



# BEHAVIOUR FRAMEWORK



CONFIDENCE • EQUITY • CURIOSITY

**KING RICHARD**  
SCHOOL

<b>Approved by:</b>	<b>R Sproson</b>	<b>Date:</b>	January 2022
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## Outstanding Behaviour for Excellent Teaching and Learning

King Richard School is committed to creating an environment where excellent behaviour is central to outstanding learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach students how to demonstrate self-control and to make responsible choices regarding behaviour. Students can, and usually do, choose to behave well. However, when they do misbehave they are making a conscious decision to do so. Consistency is crucial to success and we are all involved in ensuring students make the right choices. To ensure a positive learning environment, we recognise that all members of the school; must accept responsibility for their own behaviour and for correcting misbehaviour. For this to work, there has to be cooperation, communication and consistency between students, parents, staff and governors. This policy echoes our Core Values with a heavy emphasis on respectful behaviour by all, taking responsibility for our actions and always being ready to learn.

### In summary:

We all have an equal responsibility for managing behaviour in class, tutor time, assembly, around the school and educational trips and visits.

We cannot control student behaviour, all that we can do is seek to influence student choices by building positive relationships, setting clear and high expectations and being calm and consistent in the way that we, as a team and as individuals respond to and deal with student behaviour.

We reward more than we sanction and we believe that the use of praise has a long-lasting impact on student behaviour. High quality behaviour for learning is underpinned by relationships, routines, lesson planning and positive recognition.

The language of choice, used in conjunction with the behaviour posters and Core Values is very helpful in influencing students to make the right decisions about their conduct.

### All Students will...

**Be Respectful** at all times to staff and to their peers and to school property

**Be Responsible** for their actions, conduct and for their learning in lessons, between lessons and to and from school

**Be ready to learn**, organised and fully equipped, on time, and fully engaging throughout the whole lesson

**Be a positive role model to others**



### All Staff will...

- Meet and greet at the door.
- Use a seating plan that takes behaviour into consideration and adjust it as needed
- Display and refer to the Core Values / behaviour and rewards poster
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all students
- Use rewards and praise throughout every lesson
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time (repair chat), retain ownership and engage in reflective dialogue with Students
- Never ignore or walk past learners who are behaving badly in the classroom or around school

**Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

### Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the Students. Middle leaders will:

- Be a visible presence in the Faculty / with their year group to encourage appropriate conduct
- Support staff in returning students to learning by sitting in on restorative meetings where necessary and supporting staff in conversations
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of Epraise, positive notes/emails and positive phone calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here' and that staff retain ownership



## Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the Students.

### SLT will:

- Be a visible presence around the site and welcome and engage with students to build positive relationships
- Celebrate staff, leaders and students whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision and seek support from outside agencies for students who fall beyond the range of written policies

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a list of strategies but in the determination of every member of staff to hold firm. Where students feel treated as valued individuals they respect adults and accept their authority.

## Consistency in practice

- Consistent language; simple and clear expectations using the behaviour framework / core values and language of choice reflected in all conversations about behaviour.
- Consistent positive reinforcement: Routine use of praise and rewards, catch the students being good.
- Consistent consequences: Defined, agreed and applied at the classroom level, staff deal with the behaviour with support where needed. Established structures for more serious behaviours.
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning and behaviour.
- Consistently reinforced rituals and routines for behaviour around the site: meet and greet, seating plan, duty rota, and challenge of poor behaviour around the school site and at break times.

Challenging all of our students supportively to become confident and curious, enhancing lives now and in the future

**DCS Vision: Educate the Child – Support the Family – Defend the Nation**



- Consistent environment: High quality displays, consistent visual messages and echoes of core values, positive images of students.

## **Dealing with low level disruption/poor behaviour in class and between lessons**

Engagement with learning is always the primary aim. For the vast majority of students, a gentle reminder or nudge in the right direction reminding them of our Core Values is all that is needed.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All students must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Try to talk to students on their level in a non-threatening and calm way and remind them of the behaviour you would like to see.

### **The reminder**

A reminder of the expectations for students: Respectful, Responsible, Ready to Learn. 'Are you being a positive role model?' delivered privately. The teacher makes them aware of their behaviour. The student has a choice to do the right thing.

### **The caution**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

### **The cooling off**

The student is asked to speak to the teacher away from others (possibly outside the classroom or at break this could mean standing with the member of staff on duty). Boundaries are reset. Student is asked to reflect on their next step. Student is given a final opportunity to reengage with the learning / follow instructions. If they chose not to they will be choosing a sanction. In general, three minutes should be enough.

### **The consequences**

This needs to be inevitable. If you get to this stage because of unacceptable behaviour issue the break time detention. The student has had reminder, caution and a cooling off opportunity. They have chosen to continue and receive the consequence. For more serious behaviour detention will be given without a warning. Make it clear to the student when they need to attend the detention. For more serious behaviour detention will be given without a warning.



## **For more serious behaviours:**

### **The referral**

If behaviour is preventing other students from learning or if it is more serious than low level challenge or disruption then you may send a student to another member of staff. In the first instance this should be to Head of faculty or another Middle Leader. Should this already have been done or the incident be at such a level that it could require exclusion then the students should be sent directly to a member of the SLT. At a later stage of that day recording the incident on MyConcerns website should be considered. Ask your HoF,/SLT to support you in holding a repair/restore meeting, either at break or after school, before the next lesson to ensure that the student is clear about what they are going to change about their behaviour and how you can support them. It is recommended that parents be contacted to re-enforce this message and gain their support in seeing a behaviour change. If students are acting dangerously, being violent or threatening then the teacher should call the office to request the presence of a member of SLT.

### **Further poor behaviour**

If you find that a student's behaviour is not improving lesson after lesson ask your HoF,/SLT to support you in discussing your concerns with the student. Agree what they are going to change about their behaviour and how you can support them. Your HoF,/SLT link may choose to place them on a subject report. Speak to the tutor to get the bigger picture. Contact parents. Learning Leader and SLT will decide if a student needs to be isolated or even excluded following a serious behaviour incident. Parents would be fully informed / called in at this point.

### **Use of Reasonable Force**

Teachers are advised to avoid using reasonable force with students as far as possible and should only use it to restrain students in instances where harm could be caused either to themselves or to other students. The circumstances and needs of the student must be considered in any decision being made about using force. If necessary remove all students from the classroom except the student involved rather than using force to remove the student. If you have restrained a child then please complete an incident form as soon as possible after the event and inform a member of SLT (on the same school day) of the full details of the incident.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/44405/1/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/44405/1/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) will provide further information.

### **The Rewards**

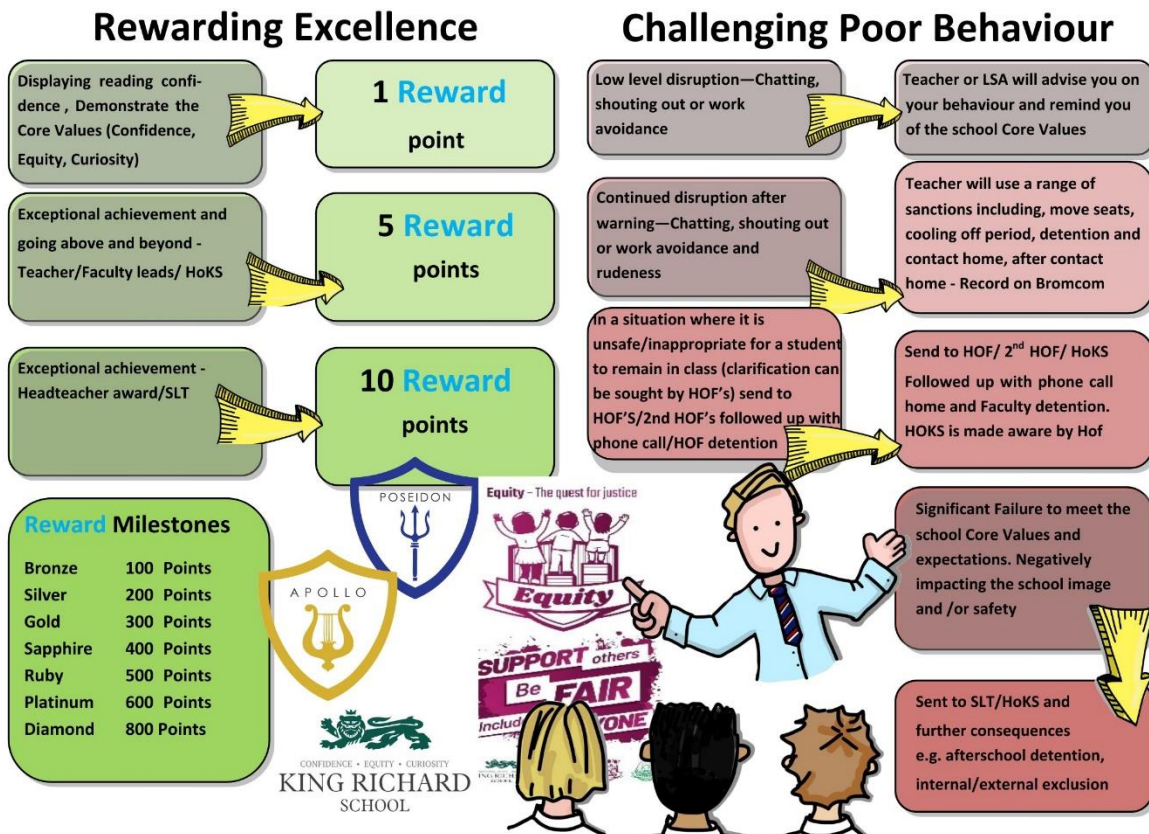
Recognition and rewards for effort. We recognise and reward students who reflect our Core Values. Although there are tiered Epraise awards, we understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest





to reach. Catch the students being good, meeting our expectations and praise them for it.

Epraise is very motivational for students all through the school and can be used to challenge students to work in the assessment pathway above theirs, to excel above their target, to get involved and assume a responsibility where they may be reluctant and to reward those moments where we see students being the best that they can be.



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