



POSITIVE BEHAVIOUR MANAGEMENT (INCLUDING SANCTIONS & EXCLUSIONS) POLICY

This policy applies to the whole school

The Policy is available to the school staff via Staff Share

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations and the National Minimum Standards (NMS) for Boarding Schools, currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Signed:

Policy Agreed: September 2024
Date Published: September 2024
Next Review: September 2025

Dr T Okano
Headmaster

Mr J Sugiyama
Chair of Governors

Legal Status and Guidance Documents: The Independent School Standards Regulations (DfE: currently in force); Behaviour in schools (DfE: in force September 2002), along with the following:

- [Keeping Children Safe in Education](#) (KCSIE: September 2024)
- [Working together to safeguard children](#) (DfE: Updated 2023)
- [Working together to improve school attendance](#) (DfE: Updated 2024)
- [Behaviour in schools Advice for headteachers and school staff](#) (DfE February 2024)
- [Behaviour and discipline in schools: guide for governing bodies](#) (DfE: Updated 2015)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#) (DfE September 2021)
- [Equality Act 2010: Guidance](#) (DfE: Updated 2015)
- [Teacher's Standards](#) (DfE: Updated 2021)
- [Special Educational Needs and Disability Code of Practice](#) (DfE: Updated 2020)
- [School Suspensions and Permanent Exclusions](#) (DfE: Updated 2023)
- [Use of reasonable force in schools](#) (DfE: Reviewed 2015)
- [Searching, screening and confiscation at College](#) (DfE: Updated 2023)
- [Minimising and Managing Physical Restraints](#) (DfE July 2012)
- [Reducing the need for restraint and restrictive intervention](#) (DfE June 2019)

Rikkyo School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

- [Creating a culture: a review of behaviour management in schools](#) (DfE: Updated 2020)
- [Respectful school communities: self-review and signposting tool](#)

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

Related Documents:

- Anti-bullying (Countering Bullying) Policy
- Safeguarding Children – Child Protection Policy
- Restraint and Intervention Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Personal, Social, Health and Economic Education (PSHEE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy

Appendices:

1. Pastoral Process and Records
2. Rikkyo Code of Conduct
3. Boarding Sanctions and Rewards
4. Classroom Behaviour Management Flowchart
5. Promoting Positive Behaviour
6. Prep School Behaviour Policy
7. Searching and confiscation

Statement of intent

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end, we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, using bad language, committing vandalism or theft, which undermines these aims.

The Rights and Responsibilities of Students

Rikkyo School believes that as a student they have the right to:

- develop to their full potential in every area of School life;
- be treated fairly and with respect;
- be safe;
- be heard and understood.

The following responsibilities need to be accepted:-

- to respect the needs, feelings and property of others;
- to act in a way which helps the student and others to gain the most they can from the School;
- to work hard themselves and ensure they do nothing to disrupt the learning of others;
- to ensure that they do not threaten other students or make them feel uncomfortable;
- to be punctual;
- to respect the instructions of the School staff;
- to complete work when they are asked to;
- to adhere to the School dress code;
- to help other members of the School community, particularly those who are new or younger than themselves;
- to take care of the School environment;
- to uphold the good reputation of the School.

Aims: The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility within the School. In having rules, we aim to ensure the health and safety of the children whilst providing a happy and stable environment for students and staff. We aim to teach and support the children to behave in socially acceptable ways

and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The purpose of this Policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Be aligned with the School's legal duties and standards relating to the welfare of children;
- Ensure high standards of behaviour are promoted and maintained.

Code of Conduct

It is a primary aim of our School that every member of the School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and good relationships, so that people can work together with the common purpose of helping everyone to learn. This Policy supports the School community in aiming to allow everyone to work together in an effective and considerate way. The School expects every member of the School community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This Policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community. The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Care for Others:

- All students of the School should show consideration, courtesy, respect and sensitivity to one another, to the staff, to visitors to the School and to those of the public they come into contact with. The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately (Please see School Anti-bullying Policy.). Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and an appropriate course of action decided upon, support should also be extended to him or her in the form of assistance from one or more of the following; the Head of Lower School, Head of Middle School or Head of Year (Years 9, 10 and 11), the School Counsellor, the appropriate Tutor or outside agencies. Both the alleged victim and perpetrator student receive appropriate support (Please see Safeguarding Policy).
- All students of the School must not have inappropriate physical contact with one another (Please see Physical Contact Policy).

Expectations

- Encourage the development of personal independence and responsibility.
- Our School is opposed to discrimination on the grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, gender reassignment, or academic or sporting ability. These factors are taken into account in the care of all children at Rikkyo School so that care is sensitive to different needs. We believe that such discrimination, including the use of discriminatory language is contrary to justice and equality and undermines respect and co-operation amongst individuals.
- This school is opposed to any form of open, or concealed, racism or racist behaviour.
- All students in the School have the right to the best possible education regardless of ethnic origin, colour or religion and belief.
- All staff and parents of children in the School have a right to be treated equally regardless of ethnic origin, colour or religion.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children are responsible for their property and should avoid bringing valuables or cash to School. Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage. Our school makes

the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

The Role of the Headmaster

The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the School, having responsibility for maintaining day-to-day discipline in the School, which will include making rules and provision for enforcing them. The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour, **and thus should take responsibility for implementing measures to secure acceptable standards of behaviour**. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster who:

- promotes self-discipline and proper regard for authority among students; has a consistent approach to behaviour management; has clear, well organised working practices along with maintaining its facilities to a high standard;
- encourages good behaviour and respect for others and prevents all forms of bullying students; ensures that the standard of behaviour is acceptable; regulates the conduct of students;
- provides support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours; provides staff development and support; liaises with parents and other agencies;
- includes issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students;
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- ensures a strong school leadership; supports teachers with classroom management; implements behaviour strategy and the teaching of good behaviour;
- has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling students' behaviour where it may require additional support;
- is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarises new staff members with the School's Behaviour Policy and guidelines for behaviour;
- takes appropriate disciplinary action against students who are found to have made malicious accusations against staff and fulfils its duties under both the *Equality Act 2010* (HM Government: 2010)
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015).
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Headmaster should ensure the School's approach to behaviour meets the following National Minimum Standard (aligned with Ofsted's 'good' grade descriptor):

- the School has high expectations of students' conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment;
- School leaders visibly and consistently supporting all staff in managing student behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve student behaviour and support is provided to all students to help them meet behaviour standards, making reasonable adjustments for students with a disability as required;
- student behaviour does not normally disrupt teaching, learning or School routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the School community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care as the first point of contact. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the School if needed. The School has clear policies concerning

teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. Depending on the age of the students, these include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headmaster and a rewards point system.

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in students and to apply behaviour management strategy fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline. The School has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff need to recognise that codes for interacting with other people vary between cultures. (Please see SMSC Policy). All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy, and uphold the whole-school approach to behaviour.

The Right to Learn in a Calm and Undisrupted Atmosphere

Students should be encouraged to move from lesson to lesson quickly, but calmly so that they are punctual. They should line up outside the classroom quietly and wait for the teacher to arrive. To benefit fully from lessons, students should have all necessary equipment and books.

All work submitted should reflect a student's best efforts. Work that is badly presented or well below a student's capabilities is unacceptable and will be returned to the student in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour is not permitted. Students are encouraged to raise their hand if they wish to be listened to in class.

Care for Ourselves and the Environment

In these areas the School's goals are achieved when students: -

- Listen to and obey all safety instructions given by adults on the School site or any school trip;
- Put any litter in bins provided;
- Leave dormitories and classrooms clean and tidy;
- Adhere to the School uniform/dress code;
- Hand any medication brought into School to either the student's houseparent or school secretary (this excludes asthma inhalers and epipens). Relevant paperwork must be completed by parent/carer;
- Take care of their personal hygiene.

Students of the School must not:

- Bring knives or potentially dangerous objects, such as fireworks or cigarette lighters, into School or on School journeys;
- Bring any over age electronic games or DVDs into School without permission from School;
- Damage property or write graffiti on School property. If damage is caused, because a student has disobeyed instructions, a charge may be levied;
- Bring alcohol or tobacco to school, smoke or consume alcohol at School or on school trips/journeys;
- Bring or consume chewing gum at school, unless given permission in exam time by a teacher;
- Bring any drugs (other than prescribed or agreed medication) onto the School site or on school site journeys.

The School is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs or alcohol on School premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Promoting Positive Behaviour

Our approach to promoting and sustaining positive behaviour is based on a policy of rewards, reflection and sanctions.

- we recognise the importance of celebrating positive behaviour and achievement and appreciate that positive reinforcement can sustain good behaviour;
- Students will reflect with a teacher on behaviour / incidents during the school day;
- Students will reflect with a houseparent regarding behaviour / incidents in the boarding house;

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- we will enforce sanctions if students are involved in inappropriate behaviour. We have in place a range of sanctions, which will vary in their level of severity depending on the behaviour.

This Positive Behaviour Policy is designed to bring greater coherency and continuity to our approach to student behaviour. The emphasis of our approach is placed firmly on developing relationships and facilitating positive behaviour among our students. **While our policy aims to achieve this by a combination of rewards and sanctions, it also incorporates flexibility and judgement, enabling individual cases to be treated on their own merit. It is important that both these aspects exist in tandem.**

This Policy should be read in conjunction with other School policies including: Online Safety and Mobile Technology Policy, Anti-Bullying Policy.

Rewards and Recognition

It is important that good behaviour is rewarded and acknowledged just as instances of bad behaviour are challenged and sometimes punished. The School has developed a rewards system that aims to **encourage, promote and improve behaviour**. All behaviour point totals are available for parents to view (for their child) via the parent portal.

The Rewards and Recognition System includes;

- ✓ Positive affirmation, including positive reinforcement and encouragement, by all teachers in the classroom and during extra-curricular activities;
- ✓ Departmental Rewards and Recognition e.g. 'Scientist of the Month', 'Player of the Match';
- ✓ Positive and encouraging comments when at all possible;
- ✓ Awards and prizes distributed at celebration assembly;
- ✓ Letters home from subject teachers outlining good quality work or behaviour;
- ✓ Letters home from tutors outlining good quality work or behaviour;
- ✓ All students will be given the opportunity to earn points throughout the week during lesson time. Students will be graded on their behaviour by their subject teacher. These will be awarded by **all** staff at their discretion. An accumulation of these points will result in a rewards afternoon at the end of each term.
- ✓ Headmaster commendation can be given to students nominated by their tutor for exceptional school values.
- ✓ Items posted on the school website and Twitter (not including individual students' names);
- ✓ Congratulations in School in both celebration and weekly internal assemblies;
- ✓ Elections of Prefects and members of the School Council – via reward system – *sanctions would mean that prefect status would be lost.*

Rules and Learning Behaviours

Every community creates a set of rules which hopefully preserves good order, ensures safety, and balances the needs of that community with those of the individual. They are founded upon common sense and are intended to both encourage positive behaviour and foster positive relationships.

A student's presence in the School is taken as implying his/her consent and that of his/her parents to the rules.

Positive classroom behaviour includes:

- Students setting high expectations in terms of behaviour, effort and personal academic outcomes;
- Students being self-motivated, curious and willing to engage positively with their teachers, classroom support staff and their peers;
- Students adopting a 'can do' attitude, where difficulty is regarded as a learning opportunity and perseverance is celebrated;
- Students seeking to improve and never settling for anything below their potential;
- Students planning and organising their time so that submission deadlines are met;
- Students self-evaluating their performance and establishing strategies for improvement.

Rikkyo School strongly encourages an ethos and culture where by the support of parents is always sought and there is clear communication with parents. Parents play a vital role in promoting positive behaviour and it is important that the School and parents work in tandem to address inappropriate behaviour or academic under-performance.

We recognise that this partnership is crucial in supporting the child and preventing a deterioration of behaviour, which could ultimately impede the progress of the student(s). Early detection of potential problems enables speedy and more effective remedies.

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The importance of the School/parent partnership cannot be over-stressed. It is through an effective partnership that we can ensure that young people are given the necessary support to facilitate their academic, personal and social development.

Challenging Unacceptable Behaviour

A high-trust culture and the existence of very positive relationships in school means serious incidents of unacceptable behaviour are infrequent. However, a key component of this Policy is to have clear and effective guidance for dealing with unsatisfactory behaviour.

The School places a great deal of emphasis on building positive relationships, where students see their teachers and tutors as playing a key role in helping them develop as young people, allowing them to achieve their full potential. We take a common-sense approach to sanctions and use judgement when deciding the best way to challenge unacceptable behaviour and repair relationships. However, deliberate and serious acts of indiscipline will be sanctioned appropriately.

In instances of unacceptable behaviour, the responsibility for the sanction lies with the teacher or member of staff that is in the classroom or is on duty during the school day, or with the Houseparent if the matter relates to the boarding house. Repeated or serious unacceptable behaviour should always be reported to the Tutor, Senior/Prep Co-Ordinator and in extreme circumstances, the Director of Studies or the Headmaster.

In order to maintain the positive culture within the school, restore a calm and safe environment and to prevent the recurrence of misbehaviour, said misbehaviour must be challenged and a response made. The purpose of this response may be:

- **Deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school;
- **Protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk;
- **Improvement:** to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Levels of Unacceptable Behaviour

Warning Level Incidents

Warning Level negative behaviour examples:

- Low level disruption:
- talking over the teacher/ others
- not on task
- minor misuse of equipment
- minor misuse use of ICT
- minor inappropriate language

Dealt with by: Teacher

Action: Verbal warning by teacher

Negative Level 1 Incidents

Level 1 negative behaviour examples:

- Repeat of behaviour that has already been given a warning.
- Non-adherence to the 'no physical play' policy
- Throwing items
- Misuse of school equipment and ICT equipment
- Misuse of ICT equipment
- Persistent lateness to lessons
- Rudeness to another student/ member of staff
- Repetition of inappropriate language

Dealt with by: Teacher or member of staff involved, tutor if in unstructured time.

Action:

- 1) Teacher or member of staff to enter onto CPOMs and -1 on iSAMS.
- 2) Teacher report for 2 lessons. Teacher to keep this report. If during unstructured time (ie break time), a tutor report for two days.
- 3) Teacher to discuss incident with Head of Department.

Negative Level 2 Incidents

Level 2 negative behaviour examples:

- Level 1 received in a subject while on 2 lesson Teacher Report for that subject
- Highly inappropriate/ malicious language
- Repeated rudeness to another student/ member of staff
- Persistent breaches of uniform rules
- Breaches of department rules on health and safety, especially practical subjects
- Deliberate misuse of mobile phone at any time in accordance with the School Online Safety Policy
- Persistent unauthorised lateness over a period of time- 3 weeks
- Physical behaviour that has a possibility to cause injury to themselves or others
- Attitudes and behaviours that contribute to relationship issues

Dealt with by: Head of Department and Teacher (classroom), member of staff and Head of Year (unstructured time)

Action:

- 1) Teacher or member of staff to enter onto CPOMs and -2 on iSAMS.
- 2) Teacher or member of staff to contact parents regarding incident.
- 3) 20 minute lunch detention with teacher or member of staff
- 4) Teacher or member of staff to complete reflection sheet with student
- 5) Head of Department Report (1 week). Head of department to meet with student at end of week to review. If during unstructured time, Head of Year Report (1 week). Head of Year to meet with student at end of week to review.

Negative Level 3 Incidents

Level 3 negative behaviour examples:

- Continued poor behaviour while on 1 week Head of Department or Head of Year Report
- Persistent level 1 and 2 behaviour- 10 level 1's or higher during a period of time (maximum of one half term)
- Indirect verbal abuse of staff (eg. while walking away)
- Serious breaches of online safety policy
- Bullying
- Vandalism and graffiti
- Smoking (including vaping and e-cigarettes) or consuming alcohol on the School sites. This also applies to any school trips (UK and abroad) irrespective of local law, students in uniform outside of School and Boarders at any time during the school term;
- Leaving school without permission
- Minor theft
- Physical actions with intent to harm or actual harm
- The use of a mobile phone to record other students/ staff
- Refusal to obey safety instructions from a member of staff

Dealt with by: Teacher, Head of Department and Head of Year

Action:

If only to do with one subject:

- 1) Teacher or Head of Department to enter onto CPOMs and -3 on iSAMS.
- 2) Head of Department meeting with parents and student.
- 3) 20 minute lunch detention with Head of Department
- 4) Head of Year report (2 weeks). Student to carry report, meet with Head of Year daily.

If involving multiple subjects or during unstructured time:

- 1) Staff involved or Head of Year enter onto CPOMs and -3 on iSAMS.

- 2) Head of Year meeting with parents and student.
- 3) 20 minute lunch detention with Head of Year
- 4) Head of Year report (2 weeks). Student to carry report, meet with Head of Year daily.

*Head of Year will determine if poor behaviour while on a Level 3 requires escalation.

Negative Level 4 Incidents

Level 4 negative behaviour examples:

- Continued poor behaviour while on two-week Head of Year report
- Direct verbal abuse of staff
- Violence or threatened violence against students/ staff
- Malicious vandalism
- Repeated breaches of School rules
- Malicious accusations against School staff
- Reckless or dangerous behaviour
- Repeated defiance of School Online Safety Policy
- Behaviour which causes significant damage to School property or another students' property
- Fighting, encouraging others to fight, use of mobile phone to record a fight
- Serious bullying
- Serious theft
- Use, possession or supply of illegal substances in School, on school trips or in uniform. This will also apply to any school trips (UK and abroad) irrespective of local law.
- Very serious breaches of the E-Safety Policy and in doing so bringing the name of the School into disrepute
- Possession, use or threat of an offensive weapon
- Harassment of a student or staff member
- Other incidents deemed very serious by the Director of Studies, Head of Boarding, or other members of the Senior Leadership Team such as Head of Year.

Dealt with by: Teacher, Senior Management Team, Head of Year

Action:

- 1) Staff involved to Enter onto CPOMs and -4 on iSAMS.
- 2) Senior Management Team (SMT) member and Head of Year meeting with parents and student.
- 3) Decision made by SMT regarding incident

Negative Level 4 Sanctions may include:

Suspension

A very serious breach of school rules may result in a student being suspended from School, for a maximum of two weeks. Should it be decided that in the students' best interests a suspension period within school would be a more appropriate consequence, an **Internal Suspension** will be the course of action taken. Parents will be required to attend a suspension meeting with the Headmaster, or another member of the Senior Leadership Team, such as the Head of Year where the reason for the suspension is explained. The student will also join the meeting and will have an opportunity to explain their behaviour (Please see Exclusions Policy). To avoid disruption to the suspended students' learning, adequate work will be set during the period of suspension. The student will be supported by relevant pastoral staff and their tutor on their return to School following suspension.

Permanent Exclusion

We may consider it inappropriate to re-instate a student who:

- Threatened or committed violence against other student/s or staff;
- In possession of/ distribution of/ selling of illegal drugs;
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority;
- Engaged in sustained bullying of other students

(Please see our separate Policy on Exclusions for more details).

Students with special educational needs and disabled students: We appreciate at Rikkyo School our children with special educational needs. Particular consideration will be given to those students with special educational needs or disability when considering certain behaviours and appropriate behaviour management responses. Any preventative measure should take into account the specific circumstances and requirements of the student concerned. The School must take account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in this Policy, behaviour modification strategies and requesting external help with the child. *With reference to the Behavioural Management Policy, we recognise the importance of the EHC Plans and will ensure that they are enacted correctly¹.* We comply with the Equality Act 2010, and through the implementation of our Single Equalities Policy ensure that our policies and practices provide our students with an enriched education that will set them up for the future.

Behaviour outside School (See Behaviour Management on Educational Visits and Off-site Activities).

Student's behaviour outside School on school or educational visits and sports fixtures is subject to this Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in School. Parents sign an agreement before students attend residential visits which acknowledges; in cases of serious bad behaviour, they will collect their child from the venue.

Behaviour of Parents/Guardians/Visitors on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children when on the School premises. Parents must, on arrival at the School, report immediately to the School Office. They may not wander around the School premises unaccompanied. Parents are not allowed unescorted in the boarding houses. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary, with another member of staff in attendance. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the School during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching, and appointments must be made. If there is a court order (or Japanese equivalent) against a parent seeing their child, the School will abide by the conditions of the order. For example, a parent who has been banned from entering the School premises is trespassing if he or she does so without permission and the Police will be called. A note must be written if a student must be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The student is then signed out and back in again on return. Parents should not approach other parents on the School premises concerning external matters. Matters concerning students in the School should be handled objectively through the School and not solely between parents.

Organisation and Facilities

Within the organisation of the School, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be as personally adequate, socially competent and as independent as their potential will allow.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly. Training is in accordance with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF), together with the reformed suite of National Professional Qualifications for those UK nationals working in the School.

Support systems for students, parents and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the School and the child's parents to provide additional support. Rikkyo School also has access to educational psychologists and the educational welfare service at the local authority. The School has a good

¹ Japanese students at RSIE are not entitled to EHC Plans

working relationship with the local authority and complies with their safeguarding procedures.

Contextual Safeguarding

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concern with the DSL without delay.

Recording

A copy of all discipline letters is kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports². However, in the case of serious and/or persistent misdemeanours there is an obligation for the School to record the transgression(s) on the transfer report. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way. The School expects every member of the School community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This Policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community. The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The School policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a student during any activity whether or not within the School premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- Corporal punishment;
- Any form of hitting of a child (including hitting a child in anger or retaliation);
- Deprivation of food or drink;
- Enforced eating or drinking;
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline;
- Requirement to wear distinctive clothing;
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headmaster of the School immediately.

Remember, these guidelines will protect you, the children and the School. Failure to comply may well be interpreted by the School as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Intervention

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and recorded in the child's personal file. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

² Japanese equivalent

Other Agencies

Rikkyo School has access to Counselling facilities, educational psychologists and the educational welfare service at the local authority. The School has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations

If an allegation is determined to be unfounded, the School may refer the matter to Children's Social Care to decide whether the student concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will temporarily or permanently exclude the student. Malicious accusations against our staff are not acceptable and are taken very seriously. Our School takes disciplinary action against students who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Appendix One

PASTORAL PROCESSES AND RECORDS

The Pastoral Team can be notified of an issue/concern by verbal discussion; email; meetings; notes or the recording of an incident on CPOMS. Whenever we are informed or approached about an issue, we ensure that we deal with it correctly and we use all the available resources/staff to do so. We often consult and receive valuable advice from our network of Therapists.

The Pastoral Team are available to discuss matters daily.

Any issue/concern reported to The Pastoral Team will be reported on CPOMS. The Pastoral Team will discuss the concerns during a weekly Pastoral meeting. Planning and proposed interventions will be decided during this time. Reviews of previous interventions will also be discussed.

CPOMS

When a member of staff witnesses an incident, or feels concerned about a student or students, they can talk to any member of the Pastoral Team and are required to log the incident on CPOMS. If the matter is regarding a student and another member of staff, this should be reported directly to the Headmaster.

Once the incident has been logged and forwarded to the correct person, the member of staff involved in the incident will find time to speak with the student/students and reflect with them. This discussion will enable the student, or students, to reflect of their actions.

The pastoral team will meet and audit the incidents logged on CPOMS and then decide if any further action is then required.

Appendix Two

CODE OF CONDUCT

At Rikkyo School, we believe that Positive Behaviour is achieved through our CODE OF CONDUCT with our core value of **RESPECT**. Our core value of **RESPECT** means:

<i>Responsibility</i>	<i>We value doing the right thing</i>
<i>Effort</i>	<i>We value trying our best</i>
<i>Success</i>	<i>We value personal achievement</i>
<i>Perseverance</i>	<i>We value determination & grit</i>
<i>Equality</i>	<i>We value our diversity</i>
<i>Community</i>	<i>We value our positive relationships</i>
<i>Trust</i>	<i>We value each other</i>

Responsibility - We value doing the right thing

We expect that students in all situations will do the right thing and be kind at all times. As such, behaviour both in and out of school, must always be such as to bring credit to the student and to the School. Good manners and good taste whether in language, dress or demeanour will be expected. Students should speak to a member of staff if they are aware of unacceptable behaviour, especially bullying type behaviour or if the safety or welfare of a student is at risk.

Effort-We value trying our best

To succeed and fulfil their potential students must try their best - Nothing Achieved Without Effort. Students should participate fully in lessons. Effort should be put into all homework tasks. We also encourage students to try their best through involvement in extra-curricular activities and value participation and excellence in equal measure.

Success- We value personal achievement

With effort, every student can enjoy success. In every aspect of school life, students are encouraged to set high personal goals and with effort and commitment students should try to achieve the success and rewards they deserve.

Perseverance-We value determination and grit

We encourage our young people to display grit, determination and perseverance, rising to the different challenges throughout their school career.

Equality-We value our diversity

We value our diversity and are determined to ensure that every member of the school community is treated with respect.

Community-We value our positive relationships

We are all responsible for making a positive contribution to the School community, helping to foster and strengthen the very positive and friendly relationships that exist. We value the role played by parents, Friends of Rikkyo School and the Shrewton Village in strengthening our sense of community.

Trust-We value each other

We encourage every member of the School community to act with integrity, reliability and fairness. We value and trust each other.

Appendix Three

BOARDING SANCTIONS AND REWARDS

Code of Conduct:

It is a primary aim of our school that every member of the School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and good relationships, so that people can work together with the common purpose of helping everyone.

Sanctions:

- One to one talk with Houseparent or lead member of staff, leading to:
 - Student to consider solution;
 - Staff member imposing sanction;
 - Head of Boarding or Headmaster imposing sanction (suspension, exclusion).

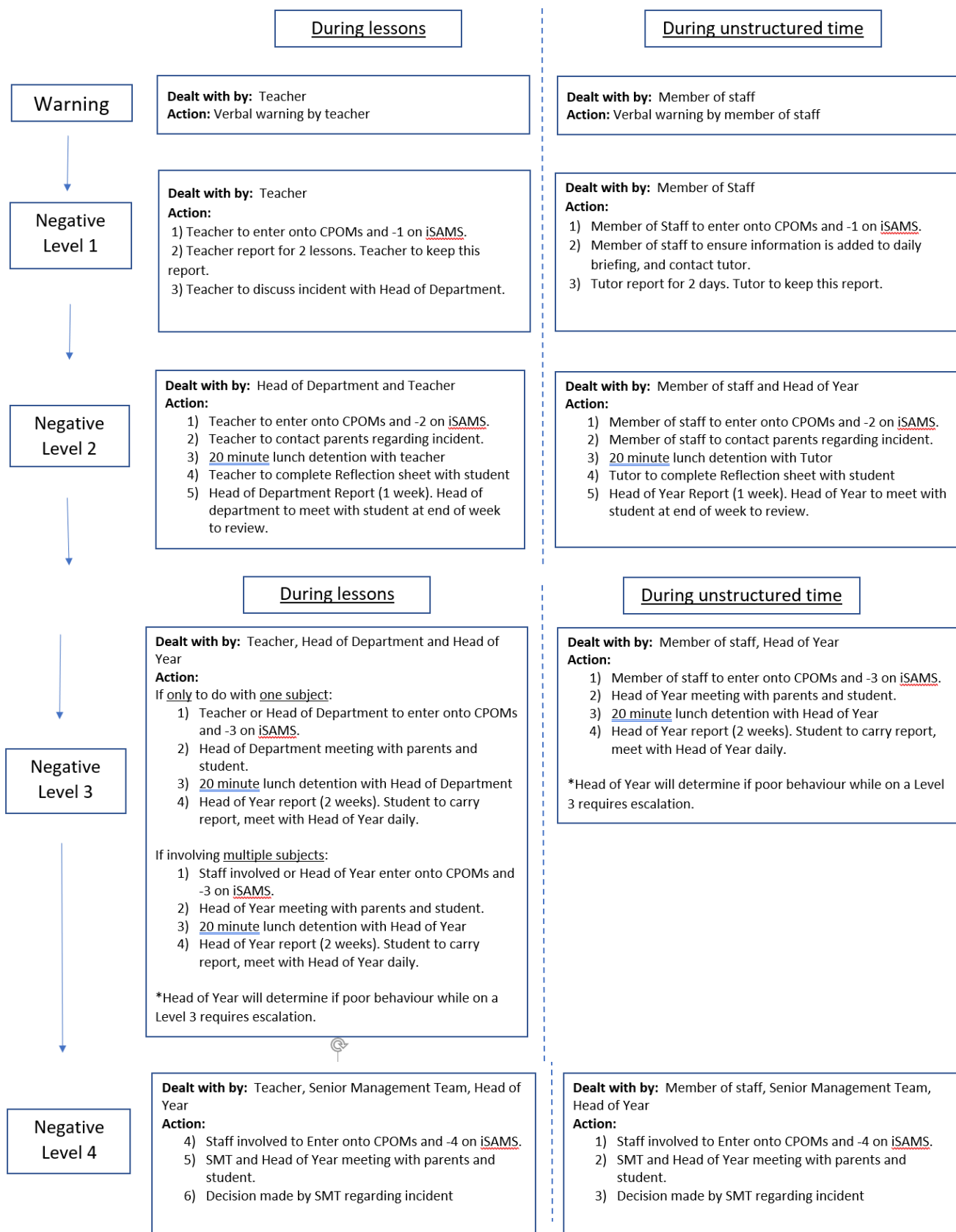
- Sanctions include: (for a set period of time)
 - Mobile phone / electronics removed (apart from student telephoning home);
 - Computer / tv time removed;
 - Opportunity of walking to the local shop removed;
 - Opportunity of off-site activities removed;
 - Removal from clubs or other in-house /on site activities;
 - Total or partial loss of tuck at weekend;
 - Early bed time imposed;
 - Shoe cleaning chore for all students in dorm.

- Parent to be contacted and informed about sanction
- Let student know the outcome – always include the student
- Offer new structures and daily updates.

Rewards:

- Student of the week
 - Named certificate in Celebration Assembly
 - Chocolate bar or snack
- Allowed a later bedtime
- Verbal praise
- Awarding of Boarding Points
- Trip out
- End of Term trip
- Prize.

Appendix Four
Behaviour Management Flow Chart



Appendix Five

PROMOTING POSITIVE BEHAVIOUR

Years 7-11

Positive behaviour points

This is split into two areas, academic behaviour points and social behaviour points. All teachers can award these to a student that has repeatedly gone above and beyond in their lessons.

All members of staff in school can award social behaviour points if they deem it appropriate. For example; kitchen staff can award a social behaviour point for a student that they notice is always polite, who remembers their manners and is helpful. To award this please see the School Administrator, who will input it onto iSams.

Boarding points

Points are also available to boarders and can be awarded by Houseparent's for repeated good behaviour and being an asset to the house.

Rewards afternoon

At the end of each term tutors will look at each students' points, and students will be given either a gold, silver or bronze reward based on their positive points accumulation through that term. Rewards can include movie afternoon, bouncy castle, trampoline park etc.

Commendation

At the end of every week, the Tutors for that year group will pick one student to receive the tutee of the week award. This student will receive a certificate and will be announced in Celebration assembly.

Boarding parents also have the ability to give a commendation to a student who they deem appropriate and award in a similar way.

School and boarding prizes cannot overlap

Headmaster's commendation

All tutors have the opportunity throughout the year to recommend a student to the Headmaster who they believe has upheld all Rikkyo values, has practised impeccable behaviour and shown that they are an asset to the school community.

Appendix Six

PROMOTING POSITIVE BEHAVIOUR

Junior School

The Junior School behaviour management policy mirrors that of the Middle and High School, using a system that is age appropriate. Dojo points can be awarded for showing: kindness, helpfulness, politeness, resilience and best effort. The number of points earned will be known by parents who use the Dojo app.

Negative behaviour (which will not be shared with parents through the app) reflects the Senior School categories and behaviour policy but can be adapted at the discretion of the teacher and Head of Prep School, for example the initial sanction will be a loss of Dojo time. Other sanctions can include children missing their playtimes to be with the reporting adult, apology letters, detentions, cleaning up, etc.

Rewarding Positive Behaviour

Dojo Time is rewarded where children can pick a variety of exciting and fun activities off a Menu Board. Dojo time of 30 mins is given each week but can be lost due to negative behaviour (See the minutes listed above.)

Dojo treats must be earned by gaining a minimum of 25 points in each week (e.g. treat-size chocolate bar/pencil/small toy). This privilege of a treat will be lost if a child gets a Negative 2 or 3 Dojo.

When a student has received 150 or more positive behaviour points in a half term, they will receive a commendation from the Headmaster. Top student prizes and Headmaster's commendation will be given to mirror those of the Senior School.

Every week, a child from each class will receive a special Dojo certificate in our special Celebration Assembly for achieving the most Dojos and/or impressing their teacher with exemplary behaviour.

A best piece of work award will also be rewarded to a child from each class with specific reasons for the choice.

Ongoing rewards will include children's efforts being praised and highlighted during the Plenary of lessons. Children will also be encouraged to share their good work with JH on a casual basis and will receive a special sticker as a reward.

Support

To support children in managing their behaviour and friendships, Breaktime Leaders are appointed and will lead games and act as a 'Go to' if children are feeling lonely. A Buddy bench will also be used as a physical representation of this support and Play Leaders will support the children sitting on the bench.

Support groups/activities will be led by a member of staff. This will facilitate some 'Time Out' for our children that need support and intervention with their social interaction and developing friendships.

A weekly summary for teachers, detailing what each point was awarded for will be kept and monitored by Tutors. The Dojo point totals will be reset to 0 each Friday evening.

Appendix Seven

Searching and Confiscation

The Headmaster, or member of staff only authorised by the Headmaster can carry out a search to search a student or their possessions where there is reasonable grounds to suspect that the student may have a prohibited item listed below:

The list of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the student).
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

The staff member conducting the search should:

- Ensure the student understands the reason for the search and how it will be conducted
- Consider the age and needs of the student being searched or learning difficulties.
- Only search for the item the Headmaster has authorised, ie to search for stolen property and alcohol, but not for weapons or drugs.
- If the student refuses to co-operate, the staff may sanction the student in line with the school's behaviour policy.
- An appropriate location, away from other students.
- A staff member may search a student's outer clothing, pockets, possessions, locker.
- The student must not be asked to remove any clothing other than outer clothing. 'Outer clothing' means clothing worn wholly next to the skin or immediately over a garment that is being worn as underwear.
- The staff member conducting the search must be the same sex as the student being searched and should have a witness (other member of staff) present.
 - The limited exception to this rule, is when the staff member carrying out the search believes there is a risk that serious harm will be caused to the person if the search is not carried out as a matter of urgency, and
 - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
 - A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Being in possession of a prohibited item may mean that the student is at risk of anti-social/criminal behaviour, gang involvement or child criminal exploitation.

The Designated Safeguarding Lead (or Deputy) must be informed. The DSL may make a referral to MASH if evidence is found that the child is at risk of harm.

If a member of staff considers a search necessary, but not urgently, they should seek advice from the Headmaster or DSL, whilst the child is supervised and kept away from other students. The student should not have a mobile device to possibly contact others.