant), the College will consider whether the student who made the allegation is in need of further help or support, in which case a referral to children's social services may need to be made.

The College will also consider the welfare needs of staff and students accused of misconduct. The *Safeguarding and Child Protection policy* gives further information on responding to allegations of abuse against staff or students.

### **Use of reasonable force**

Corporal punishment by staff is illegal. We do not practise corporal punishment nor threaten to use it under any circumstances. It may, however, be necessary for a member of staff to use reasonable force to prevent a student from coming to harm, injuring themselves or others; damaging their own or others' or College property; or engaging in behaviour that obstructs good order and discipline at the College or amongst its students in the classroom and elsewhere in the College, including authorised activities outside College. This will be carried out with the minimum necessary to restore order to the situation and following the guidance given in the DfE publication *Use of Reasonable Force in Schools* July 2013.



All incidents should immediately be reported to the Principal or Senior Vice Principal. In the absence of the Principal it should be reported to the DSL. See *Physical Intervention and Positive Handling* policy for full details.

### **Staff Induction, development and support**

The School communicates the standards of acceptable and unacceptable behaviour to staff through the Staff Training Programme. All new staff are inducted into the college Behaviour for Learning ethos and systems when they join us. We encourage a collegiate atmosphere in which staff feel confident to ask their peers and the leadership team for support and advice in managing student behaviour. All teaching staff are provided with the Behaviour for Learning Guidance for Teachers which outlines the principles and systems in place to support them in their practice and training for this is provided each September.

The Behaviour for Learning Group meets half-termly with a focus on providing Early Career Teachers, those new to teaching and other staff with the theory and practice of effective Behaviour Management. It is also a forum where staff can raise problems with particular students or cohorts or identify new behaviours that the college needs to respond to consistently. It is also consulted on the annual review of the Behaviour policy.

Staff are supported in managing student behaviour via reintegration meetings that follow a student being sent out of lessons or after other serious relationship breakdown between teachers and students. These can also be requested by staff to repair relationships and support teachers in developing their behaviour management skills. These meetings offer staff the opportunity to see best practice modelled and to discuss how to prevent behaviour from escalating.

Senior Leaders may also use Learning Walks to identify behaviour themes and may use the appraisal process to support staff in improving their behaviour management skills.

### **New Students**

On admission, new students and their parents have sight of and agree to the behaviour policy. New students are inducted into our behaviour expectations, systems, roles and routines during induction days where tutors outline behaviour expectations, in form times, and, in the Lower School, via assemblies. Lessons model and embed desirable pro-social and academic behaviours. Expectations on behaviour in boarding are communicated through induction activities and the boarding handbook, boarding huddles (group meetings) and by one to one interactions with boarders and boarding staff.

Where students require reinduction after exhibiting negative behaviour, this is carried out via reintegration meetings and in the Lower School, behaviour contracts and being on report with daily or weekly meetings with Form Tutor or Head of Lower School.

### **Student Support**

We recognise that behaviour is often a form of communication and students that display negative behaviours or interactions can benefit from support alongside consequences to modify behaviours and find more appropriate ways to communicate their needs. We also recognise that victims of poor behaviour choices may need continued support. We have a Pastoral Team within the college that offers this support alongside the academic team to cater for the holistic needs and development of all. The pastoral care encapsulates the support offered from all staff and is overseen by the Director of Safeguarding and Pastoral Care who may look at an individual plan of support. We have 19 staff trained in Mental Health First Aid and a full time counselling service available onsite, this can be accessed through speaking to a member of the Pastoral Team.

### **Child on Child Abuse**

Child on Child abuse (see Safeguarding Policy & Child Protection policy for full details on prevention)

### **Banned Items**

A list of banned items can be found in the Search & Confiscation Policy.

<b>Created/Updated</b>	<b>Author</b>	<b>Approved by</b>	<b>Date</b>
August 2021	EC	AB	August 2021
August 2022	EC	KF	August 2022
July 2023	EC & KS	AB	July 2023