



RMS Behaviour Policy

This policy contains a Covid-19 annex- please see page 10

(Revised and updated, August 2020)

Robert May's School is an exceptional place where students, staff, governors and parents are wholly committed to being a community that is in pursuit of excellence for all. We are proud of our heritage, and have been serving the local community since 1694, when Robert May, a local Mercer, bequeathed "the sum of Six Hundred Pounds of Lawful English Money to be paid...for the maintenance of a Free-School in the Town of Odiham."

We aim to:

- help all students to discover all their abilities and talents and to develop them in the most positive and constructive manner. We aim to support and encourage their development during the years of adolescence so that they are prepared for their roles as adults in the wider world.
- promote the skills and understanding necessary for students to achieve the highest possible individual, academic achievement and a critical awareness of their natural, aesthetic, historical ethical and technological environments.
- encourage them to develop qualities of self-discipline, confidence, inquiry, moral compass, creativity and sensitivity. We actively seek to encourage them to respect the needs and rights of others, taking British Values as our key reference point, in which democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The desired outcome of our work is that Robert May's students leave our school as accomplished, knowledgeable, rounded individuals who will not only go on to succeed in life but also will make a positive contribution to the lives of others, locally, nationally and worldwide. We are committed to achieving these aims for all students, irrespective of their race, religion, beliefs, sex, social background and any disability or special need and we do this by creating a purposeful atmosphere of mutual regard and respect.

We wish to promote good, positive relationships within the school and between Robert May's and the wider community. We therefore aim to promote good communications between all concerned with the school and value the contribution of students, teaching and non-teaching staff, Trustees, parents/carers and others related to the school.

School ethos

We have codified our expectations and how we work into two strands. The first is the Robert May's Way: ***Respect, Manage and Support***

We ask all members of our learning community to **respect** each other and the work they are engaged in, to **manage** their own and other's time, workload, studies, emotions, appropriately and to finally, to **support** the learning, each other, support themselves and anyone who is facing challenges.

To the students we communicate this as follows:

Learn to help yourself, learn to help others, and learn to make the world a better place.

Promoting positive behaviour and combatting bullying

The school promotes positive behaviour and combats bullying in the following ways:

- Being clear about expectations
- Ensuring all students and staff know what is expected
- Treating all fairly, and according to this policy, ensuring that students with differing heritages or backgrounds, special educational needs and disabilities, and those who are disadvantaged are not overlooked
- Adopting "Pivotal" approaches by using positivity in communicating about behaviour
- Reviewing and reporting on behaviour patterns to the Trustees and being called to account by the Trustees for the effectiveness of the behaviour policy
- Rewarding positive behaviour in private and in public
- Cultivating an atmosphere of calm, professionalism when dealing with complex or challenging situations

- Summarising our expectations in the Home/School Agreement
- Ensuring all staff have training in recognising bullying and abuse, and know what to do
- Sharing messages regularly with students through form-time and through PSHCE lessons, that it is OK to “tell” someone you are being bullied
- Anti-bullying themed lessons in PSHCE time
- Anti-bullying themes in assemblies

Rewards We reward good behaviour, effort and academic success by...

- Giving certificates and commendations in end-of-term celebration year group assemblies
- E-praise points and awards
- Letters and post-cards of commendation home to families
- Annual prize giving event for Year 11
- Headteacher/Deputy Headteacher certificates for effort
- Sports Award evening celebration event
- Headteacher’s letters to families for significant and far-reaching excellence in any given area, such as elite sports

The tables below give examples of positive and negative behaviours exhibited by students over time in the school. All our learning community members will realise that no two instances are exactly the same and no individuals involved in challenging situations are the same either. In cases where a student has Special Educational Needs or Disabilities, or is judged to have a disadvantage that provides a mitigating circumstance, different approaches are used. Please see mitigations, below.

Examples of positive behaviours

Students should:

Travel into school safely, and, if on school buses, adopt polite and helpful behaviour to all
Arrive at school in good time, ready to learn and participate positively, no later than 8.25am on each school day

Bring into school all the necessary equipment and kit for the day
Attempt all the reading/tasks/tests set by their teachers in lessons and for homework
Ask their teacher(s) for help if anything is unclear in the lesson
Make sure that they make a positive verbal contribution to lessons, including reading aloud when invited
Follow school rules at break time and lunchtime, obeying instructions about the areas which are in bounds and out of bounds
Be kind and polite to each other and to all adults employed on site, at all times
Respect the work that is going on in the school, respect other students and respect the adults who are all there to help the learning progress
Manage preparation before school, manage time and learning during lessons, the workload, homework, sports time and leisure time
Support the teaching and learning efforts of everyone working in the school, support others who are facing difficulties, support themselves by learning to be well-organised. Seek support from responsible adults if something is going wrong.
At the end of the day, go home sensibly and safely, maintaining a positive and polite attitude to others
Regarding any digital communications, taking responsibility for themselves and their positive online behaviours, as well as staying safe online (please see the school's safe internet use policy, child protection and safeguarding policy, and Keeping Children Safe in Education -KCSIE)

Examples of negative behaviours

Students should not:

Arrive late for school with no valid reason
Be rude or impolite to staff and/or other students, swear, insult others

Verbally or physically threaten another student or adult on the way in to school, at school or on the way home. This includes racist statements including micro-aggressions, homophobic and/or anti LGBTQ sentiments, sexist and/or ageist statements
Disrupt the learning of others
Fail to comply with any/all reasonable requests from staff
Verbally or physically bully another student or students, on the way into school, during the school day, on the way home. This includes racist statements including micro-aggressions, homophobic and/or anti LGBTQ sentiments, sexist and/or ageist statements
Physically attack another student or adult, even if in play, hitting, kicking, scratching, biting, strangling, punching, tripping another student up, for example
Damage or deface school property and/or the property of other students/staff. This includes bring onto the school site chewing gum and dropping it/sticking it to school property
Steal, take other students' or staff possessions, steal school equipment or food/drink from the canteen, hide others' possessions, deliberately upset another student or adult by taking and/or damaging their possessions
Lie- fail to tell the truth or admit to a wrong doing, or makeup a story to blame another student or person
Waste staff time when an investigation over wrongful behaviour is taking place by not complying or by not telling the truth straight away
Smoke and/or anything to do with smoking such as vape, attempting to smoke/vape, bringing smoking/vaping materials onto the school site, hiding smoking/vaping materials materials in the school, hiding or concealing smoking/vaping materials on their own person or giving them to another person to hide
Bring drugs/alcohol on the school site, attempt to take drugs or alcohol on the school site or in the nearby vicinity, attempt to conceal drugs or alcohol on site or give to others to hide, lie about possession of drugs or alcohol on site or in the vicinity of the school
Cause damage to or interfere with school safety systems, tamper with or damage with school safety

equipment
Using the school digital platform or any social media platforms to engage in anti-social behaviour, bullying towards other students (in any school) , name-calling, conspiracy to commit crime, attempt to watch pornography, make or send an indecent image, attempt to or succeed in inducing other students to commit pornographic crimes
Bring any kind of weapon onto the school site, show it to others, or hide it, whether or not there is any intention to use it
Any illegal activity not already listed above

Examples of sanctions used at RMS:

Behaviour issue(s)	Most likely sanction(s)	Consequences
Disrupting other students' learning, defiance, non-compliance with reasonable requests from staff	Seating position changed in class, directed by teacher; move to another classroom, move to Head of Department's class or office. If repeated, On Call duty staff will remove the student from the class and the student will have to work in the school isolation area for at least two lessons.	Departments keep their own records of any sanctions for disrupting the learning of others where students are retained in the subject area. If a student is removed by the On Call attending teacher, a permanent record of their isolation is made by the Behaviour Support officer. A letter is sent home explaining to parents/carers that the student was removed from the lesson and the reason(s) why.
Verbal bullying, including written bullying in texts, social media or school communication platforms. This includes racist statements	Wide range of sanctions depending on the nature of the case and the individuals concerned. Head of Year sanction, such as after school	Heads of Year and other pastoral leaders keep their own records of interventions taken, especially when one-to-one counselling and a

including micro-aggressions, homophobic and/or anti LGBTQ sentiments, sexist and/or ageist statements	detention or community service, followed up by a conversation with parents/carers, can be imposed, up to several days external exclusion, in extreme cases	conversation with parents/carers takes place to support either the victim or the perpetrator. After school detentions are notified to parents/carers, as are one day internal isolations and half or one-day (or more) external exclusions
Bringing on to the school site any materials to do with smoking/vaping	Minimum one day external exclusion. This may be preceded by a day in isolation while investigations are taking place.	Any external (fixed term) exclusion is notified officially to the local authority, it remains on the student's record while they are at the school, and an official notification is posted home to parents/carers explaining what the misdemeanor is and the sanction. Parents/carers must, by law, keep their child at home during school hours. The child must not be seen in any public place during this time.
Bringing onto the school site any kind of weapon, whether or not its use is intended	It is likely that this would lead to a permanent exclusion as the bond of trust between the individual student and the school community would be regarded as permanently broken.	A permanent exclusion means that the student would not return to the school again. Their education would be subject to the decisions of the Local Authority, which would place the child in another setting judged to be appropriate, in order that their education could continue. Parents/carers do not have choice over schooling.

Other school rules:

The school will make rules or policies from time to time to support safety and sensible operation. Details will be on the school website. Any changes to these will be well publicised within the school (via tutor-group messages and other means) and shared with parents via the school web site and the newsletter. Key documents are:

- The ICT acceptable use policy (which details how ICT is to be used by staff and students)
- The uniform policy
- The policy on mobile technology (phones, digital devices etc)

- The Safeguarding and Child Protection policy, including matters concerning FGM, Child Exploitation and the Prevent strategy (this is linked to the Keeping Children Safe in Education national policy document)
- The Behaviour Contract (Good Behaviour Bond) for study visits and trips

Please also see the Covid-19 Annex at the end of this document.

We expect everyone, whoever they are, to be polite on the school site.

Crime The law applies just as much in school as it does anywhere else. Robert May's School policy is normally to report any crime which occurs in school, or in connection with the school community, to the Police. **We will always do this immediately if there is a threat, express or implied, of any form of violent crime, abuse of any kind, where others outside school are believed to be involved, where there is any involvement with weapons, illegal substances, terrorism or improper use of the internet.** Where we report suspicions about a particular student to the Police, we will inform (but not ask permission of) the parent(s)/carer(s) as soon as possible, unless we are specifically asked by the Police to hand responsibility for this to them: in which case the Police will decide when and how to involve parents/carers.

The school will cooperate positively with the Police in investigating crime whether or not this has occurred in school. We will pass basic details of students to them when asked and we will provide careful and objective information about our experience of a particular student when asked to do so. We will also provide professional references and statements about a student when asked by a court or a lawyer: such "expert witness" statements will always be honest and objective and careful never to take sides.

Mitigation: issues may be seen as less serious and less strong sanctions may be applied if any of the following factors were involved:

- Special educational need- no protected characteristic allows any person to be rude or aggressive towards another. However, in estimating the amount of harm that has occurred to an aggrieved party, the school will also assess the level of understanding that the alleged perpetrator has, and their ability to respond appropriately. This section is in accordance with the Department for Education School Exclusion guidance.
- Provocation – there were circumstances or events which made it more difficult for someone to avoid the poor behaviour (e.g. a physical assault was provoked by insults, or a student was under pressure)
- Self-defence – the behaviour was (fully or partly) an attempt to defend against or respond to the poor behaviour of others. Self-defence may not be a complete mitigation. For example, if a student was defending themselves initially, but goes on to continue a fight with the person who

“started it” they may still be liable for sanctions.

- “Spur of the moment” – where things “just happened” without planning or the opportunity for thought
 - Co-operation to resolve the issue – a student seeks to be open and truthful (e.g. admitting guilt) to aid a swift and fair result when poor behaviour has occurred
 - Remorse – a student recognises their wrongdoing and is determined that it will not happen again
 - Reduced capacity to avoid poor behaviour – while special educational or emotional needs can never excuse poor behaviour it can be appropriate to recognise that these were a contributory factor e.g. if a student was less likely to be able to understand the likely consequences or less able to control a developing situation
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The school’s procedure for investigating and dealing with instances of extreme poor behaviour

1. When notified of a misdemeanor, the nearest teacher on duty/teacher who has observed the misdemeanor writes an incident report.
2. Incident reports are completed digitally and shared with the student’s Head of Year and any other appropriate staff
3. The level of incident determines the sanction. For example, if a student swears at a teacher and refuses to do as they ask, the teacher who has been sworn at completes the incident report and the student is removed from the classroom by the duty on call officer
4. If an incident takes place during break time, lunch time, or after school, CCTV recordings are used to pinpoint the incident as well as the written incident report
5. Serious incidents, for example, where physical violence is involved, are escalated to the Leadership team immediately. They are copied into the incident report, the student(s) are isolated apart from each other, and they are given an opportunity to write their own account.
6. If a student is unable to write their own account, for example, because they are so upset, or because their handwriting is illegible, they can dictate their account to the teacher who is interviewing them- this is usually a senior member of staff.
7. Students are asked to remain calm and are given time to reflect when they are asked to write down their own account of the incident.
8. Incident reports from staff and student accounts are collated from several witnesses, if several people were involved.
9. All incident reports, student accounts and witness accounts are taken to a member of the leadership team for consideration of a fair sanction that reflects the seriousness of the incident and the types of sanction used historically for same/similar incidents. Care is taken to understand the nature of any students with Special Educational Needs or Disabilities, whose understanding of school rules may vary.
10. If leadership team members think there is a likelihood that the sanction will involve external exclusion of any length, they take the matter to the Headteacher.

11. The Headteacher is the only person in the school who can authorise an external fixed term or permanent exclusion.
12. By scrutinising the accounts, incident reports and offending student's previous record, the Headteacher will determine the exclusion(s) to be applied. The Headteacher will also consult with the student's Head of Year about the student's character and whether or not the incident was typical or rare for that young person.
13. If the Headteacher determines that an external exclusion should take place, the student's home is telephoned by a member of staff, and the incident and sanction is explained.
14. Once the Headteacher has deliberated about an external exclusion, their decision is final and is not negotiable.
15. The school follows the national (England) School Exclusions Policy document and works with the Local Authority (Hampshire) Inclusion team to ensure that students who have SEND or who are at a grave disadvantage are not treated unfairly. Due care and attention is given to Equalities law and to avoid discrimination, or bias.
16. A formal letter which is based on a Local Authority template, is sent to the student's home, and copied to the Local Authority. In addition, the Behaviour/Discipline Trustee of the school's Board is informed. The letter contains information about how an external exclusion can be appealed and describes any rights the parent/carer may have.
17. There are national laws about the number of days of external exclusion in a year that are permitted before other rights are triggered. This information is in:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

18. On returning to the school after a fixed term period of exclusion, the student and a parent are asked to attend a reintegration meeting. At this meeting, the student is given the opportunity to reflect on what went wrong, how it could have been avoided and what to do in future to avoid a similar situation. The student and parent/carer can also discuss whether or not other support may be required in order to keep behaviour to a high standard. Other support can include individual tutor support, mentoring, anger-management counselling, general counselling, Emotional Literacy Support Access, and/or a referral to Child and Adolescent Mental Health services.

Covid-19 Annex:

We have taken a number of measures in accordance with government guidance to ensure that education for students is as safe as possible during the current pandemic. Everyone needs to acknowledge that certain behaviours could increase the risk to others- both to other students and to other staff- and then possibly, in the wider community itself. This would be devastating. We do not want students to be careless about this, and will be reminding them continually of the rules. For the avoidance of doubt, we are publishing here the set of rules that must be followed at this time, until there is a Covid-19 vaccine, or until the virus is less likely to lead to hospitalisation and serious health complications for vulnerable people.

It is essential that these rules are followed:

- **Students MUST stay away from school if they are feeling slightly unwell with any symptoms, but specifically, fever (high temperature), continuous cough, loss or change in smell/taste. Parents/Carers must email the school before 8.00am to explain that their child is ill. Parents/Carers are asked to arrange for their child to be tested for Covid-19 immediately. The school will mark the student's absence as a medical (sickness) absence.**
- **Students MUST stay away from school if they are in quarantine from visiting another country, or if they have another household member who is suffering from or is suspected of suffering from Covid-19 symptoms, or who has returned from a quarantine country.**
- Students MUST wash their hands thoroughly on entering the school site
- Students MUST sanitize their hands on entry to classrooms
- Students MUST sit in the seats that have been allocated to them by their teachers in the classroom
- Students MUST follow the school's one-way system always when on the school site and specifically when walking to/from break time or lunch time
- Students MUST remain 2m away from any/all adults in the school at all times, unless there are other mitigations in place, for example, the adults are wearing PPE
- Students MUST clean/disinfect shared equipment such as laptops/chrome-books as directed by their teachers
- Students MUST remain in their allocated year group tutor rooms, outdoor play areas and eating/food queuing areas
- Students MUST wash their hands before and after eating
- Students MUST obey the rules laid down by Hampshire Schools Transport for travelling on school buses. For example, if they are asked to sanitize their hands on entry to the bus and/or if they are asked to wear face coverings while travelling on the school bus or taxi, they MUST do so.
- In the event of a lock-down, or the school/government requiring some students to continue their education at home, students MUST engage with the learning that has been prepared by teachers and LSAs, through the school's Google classroom platform and through receiving live-streamed Microsoft Teams lessons.
- If students do not have the equipment at home to continue learning remotely, they MUST tell their Head of Year or ask their parents/carers to do so. The school will make arrangements for appropriate IT equipment to be loaned to that household.
- Students MUST NOT share food or drink
- Students MUST NOT spit at any time
- Students MUST NOT share books or equipment unless they are directed to do so by the teacher because of the nature of the learning activity in class
- Students MUST NOT try to socialise with students from other year groups
- Students MUST NOT come within 2m of staff unless the staff members are wearing PPE
- Students MUST NOT act in any way that deliberately puts another member of the school community at risk of contracting COVID-19.

The school will publish these rules to students and their families in advance of students' return to school in September. Sanctions (punishments) for not following the rules will be severe. This is because failing to follow the measures that we have been told to put in place by the government could put

individual students, staff and community members at risk, needlessly. Everyone at our school is asked to recognise that there are individuals present - both students and staff- with serious health concerns for whom breathing difficulties and hospitalisation associated with Covid-19 would be frightening and could lead to life-changing conditions or worse.

We thank you for accepting these rules, supporting your child to comply with them and helping everyone to be responsible for their own safety and the safety of others.

Updated and revised: J West/Drive/ Behaviour Policy updated August 2020