



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 which 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. Through adult modelling and explicit conversations we give our students the support to modify their behaviours where necessary. All students have the right to feel safe and supported in College and, in the classroom setting, all students, regardless of Special Educational Need, have the right to thrive and 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, kindness and respect towards others, regardless of characteristics or background
- respect others' physical boundaries and personal space
- consider the feelings of others
- be honest and act in good faith
- 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.

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

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.

Communicating behaviour expectations to students

New students are inducted into our behaviour expectations, systems, roles and routines via signing the Lower School or Sixth Form Agreements, during induction days where tutors outline behaviour expectations and, in the Lower School, via assemblies.

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. The School communicates the standards of acceptable and unacceptable behaviour to staff through the Staff Training Programme.

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.

This policy also links to the following policies and documents:

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

Smoking, Alcohol and Drugs

Fixed Term/Permanent Exclusions

The Equality Act 2010

DfE Behaviour in Schools 2022

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:

Mindfulness - including self-understanding and awareness on our impact on the environment

Engagement

Aspiration - including effective decision making

Teamwork - including contribution to others, the school and the community

Respect - including self-respect, ethical & moral understanding and respecting diversity and cultural understanding

Independence -

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

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 merit system and sending postcards home. 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.

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, consequences should be appropriate to the age of the student and their specific circumstances including any identified SEND. 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.

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.

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.

Staff induction, development and support

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 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 new behaviours that the college needs to respond to consistently. There is a core membership but all staff are expected to attend at least one meeting per year. Behaviour for Learning training for all staff and the Behaviour for Learning group adds to a bank of responses and effective language to use to de-escalate situations, encourage students to make the correct behaviour choice in and outside of lessons.

Staff are supported in managing student behaviour via reintegration meetings that happen automatically after students are sent out 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.

Roles & 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 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.

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
- Ad hoc leadership team 'presence'
- 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 except in instances of serious negative behaviour that have been referred to the Leadership Team..

Form Tutors and 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.

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.

SENCO and Assistant SENCO

Where students have additional needs that may affect their behaviour, the SENCO is supported by the Assistant SENCO to have oversight of support for our students with SEND. They will form part of the team around the student when their SEND is affecting their behaviour. However, we recognise that not every incident of misbehaviour will be related to their SEND. Students will be supported, where necessary, by assessing their needs, implementing a plan and then reviewing the plan following a targeted period of time.

Students with SEND will continue to have the same high expectations of their behaviour, enabling them to learn and feel a part of our community. Staff will support them by making reasonable and necessary adjustments devised with the SEN team.

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.

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 and establish whether strategies are working. Senior leaders ensure they provide a 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.

Senior Leaders may operate the **four-step disciplinary procedure** for more serious behaviour problems and where ordinary classroom management approaches have not yielded the desired results. Examples include but are not restricted to:

- 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 Form/Personal Tutor and/or Head of School. 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 Form/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 Form/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, 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.

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.

See the *Complaints Policy* for further details.

Created/Updated	Author	Approved by	Date
August 2021	EC	AB	August 2021
August 2022	EC	KF	August 2022