



Richmond Hill School

Positive Behaviour Policy

We aim to in all we do to -

'Empower, Embrace and Encourage'

Author:	Terry Stevens
Issue date:	September 2025
Review date:	September 2026
FGB ratified date	January 2026

Contents

1. Aims of the Policy and Behaviour Principles Statement

2. Valued (Pro-Social) Behaviour

- 2.1 Richmond Hill School Values and Teaching Pro-Social Behaviour
- 2.2 Recognising and Celebrating Our Values
- 2.3 School Routines (Teaching Pro-Social Behaviour)
- 2.4 Impact of Increasing Valued (Pro-Social) Behaviour

3. Supporting All Pupils – Universal Behaviour Curriculum and Behaviour Non-Negotiables

- 3.1 Universal Behaviour Expectations
- 3.2 Classroom Environment
- 3.3 Knowledge and Understanding of Most Pupils' Needs

4. Detrimental Behaviour

- 4.1 Responding to Detrimental Behaviour
- 4.2 Dangerous Behaviour
- 4.3 Bullying
- 4.4 Prohibited Items
- 4.5 Prejudice and Discrimination
- 4.6 Child-on-Child Abuse Including Sexual Violence and Sexual Harassment
- 4.7 Analysing Patterns of Detrimental and Dangerous Behaviour
- 4.8 Graduated Response to Behaviour

5. Policy Development and Implementation

6. Relevant Legislation, Guidance and Linked Policies

- 6.1 Legislation and Guidance
- 6.2 Related Policies

7. Definitions

8. Training and Induction

- 8.1 Permanent Staff
- 8.2 Temporary Staff, External Providers, and Volunteers
- 8.3 Annual Training
- 8.4 Team-Teach Training
- 8.5 A Culture of Learning and Support
- 8.6 Targeted Support

9. Roles and Responsibilities

- 9.1 Governors
- 9.2 Headteacher and Deputy Headteacher (Behaviour)
- 9.3 School Leaders
- 9.4 All Staff
- 9.5 Parents and Carers
- 9.6 Pupils

1. Aims of the policy and behaviour principles statement

At Richmond Hill School, we recognise the strong link between behaviour, feelings, and experiences. The term *challenging behaviour* is misleading; often it is the adult who feels challenged rather than the child being inherently difficult. Responses differ between adults, which makes the label subjective.

Through the **Therapeutic Thinking** approach, we use clear and positive language:

- Behaviours are described as *valued* or *detrimental*.
- Feelings as *helpful* or *unhelpful*.
- Experiences as *positive* or *negative*.

We believe that:

- Behaviour gives us information and is an indication of need
- Behaviour is a form of communication
- With the right support, pupils can learn to self-regulate and manage their behaviour and emotions.
- Where pupil needs are complex this can impact on how they learn to manage their behaviour, we must tailor support to reduce risk and have an increased focus on behaviour using a graduated approach
- Mistakes are part of learning; pupils are at different stages of development.
- All pupils have learning difficulties and complex needs that affect how they learn to regulate behaviour.
- Effective support requires partnership with pupils, parents/carers, and professionals through personalised behaviour support plans.

This policy sets out our whole-school approach to behaviour in line with **Therapeutic Thinking**, “an approach to behaviour that prioritises the helpful feelings of everyone within the dynamic.”

Our aims are to:

- Create positive experiences for all pupils.
- Protect the physical and emotional wellbeing of the whole community.
- Maintain a safe, calm environment that enables learning.
- View behaviour as a form of communication and understand the reasons behind it.
- Ensure pupils receive the support they need to develop valued behaviour.

- Explicitly teach valued behaviours to enable progress.
- Reduce suspensions, exclusions, and restrictive physical interventions (RPI).
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

2. Valued (pro-social) behaviour

This section of the policy relates to the Universal level of our Graduated response to behaviour.
Appendix 2a.

2.1 Richmond Hill School Values and teaching pro-social behaviour

This section relates to the **Universal level** of our Graduated Response to Behaviour (Appendix 2a). **Valued behaviour** is behaviour held in high regard by the individual, the community, or the environment.

It is the opposite of anti-social behaviour and is therefore described as **pro-social**. Pro-social behaviour creates helpful feelings in oneself and others. It reflects concern for the rights, feelings, and welfare of both self and others.

At Richmond Hill, most pupils have their behaviour needs met through our **behaviour curriculum**, which focuses on teaching pro-social behaviour in line with this policy.

Our **core school values** are:

- **Respect:** Valuing every individual and fostering mutual respect among pupils, staff, and the wider community.
- **Communication:** Promoting open, honest, and effective communication to build understanding and inclusion.
- **Independence:** Encouraging pupils to develop self-reliance and confidence in their abilities.
- **Creativity:** Nurturing creativity and individuality, allowing pupils to express themselves and explore learning in unique ways.
- **Safety and Well-being:** Ensuring a safe, calm, and supportive environment where all pupils feel secure and valued.
- **Positivity and Fun:** Creating a positive school culture where learning is engaging, enjoyable, and motivating.
- **Resilience:** Building pupils' ability to adapt, overcome challenges, and maintain confidence.
- **Equality and Inclusion:** Embracing diversity and ensuring equality for all pupils, recognising and responding to individual needs.
- **Honesty and Integrity:** Encouraging truthfulness, trustworthiness, and ethical behaviour in all aspects of school life

Each value links directly to the **experiences, feelings, and behaviours** we aim to foster for all pupils through the provision at Richmond Hill School.

The following table provides a non-exhaustive list of common examples of how we may teach pro-social behaviour in line with our values.

Value	Experience (Richmond Hill School)	Helpful Feeling(s) (as a result of experience)	Pro-Social Behaviour (linked to the value)	Other Examples (of how we may teach this behaviour)
Respect	During group snack time, pupils practise waiting and sharing food items with peers.	Calmness, belonging, being valued.	Waiting for a turn; using kind hands and gentle touch; respecting personal space.	<ul style="list-style-type: none"> • Use visual 'wait' and 'turn-taking' symbols. • Model respectful interactions with peers. • Provide social stories showing what respect looks like in class. • Reinforce with specific praise ('You waited so nicely for your turn.').
Communication	Pupil uses PECS or AAC to request a break rather than leaving the group area.	Relief, control, understanding, confidence.	Using communication tools or signs to express needs and emotions.	<ul style="list-style-type: none"> • Teach and model functional phrases (e.g., 'help', 'finished', 'break'). • Provide immediate, consistent response to communication attempts. • Embed communication practice throughout daily routines. • Celebrate all forms of communication equally (speech, sign, symbols).
Independence	Pupil follows a visual sequence to put on their coat with minimal prompting.	Accomplishment, pride, confidence.	Completing familiar routines independently.	<ul style="list-style-type: none"> • Use backward chaining to teach steps in daily living tasks. • Fade adult prompts systematically. • Offer meaningful choices during activities. • Provide immediate recognition ('You did that all by yourself!').
Creativity	Pupil chooses colours and materials for an art project and explores them freely.	Enjoyment, curiosity, engagement.	Expressing self through art, music, and sensory play.	<ul style="list-style-type: none"> • Provide sensory-rich creative opportunities. • Encourage exploration without right/wrong outcomes. • Model curiosity and celebrate unique choices. • Offer visual supports for creative vocabulary.
Safety and Well-being	Pupil responds appropriately to a 'stop' sign when moving	Security, safety, predictability.	Following safety cues; seeking help when needed.	<ul style="list-style-type: none"> • Teach safety signs and gestures explicitly. • Practise safe transitions with role-play. • Provide co-regulation when

	through the corridor.			dysregulated. <ul style="list-style-type: none"> • Praise safe actions ('You stopped when you saw the sign – that kept everyone safe.').
Positivity and Fun	Class engages in a movement game; pupil joins in with smiling and laughter.	Joy, inclusion, motivation.	Participating positively in group activities; showing enjoyment.	<ul style="list-style-type: none"> • Plan motivating and sensory-based group activities. • Use peer modelling to encourage engagement. • Reinforce positive participation with descriptive praise. • Use upbeat communication and celebrate small wins.
Resilience	Pupil becomes frustrated during a task but accepts adult reassurance and tries again.	Encouragement, hope, pride.	Returning to a task after difficulty; accepting support.	<ul style="list-style-type: none"> • Model 'having another go' • Use co-regulation strategies and emotion vocabulary. • Provide clear endings and restarts for tasks. • Recognise persistence ('You didn't give up – that's great resilience!').
Equality and Inclusion	Pupils of different ability levels work together on a shared art piece.	Acceptance, friendship, unity.	Including and valuing peers of all abilities.	<ul style="list-style-type: none"> • Plan mixed-ability cooperative activities. • Model inclusive language and gestures. • Use visuals showing everyone belongs. • Praise inclusive behaviour ('You shared the paint so everyone could join in').
Honesty and Integrity	Pupil communicates that they accidentally broke a resource.	Trust, responsibility, relief.	Telling the truth and taking responsibility.	<ul style="list-style-type: none"> • Use visual aids for 'truth' and 'mistake'. • Respond calmly and positively to honesty. • Teach repair (help tidy, fix, or replace item). • Reinforce trust ('Thank you for being honest – that helps us fix it together').

Our **curriculum maps** and **SEND Information Report** provide further detail on the experiences and provision available at Richmond Hill School. We believe these experiences shape helpful feelings and, in turn, promote the valued behaviours expected of our pupils.

2.2 Recognising and celebrating our values

Adults must recognise and celebrate valued behaviour promptly. At Richmond Hill, we use **specific praise** as the most effective recognition, as it is immediate, genuine, and reinforces valued behaviour.

Recognition should always take account of individual needs, and approaches may vary. Other strategies include (non-exhaustive):

- Non-verbal affirmation (smile, nod, thumbs up)
- Specific verbal praise (naming the behaviour and its impact)
- Contact with home (postcards, phone calls, face-to-face feedback, positive reward systems)
- Celebration awards (teacher or headteacher recognition)
- Recording positive behaviour on CPOMS linked to school values

Some pupils require greater recognition and celebration due to emotional, mental health, or special educational needs. For some, public recognition can be motivating; for others, private feedback may be more appropriate and effective in reinforcing valued behaviours.

2.3 School Routines (Teaching pro-social behaviour)

Routines at Richmond Hill should be **clear, predictable, and consistently applied** to support pupils' emotional regulation, confidence, and engagement.

Consistent routines help pupils develop valued (pro-social) behaviour by:

- Clarifying expectations
- Reducing anxiety
- Preparing pupils mentally and physically for the day
- Supporting self-regulation
- Encouraging positive engagement in learning and activities

Routines must be:

- Explicitly taught, not assumed
- Applied consistently across all activities
- Maintained consistently to strengthen regulation and learning

Class teams should also:

- Prepare pupils for changes in routine
- Teach adaptability as a key life skill
- Use visual supports to model and practise positive responses to change

Examples of routines that should be well established (non-exhaustive):

- Arriving at and leaving school
- Registration
- Starting and finishing lessons
- Waiting (e.g., outside a room or on classroom waiting chairs)
- Securing the attention of groups
- Moving around the school
- Community visits (e.g., swimming pool changing rooms)
- Break and lunch times

2.4 Impact of increasing valued (pro-social) behaviour

- The progress pupils may make as a result of a therapeutic approach can include:
- Reduced frequency and/or severity of detrimental behaviours
- Increased attendance
- Greater engagement and cooperation in learning activities
- Deeper understanding of emotions and feelings
- Improved co-regulation and self-regulation
- Goal-setting skills
- Greater confidence in abilities
- Enhanced perseverance and patience
- Increased independence in daily living skills
- Development of friendships and conflict-resolution skills

3. Supporting all pupils - Universal Behaviour Curriculum and Behaviour Non - Negotiables

This section relates to the **Universal level** of our Graduated Response to Behaviour (Appendix 2).

To successfully teach valued (pro-social) behaviours, all staff must:

- Prioritise building positive relationships with pupils
- Treat pupils and others with dignity and respect at all times
- Communicate clearly in ways accessible to each pupil's level of need
- Reflect and collaborate regularly to continuously improve provision
- Understand pupils' individual needs, interpret behaviour as communication, and identify its function
- Follow Richmond Hill systems for recording, monitoring, and reporting behaviour
- Provide safe spaces free from emotional and physical harm for learning and growth

- Use descriptive praise frequently (e.g., “I like how you used your communication book to tell me how you are feeling”)
- Be aware of personal reactions and seek support when needed
- Advocate for the Therapeutic Thinking approach consistently

Staff must not:

- Neglect building relationships and rapport before placing demands on pupils
- Fail to use communication resources essential for pupil understanding
- Intentionally omit recording or reporting behaviour incidents
- Intentionally disregard individual support plans unless part of a dynamic risk assessment or emergency
- Speak about pupils ‘over their heads’ or speak about them while they are present unless absolutely unavoidable and necessary (to mitigate risk of harm). Staff must not ignore pupils or discuss unrelated personal topics in their presence. E.g. engage in personal conversation whilst working with a pupil
- Speak in a language other than English unless agreed in an individual support plan
- Shout at pupils or others
- Ignore physical hazards or environmental risks
- Use Restrictive Physical Intervention except as part of an individual behaviour support plan or emergency risk reduction

3.2 Classroom Environment

The physical environment should be **structured, supportive, and responsive** to pupils’ needs, promoting safety, communication, and pro-social behaviour.

The environment should:

- Provide **communication systems** that are accessible at all times, especially during pupil dysregulation or distress
- Use **visual resources** and other Augmentative and Alternative Communication (AAC) systems to support understanding
- Accommodate **sensory processing needs** with relevant resources or activities, both inside and outside the classroom
- Be **customised** to meet individual pupil needs within the class dynamic
- Include **Zones of Regulation** resources when developmentally appropriate and only when understood by pupils within the dynamic
- Offer **motivating and engaging activities and resources** for pupils
- Be **safe and free from hazards**
- Display class rules where appropriate; rules must be:
 - Few in number

- o Agreed with pupils (when developmentally appropriate)
- o Communicated clearly and understandably
- o Stated positively (focus on what pupils will do)

The physical environment must not:

- Contradict Richmond Hill School's **Classroom Environment** or **Total Communication Guidance**

3.3 Knowledge and understanding of pupil needs

All staff must consider how the following factors can affect pupils' ability to regulate and manage their behaviour positively.

Most of our pupils can have:

- Difficulties processing information
- Difficulty interpreting **verbal and non-verbal communication** (body language, tone, facial expression)
- Difficulty understanding or consistently remembering **social rules and conventions**
- Difficulty recognising and expressing their **own emotions**
- Difficulty understanding **other people's emotions**
- Difficulty **predicting outcomes**, which can increase anxiety
- Limited awareness of **danger**
- Need preparation for **changes and transitions**
- Challenges coping in **new or unfamiliar situations**
- Difficulty managing **social expectations or interactions**

4. Detrimental behaviour

This section relates to the **Targeted, Targeted Plus, and Specialist levels** of our Graduated Response to Behaviour (Appendix 2a).

Detrimental behaviour is defined as any action that **harms or hinders an individual, the community, or the environment**. Such behaviour contributes to negative experiences and unhelpful feelings.

At Richmond Hill, we recognise that:

- All behaviour is a form of **communication**, and it is the responsibility of adults to analyse and interpret its meaning
- Behaviour is driven by **thoughts and feelings**, which are influenced by experiences
- For some pupils, incidents or patterns of detrimental behaviour may indicate **unknown or unmet needs** requiring further consideration
- Pupils' known **additional or special educational needs** may influence behaviour (see **SEND Information Report** and **SEND Policy** for more information)

Adults should respond to detrimental behaviour with the aim of:

- Reducing the behaviour
- Identifying opportunities to **teach valued behaviour**

Responses should be:

- **Consistent** and **logical**
- Delivered **promptly** after the behaviour occurs
- **Adapted to meet the individual needs** of the pupil(s) involved

4.1 Responding to detrimental behaviour

Richmond Hill is a school for children with **Special Educational Needs and Disabilities**, and some detrimental behaviours are therefore common. Staff are expected, encouraged, and supported to respond to these behaviours themselves wherever possible.

Examples of common detrimental behaviours may include (non-exhaustive):

- Vocalising over instruction
- Not attempting work
- Interrupting
- Low-intensity self-injury
- Lack of care for resources or the environment
- Not following instructions

Universal strategies for responding to common behaviours include:

- **Re-assess:** Identify unmet needs and address them first
- **Consider Task or demand following re-assessment:** Continue or Amend expectation? Is now a time to divert and or distract? You can always come back to the task.
- **Check communication:** Ensure methods are accessible to the pupil
- **Adjust demand:** Remodelling or adapting expectations as needed
- **Restate/model behaviour:** Calmly clarify the expected valued behaviour
- **Non-verbal intervention:** Move closer, use hand gestures, symbols, or visuals
- **Proximal praise:** Acknowledge pupils doing the expected behaviour
- **Check-in:** Ask, "Are you ok?" or "What do you need?"
- **Refocus:** Gain attention, use the pupil's name, and restate expected behaviour
- **Describe behaviour:** Calmly explain what is happening and why it is detrimental
- **Positive phrasing:** Clear, unambiguous instructions (e.g., "Adam, put the pen down. Thank you.")
- **Limited choice:** Offer two equal options to give control

- **Disempower the behaviour:** Use planned responses to reduce effectiveness of detrimental behaviour

Less common or higher-severity behaviours may include (non-exhaustive):

- Increased frequency of common detrimental behaviours
- Dismissive/offensive language
- Significant or repeated disruption to others' learning
- Invading others' personal space
- Low-level aggression
- Higher-intensity self-injury
- Withdrawal or absconding

Responses to these behaviours may include the strategies above and may also require:

- **Intervention:** Educational consequences to guide behaviour change
- **Reteaching valued behaviour:** Modelling or guided practice during lessons
- **Scaffolding:** Social stories, visual reminders, or modelling
- **Increased adult input/supervision:** For defined periods or specific activities
- **Environmental adaptations**
- **Use of limited choice**
- **Increased praise and celebration** of valued behaviour

Key considerations:

- Educational consequences must **teach appropriate valued behaviour** to replace detrimental behaviour
- Consequences are best implemented by the staff directly working with the pupil and reviewed collaboratively with phase leaders
- Responses must be **individualised**; the same behaviour may require different strategies for different pupils
- All staff must follow **individual behaviour or therapeutic support plans consistently**
- Behaviour should be monitored and recorded on **CPOMS** or high-frequency charts to evaluate success and inform ongoing review

Post Incident Reparation and debrief

Reparation should be **intentional, supportive, and individualised**, enabling pupils to take responsibility for their actions and repair relationships in a positive way.

Following an incident with a pupil, staff should:

- Engage in **positive interactions** with pupils at an appropriate time to help repair relationships

- Reflect on their own practice, considering if their actions escalated the situation and how to respond differently in the future
- Support pupils, where developmentally appropriate, to **take responsibility** for their actions and repair harm with others involved
- Recognise that **reparation will look different for each pupil**, including those with complex difficulties, and never assume what pupils feel

Debrief

Following **serious incidents** or incidents that have caused—or could have caused—emotional or physical harm, staff involved must **debrief and reflect**.

Debriefing should be **timely, reflective, and collaborative**, ensuring staff learn from incidents, support each other, and maintain a safe and therapeutic environment for pupils.

Debrief requirements:

- Take place **on the same day** as the incident wherever possible
- Led by the **class teacher, phase leader, or senior leader**
- Include **all staff involved** wherever possible
- A **summary**, including actions or important notes, must be **recorded on CPOMS** within 24 hours
- The **length of the debrief** is not prescribed and will depend on the nature of the incident

4.2 Dangerous behaviour

This section relates to the **Specialist and Specialist Plus levels** of our Graduated Response to Behaviour (Appendix 2).

Dangerous behaviour is defined as any action that may result in serious harm—physical, emotional, mental, or reputational—to self or others, cause damage to property, or constitute criminal behaviour if the pupil were of criminal responsibility age.

Responses to dangerous behaviour require **protective consequences** outlined in the pupil's behaviour support plan to **mitigate risk**. These may include:

- Separation from adults and/or peers
- Limiting access to specific areas of the school
- Accessing different activities, curriculum, or equipment from peers
- Increased adult support and supervision
- Temporarily reduced timetables
- Suspension or exclusion (see **Exclusions Policy** for detail)
- Planned physical intervention
- Any other legal and safe measure necessary to reduce harm

Notes:

- Seclusion is **never used** as a planned protective consequence at Richmond Hill
- Parents are informed **as soon as possible** when protective consequences are applied
- Decisions are made by the **Headteacher** or authorised senior staff (Middle or Senior Leaders)
- **Educational consequences** will always accompany protective measures to reduce future risk and support behaviour change
- **Therapeutic Thinking tools** must be used in line with the Graduated Response before applying Specialist or Specialist Plus measures

Responding to Unforeseen Dangerous Behaviour:

When pupils display dangerous behaviour **unexpectedly or for the first time**, staff should **seek to make safe** and secure support and advice from:

- Team-Teach trained staff
- Phase leader
- Senior leadership team (SLT)

Specific Considerations:

Some dangerous behaviours require additional, specific responses beyond those listed above, covering four key areas (see section 4.3 – 4.6).

4.3 Bullying

Bullying is the **repetitive, intentional harming** (physical, emotional, mental, reputational) of one person or group by another, where there is an **imbalance of power**. It may be motivated by actual or perceived differences and can target individuals or groups based on **protected characteristics** (Equality Act 2010):

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

Bullying is **always unacceptable**. It must never be ignored or dismissed as ‘banter’ or any other excuse. Richmond Hill School takes all reports seriously and will act promptly to address bullying.

Preventative Measures

- Annual staff training on recognising and responding to bullying
- PSHE curriculum addressing bullying, respect, difference, and online safety, delivered developmentally for pupils with complex SEND
- Promotion of a positive school culture, including rewarding school values and discussion in assemblies

Reporting Bullying

- Pupils may report bullying to **any member of staff**; incidents are recorded on CPOMS and tagged as 'bullying'
- Staff must report all bullying incidents on CPOMS
- Incidents raising safeguarding concerns must be **escalated to the DSL and senior leadership** immediately
- Parents/carers can report concerns to the **class teacher or senior leadership**
- Visitors or temporary staff can report bullying to the **headteacher or senior leadership**, including via the office if off-site

Recording and Monitoring

- All incidents logged on **CPOMS** and monitored by the safeguarding lead, family workers, and senior leadership
- Actions taken promptly for confirmed cases
- Safeguarding-related bullying forms part of **weekly monitoring** by DSLs and senior leaders
- **Patterns and trends** in behaviour data, including bullying, reviewed **termly** to inform strategic approach

Actions

- Investigations led by **phase leaders or senior leadership**
- **Safety** of all parties is the paramount concern
- Parents/carers of all pupils involved are informed, preferably **via telephone or face-to-face**
- Each learner is supported to **take responsibility** for their actions and agree to stop/change the behaviour where developmentally appropriate
- Leaders implement **individual or group actions** for each confirmed incident; no case is left without intervention
- **Suspension or exclusion** may be applied if appropriate, considering pupils' SEND
- For pupils lacking developmental understanding, **protective consequences** are applied through bespoke plans

- Perpetrators may receive **PSHE intervention** and guidance to support learning and understanding
- Pupils are supported to develop **age-appropriate e-literacy skills** to stay safe online and report cyberbullying
- Opportunities are provided for **parents/carers to learn about e-safety**

Support

- Victims are offered **pastoral care**, restorative approaches, and external support or counselling if appropriate
- Perpetrators receive **guidance and, where necessary, sanctions** aligned with the behaviour policy
- Families are **consulted and involved** in planning support following confirmed incidents

4.4 Prohibited items

The management of prohibited items should be **proactive, safe, and lawful**, ensuring the safety of all pupils and staff while maintaining a secure learning environment.

Prohibited items include:

- Knives or weapons
- Any article suspected of being used or intended to be used to commit an offence, cause personal injury, or damage property
- Illegal drugs and other toxic or psychoactive substances
- Stolen items
- Fireworks or explosives
- Pornography or sexual imagery
- Alcohol
- Tobacco, e-cigarettes, and vapes

Search powers:

The **Headteacher** and authorised staff have statutory authority to **search a pupil or their possessions** where there are reasonable grounds to suspect the presence of any prohibited item listed above.

4.5 Prejudice and discrimination

All forms of prejudice and discrimination are **unacceptable**. Richmond Hill School promotes a culture of **respect and equality** and will take prompt action to address incidents.

Definition: Prejudice or discrimination occurs when individuals or groups are intentionally or unintentionally disadvantaged or treated differently due to one or more **protected characteristics**.

Procedures:

- Incidents should be addressed in line with this **Behaviour Policy** with guidance and coordinated response from **Senior Leadership Team (SLT)**

- All incidents **must be recorded on CPOMS**, including follow-up actions
- Discriminatory language used without understanding should be treated as an **opportunity to teach respect**
- Depending on the nature of the incident, a **Prevent referral** may be made to **MASH**, and a **Channel Panel** referral may be required

4.6 Child-on-child abuse including sexual violence and sexual harassment

All forms of child-on-child abuse, including sexual harassment and sexual violence, are **never acceptable**. Richmond Hill School seeks to **prevent abuse**, respond promptly, and maintain a **safe environment** for all pupils.

Examples include (non-exhaustive):

- Physical assault
- Non-consensual sexual activity
- Sexual harassment (comments, jokes, online harassment)
- Sexting
- Upskirting

Procedures:

- All concerns **must be reported immediately** to the **Headteacher and a DSL**
- Do not downplay behaviours (e.g., dismissing assault as 'playfighting' or harassment as 'banter'), as this can normalise abuse and create unsafe cultures
- All incidents **must be recorded on CPOMS**
- Parents/carers should be informed via, **telephone, or face-to-face meeting**
- Pupils involved must **take responsibility**, apologise, and agree to stop/change the behaviour where developmentally appropriate
- Pupils must be supported to develop **age-appropriate e-literacy** to stay safe online and report abuse
- Parents/carers should be provided with **guidance on e-safety** and online safeguarding
- Further guidance on the school's response can be found in the **Safeguarding Policy**

4.7 Analysing patterns of detrimental and dangerous behaviour

Behaviour patterns should be **systematically monitored, analysed, and used to inform support**, ensuring that interventions are targeted and effective.

Procedures:

- When a teacher notices a pattern of behaviour, they must:
 - Notify their **phase leader**
 - Use **high-frequency behaviour recording charts** to capture detailed information

- o Ensure all team members record **CPOMS entries** according to Richmond Hill guidance, capturing '**A-B-C**' data (Antecedent, Behaviour, Consequence)
- Data supports middle and senior leaders to **identify trends and inform the Change in Need process**

Leadership Responsibilities:

- All leaders must **collate, analyse, and act on behaviour data**
- Leaders follow the **Graduated Response to Behaviour** (Appendix 2a) to guide interventions

Individual Pupils:

- Weekly operational meetings are used to **report escalating behaviours** and agree actions
- Frequent detrimental behaviour is recorded by the class teacher and analysed with support from a senior leader
- Continued detrimental behaviour should be **interpreted as potential unmet need**

Groups of Pupils:

- The **Deputy Headteacher responsible for behaviour** monitors school-wide behaviour via observations, CPOMS scrutiny, and the Graduated Response process
- Termly analysis of detrimental behaviour is completed and reported to **Governors annually**, aligned with the **Quality of Education reporting schedule**
- Findings inform **practice and strategic planning** to improve behaviour across the school

4.8 Graduated Response to behaviour

The Graduated Response ensures that **behaviour support is structured, consistent, and therapeutic**, with interventions matched to pupil needs.

- See **Appendix 2a** for the full Graduated Response to Behaviour
- The Graduated Response is **aligned with the Therapeutic Thinking approach**
- It is currently integrated with the **Whole School Change in Need process** (Appendix 2b)

5. Policy development and implementation

Behaviour policy development and implementation should be **collaborative, transparent, and consistently applied**.

- The **Deputy Headteacher (Behaviour and Attitudes)**, together with the **Senior Leadership Team (SLT)**, develops the policy
- **Stakeholders** are consulted prior to finalisation
- **Governors** ratify the policy annually
- All staff are responsible for **consistent implementation**, supported by **training**
- Leaders **monitor effectiveness** through the **SEF** and annual reporting to governors

6. Relevant legislation and guidance and linked policies

6.1 Legislation and guidance

This behaviour policy reflects our **key beliefs and values**, ensuring alignment with current **legislation, statutory guidance, and best practice**.

[DFE: Behaviour in Schools \(February 2024\)](#)

[DFE: Keeping Children Safe in Education \(2025\)](#)

[DFE: Mental Health and Behaviour in Schools \(2018\)](#)

[DFE: SEND Code of Practice \(January 2015\)](#)

[DFE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units \(August 2024\)](#)

[DFE: Use of reasonable force and other restrictive interventions in schools \(February 2025\)](#)

Therapeutic Thinking:

- Richmond Hill is a **Therapeutic Thinking school**, and this policy follows its principles
- Therapeutic Thinking is a **psychologically informed, theory-driven, whole-school approach** focusing on supporting pupils' **SEND, emotional wellbeing, behaviour, and mental health**

6.2 Related Policies

For further detail on linked topics, refer to:

- Suspensions and Exclusions Policy
- Positive Handling Policy
- Safeguarding Policy
- Equality, Diversity, and Inclusion Policy
- SEND Information Policy and Report
- Maintaining Positive Behaviour and Relationships within the Richmond Hill Community

Accessing Policies:

- Policies are available on the school website: [Richmond Hill School Policies](#)
- Safeguarding policy: [Richmond Hill Safeguarding](#)
- For queries about other policies, contact: rhsadmin@richmondhill.luton.sch.uk

7. Definitions

A, B,C data: Antecedent, Behaviour, Consequence. A format of reporting on incidents which captures what happened before, during and after a behaviour incident.

Behaviour: anything that individuals say and do.

Change in Need Process: An internal process used to support and monitor behaviour change over time. (To be merged with the Graduated response to behaviour during 2025-2026).

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Function of behaviour: The reason why a behaviour occurs is to serve a specific purpose or 'Function'

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

Restrictive Physical Intervention (RPI): the use of reasonable and proportionate physical force to prevent a pupil from causing harm to themselves, others, or property, and should only be used as a last resort.

8. Training and Induction

All staff should be equipped, confident, and supported to implement Richmond Hill's behaviour policy consistently, in line with the Therapeutic Thinking approach.

8.1 Permanent Staff

All permanent staff receive **in-house induction training** from a senior leader

Training covers:

- Core principles of **Therapeutic Thinking**

- Systems and processes for supporting behaviour
- Roles and responsibilities of key staff

Induction occurs **upon joining the school** as part of the new starter programme

8.2 Temporary Staff, External Providers, and Volunteers

- Staff working regularly with pupils are expected to attend induction training
- Where induction is not possible, staff receive:
 - A behaviour and safeguarding talk
 - A summary document covering the school's approach, contingent touch, and RPI
- Short-term and permanent colleagues must complete this before working directly with pupils
- Any questions are addressed by a senior leader prior to pupil contact

8.3 Annual Training

- All staff receive **regular updates and reminders** about the behaviour policy
- Training is led by a **senior leader** at least once per year

8.4 Team – Teach training

- Team-Teach complements Therapeutic Thinking, with a focus on **de-escalation**
- Includes elements of **Restrictive Physical Intervention (RPI)** for pupils with difficult or dangerous behaviours
- **Regular refreshers** are provided in line with Team-Teach accreditation requirements

8.5 A culture of learning and support

- Staff are expected to be **emotionally available** to teach and support pupils
- When staff feel unable to manage a situation, **support must be requested and provided by leaders**
- Persistent support requests are reviewed by a **senior leader** to identify additional training or support needs
- Staff are encouraged to **reflect on practice** using methods such as:
 - Personal/internal reflection
 - Informal discussions with colleagues
 - Co-reflection following observation
 - Professional learning conversations linked to appraisal or supervision

8.6 Targeted support

Colleagues not consistently following the policy will receive **targeted support**, which may include:

- Joint planning or co-delivery with a colleague
- Observations and co-reflection
- Supervision or structured reflection (including support from external professionals, e.g., Educational Psychologist)
- Formal training

- Performance review

9.1 Governors

Governors are responsible for:

- Reviewing and approving this behaviour policy in collaboration with the Headteacher
- Monitoring its effectiveness through feedback, data, and conversations
- Holding the Headteacher accountable for consistent implementation

9.2 Headteacher and Deputy Headteacher (Behaviour)

In addition to Section 6.3 responsibilities, they are responsible for:

- Reviewing and approving the policy with governors/trustees
- Ensuring staff understand the principles and approaches outlined in this policy
- Involving all stakeholders (staff, pupils, parents/carers, governors/trustees, community) in reviewing and updating the policy
- Ensuring staff have training and support to teach valued behaviour and reduce detrimental behaviour
- Reviewing behaviour data to ensure no groups are disadvantaged by the policy or its implementation

9.3 School Leaders

School leaders, including colleagues with leadership or management responsibilities, are responsible for:

- Supporting colleagues to reflect on and develop practice (via informal discussion, behaviour meetings, observations, co-reflection, performance review)
- Addressing and supporting colleagues where policy implementation is inconsistent or inaccurate
- Analysing patterns of pupils' behaviour to inform support for pupils and colleagues
- Providing training, reminders, and updates on behaviour and policy as required by the Headteacher
- Contributing to new staff induction
- Developing and reviewing the **behaviour curriculum**
- Ensuring staff access training or support to build skills and understanding

9.4 All Staff

All staff are responsible for:

- Teaching and modelling **valued behaviour**
- Analysing and interpreting behaviour as a form of **communication**
- Applying the principle that behaviour is linked to **feelings and experiences**
- Creating **positive experiences** for pupils
- Supporting pupils to reduce detrimental behaviour through policy and individual plans
- Maintaining their own physical and emotional welfare, and supporting colleagues to do the same
- Working in partnership with pupils' parents/carers
- Implementing this policy **consistently**

9.5 Parents and Carers

Parents and carers should, where possible:

- Collaborate with the school regarding support for their child
- Understand the behaviour policy and reinforce it at home
- Support their child to understand and follow the policy
- Inform the school of any changes in circumstances affecting behaviour
- Discuss behavioural concerns promptly with the relevant staff member
- Raise concerns about teaching of valued behaviour or reduction of detrimental behaviour with the school
- Engage in school life and culture
- Commit to partnership with the school to achieve the best outcomes for their child

9.6 Pupils

Pupils will be made aware that:

- They will be taught **valued behaviour** at Richmond Hill
- They will be recognised and celebrated for valued behaviour
- The policy applies beyond school, including in the community
- Where appropriate, they will be asked for their views to support policy evaluation and improvement
- Some pupils may require more teaching and support to develop valued behaviour and reduce detrimental behaviour
- All adults implement the policy consistently
- They can raise concerns or ask for support when needed

Appendices

Appendix 1 – Therapeutic Thinking: Principles and Implementation

Overview of the Therapeutic Thinking approach and guidance on applying its principles across all levels of behaviour support.

Linked to Sections 1, 2, 4, 8

Appendix 2a – Graduated Response to Behaviour

Details the Universal, Targeted, Targeted Plus, Specialist, and Specialist Plus levels of behaviour intervention.

Linked to Sections 2, 3, 4, 4.8

Appendix 2b – Whole School Change in Need Process

Explains the integration of the Change in Need process with the Graduated Response.

Linked to Sections 4.8, 5

Appendix 3 – High-Frequency Behaviour Recording Chart

Template for tracking and analysing patterns of detrimental and dangerous behaviour.

Linked to Sections 4.7, 4.1, 9.4

Appendix 4 – CPOMS Behaviour Recording Guidance

Instructions for recording behaviour incidents, including capturing A-B-C (Antecedent, Behaviour, Consequence) data.

Linked to Sections 4.1, 4.7, 9.4

Appendix 5 – Individual Behaviour Support Plan Template

Guidance and template for creating personalised plans for pupils requiring targeted or specialist support.

Linked to Sections 4.1, 4.2, 4.8, 9.4