



Vision and aims

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. Therefore Rochester Independent College does not define behaviour or students as 'good' or 'bad', but classifies behaviour as that which is conducive to allowing us to coexist harmoniously and that which is not. In the classroom, positive Behaviour for Learning is defined as that enables the individual and group to learn and progress.

We aim to enable students to take responsibility for the choices they make, equipping them to behave in a variety of ways necessary for success in adult life by choosing the behaviour appropriate to the situation at hand and maintaining that behaviour for the duration needed. All students have the right to feel safe in College and, in the classroom setting, all students, regardless of Special Educational Need, have the right to learn. 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.

Expectations

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 courtesy and respect towards others, regardless of characteristics or background
- respect others' physical boundaries and personal space
- consider the feelings of others
- be honest
- be helpful
- respect other people's belongings and College property
- reflect on and take responsibility for our behavioural choices
- expect to be held accountable for our behavioural choices
- work to restore damaged relationships for the harmony of the College

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.

See [Lower School](#) and Sixth Form handbooks and [Boarding Recognise, Reflect, Restore](#) website for details.

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, between 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 and homophobic 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 choice through the Lower School, Sixth Form and Boarding Handbooks, notices and posters, teacher reinforcement in lessons, letters home, Lower School Huddles, Sport, form time and personal tutor meetings, support from safeguarding officers, the nurse and SENCO and PSHE lessons. The School communicates the standards of acceptable and unacceptable behaviour to staff through the Staff Training Programme.

This policy also links to the following policies:

- Child Protection and Safeguarding Policy
- SEND
- Teaching and Learning
- Physical intervention and positive handling
- Anti-Bullying

Recognition & rewards

The College promotes positive and improved behaviour through a rewards system that seeks to promote **intrinsic motivation** in students. We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be disenchanted.

In addition to rewarding academic and creative progress and achievement, staff should reward any behaviours they wish to see replicated by the individual student and/or their peers. At RIC, staff have identified specific organisational and character traits and contributions to College life that should be rewarded. These include:

Curiosity and **scepticism** - rewarding the asking of excellent questions, especially of the reliability of information gained

Independence - rewarding the undertaking of tasks without support

Creativity - rewarding embracing experimentation and taking creative risks

Reflection - working out what is the one thing they will do differently next time

Perseverance and **resilience** - rewarding having another go (in the light of reflection)

Community-mindedness - rewarding working well as part of a team and contributing to the greater good

Environmental-mindedness - rewarding caring for the College buildings and grounds and the local, national and global environment

Ethics - rewarding making principled decisions, even when they are unpopular

Collectively, the above traits represent aspects of **effort** as well as contributing to the harmonious co-existence of the College community.

In addition to offering sincere, specific, meaningful praise as appropriate, a range of other rewards is

open to staff including the Lower School operates a merit system. Those students who are identified as having the highest merit count at the end of the term are rewarded in various ways including extra-curricular trips, certificates and lunches. Individual year groups and forms are rewarded in similar ways for accruing the most merits in comparison to other groups and forms in the Lower School.

For full details of rewards open to teaching staff, see [Behaviour for Learning tools & responsibilities](#).
For full details of rewards open to Boarding Staff, see [Recognise, Reflect Restore](#) pilot document.

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.

For the full range of Behaviour for Learning strategies and consequences open to teachers and tutors, see [Behaviour for Learning tools & responsibilities](#).

Consequences for unhelpful behaviour

Where behaviour inappropriate to the context is exhibited, consequences should, as far as possible and appropriately to the age of the student, 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.

For more serious behaviour concerns, the four step disciplinary procedure may be enacted by Senior Leaders as outlined on page 5-6 of this policy.

For consequences used in Boarding, see [Recognise, Reflect Restore](#) pilot document.
For the full range of Behaviour for Learning strategies and consequences open to teachers and tutors, see [Behaviour for Learning tools & responsibilities](#).

Responsibilities

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, 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 as per the [Behaviour for Learning Guidance](#). Teachers may refer behaviour concerns to the form tutor, personal tutor, safeguarding officers or nurse and in serious instances the Heads of School. For specific in-lesson tools available to teachers and when to refer up, see [Behaviour for Learning tools & responsibilities](#).

Behaviour is monitored in lessons by:

- Analysis of recorded behaviour related incidents
- Lesson Observations and Learning Walks, including drop-ins
- Duty staff patrolling College between lessons
- Student surveys and student forums and via the School Council.

Form and Personal Tutors - reflecting on and restoring relationships

The role of the Form and 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 Form or Personal Tutor to contact home regarding problems with behaviour where this is necessary.

Form tutors should monitor positive and negative behaviour referrals on iSAMS and act accordingly.

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

For specific tools available to Tutors, see [Behaviour for Learning tools & responsibilities](#).

Boarding Team - recognise, reflect, restore

The role of the boarding team is to create a cohesive and harmonious environment collaboratively with the boarding community. The team follow 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.

Staff and students **recognise positive choices** and celebrate collaboratively to foster intrinsic rewards. Staff are empowered to recognise and also support choices in recognising negative choices.

For details of the rewards related to the Recognise programme in boarding, see the [Recognise, Reflect Restore](#) pilot document.

Partnership with parents and outside agencies

We expect parents and guardians to encourage their children to show respect for others and to support the College rules and policies. Tutors and the boarding team work in partnership with parents and guardians to help students behave appropriately and restore relationships.

Senior Leaders

It is the role of the Senior Leaders (Heads of School, Assistant and Vice Principals) to support subject teachers and Form and Personal Tutors in encouraging positive behaviour for learning and in ensuring appropriate consequences are experienced for behaviour that is not conducive to learning. It is the role of Senior Leaders to monitor issuing of rewards and consequences to ensure consistency. Senior leaders operate the system of verbal and written warnings where ordinary classroom management approaches have not yielded the desired results.

For specific tools available to the Leadership Team, see [Behaviour for Learning tools & responsibilities](#).

Senior Leaders may operate the **four-step disciplinary procedure** for more serious behaviour problems. Examples include but are not restricted to:

- bullying, including relational (emotional), cyber, verbal, physical, racist, sexual, 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
- 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:

Verbal warning

This is given by the Form/Personal Tutor and/or College Principal. Parents/guardians will be given written notification of the warning.

First written warning

Parents/Guardians may be asked to come into College to see the Form/Personal Tutor and/or the College Principal. The student and parent/guardian will be asked to sign the warning letter, keep a copy themselves and a copy kept on the student's file.

Second written warning

Parents/Guardians asked to come into College to see the Form/Personal Tutor and the College Principal.

At this stage, the parent/guardian 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 and parent/guardian will be asked to sign the warning letter, keep a copy themselves and a copy kept on the student's file.

Fixed-term/Permanent exclusion

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

The Principal’s decision to permanently exclude a student is not taken lightly. It usually follows a number of disciplinary offences and parents/guardians 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 with brings College into disrepute

Notes

Unless otherwise advised, if the student maintains good behaviour for four academic weeks, i.e. working days, not weekends or holidays, 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.

Reasonable use of force

In accordance with the law, we do not practise corporal punishment; nor will it be threatened under any circumstances. It may however be necessary for a member of staff to intervene to physically restrain a student to prevent them 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, in the absence of the Principal the DSL should be reported to.

See [Physical Intervention and Positive Handling](#) policy for full details.

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