



Ribston Hall High School

Behaviour Policy

Date of Policy: September 2025

Person(s) responsible: Headteacher / Assistant Headteacher

Date of next review: September 2026

Aims

At Ribston Hall High School we are committed to working together to ensure we sustain a caring culture of mutual respect, compassion, and tolerance for one another.

All pupils must be able to engage with their learning to the best of their ability in an enjoyable atmosphere that promotes academic excellence and personal development. Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.

A successful behaviour policy requires the commitment and consistency of practice of all staff to ensure that pupils know the standards expected of them. We aim to meet these key principles by:

- Providing a consistent approach to behaviour management.
- Ensuring that the behaviour policy is understood by pupils and staff.
- Outlining our behaviour procedures to ensure that rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- Summarising the roles and responsibilities of different people in the school community with regards to behaviour management.
- Defining what we consider to be unacceptable behaviour, including bullying.
- Staff and volunteers always set an excellent example to pupils.
- Outlining how pupils are expected to behave and ensuring that every member of the community has the highest expectation of pupils.
- Challenging behaviour when it does not meet these expectations and using appropriate sanctions where necessary.
- Ensuring pupils are helped to take responsibility for their actions.
- Supporting families who are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- > [Behaviour in schools: advice for headteachers and school staff 2024](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- [Gloucestershire guidance](#) on the prevention and management of exclusions

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
 - Not following the Mobile Phone policy

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking
- Plagiarism
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Hazing	Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying strategy

Roles and responsibilities

The Board of Trustees

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, will be offered to any staff who require it, so they can fulfil their duties set out in this policy

The Assistant Headteachers in charge of Pastoral Care and the Pastoral Team

The pastoral team are responsible for managing incidents of a serious nature, working with pupils, staff, parents, and any other stakeholder to support a pupil in reviewing, reflecting, and moving on from such incidents. The pastoral team will regularly review the data from behaviour logs on Arbor, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupil Code of Conduct

Every pupil within the school has the right to enjoy school, they have the right to feel safe, valued, and respected, and learn free from the disruption of others.

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move courteously around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Rewards and Sanctions

Positive Expectations

- Within our learning community each one of us will act with courtesy, consideration and understanding towards others with whom we share our collective experience at all times.
- We will always show due respect to other people and take responsibility for our actions and our belongings.
- Kindness and politeness will be extended to all and movement around the school will be safe and demonstrate an awareness of circumstances and surroundings. At exam time, for example, silence will be required in certain areas.
- The fabric of the school will be treated respectfully, and the site will be kept clean, tidy and safe.

Rewards

Through rewards, we can celebrate achievement and encourage progress towards further successes. Rewards can take the many forms and should always be recorded electronically through the school management system, Arbor. The log of these positive behaviour events (house points) will lead to further celebrations of success. The types of rewards expected to be received by pupils include:

- Verbal praise and recognition.
- Written feedback, House points.
- Displays of pupil work.
- Praise emails to pupils.
- Celebration events.

Sanctions

If expected behaviour falls below the standards expected in school, it is imperative that behaviour is challenged. To maintain and ensure high expectations of behaviour for all, sanctions will be applied that challenge the behaviour and not the individual.

The school will consider each case on an individual basis and will always act lawfully, reasonably, and proportionally. All staff are responsible for managing the behaviour of pupils in the school, and therefore all staff are responsible for administering appropriate sanctions.

Sanctions must be recorded on Arbor.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence are included in our Behaviour Procedures document.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk and needs assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally.
 - o Refer to early help.
 - o Refer to children's social care.
 - o Report to the police.

Please refer to our Child Protection and Safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for

help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Off-Site Behaviour

We are committed to ensuring our pupils are leaders in their community. The same expectations of behaviour are expected of our pupils both in school and off site.

Sanctions may be applied where a pupil has behaved below the expected standard whilst off-site:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing School Uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip)

Malicious allegations

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The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy [insert if you have a standalone policy for allegations against staff: and statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse against staff or other pupils.

Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Make clear their expectations of high standards of behaviour and apply their classroom rules during a lesson.
- Develop a positive relationship with pupils, which may include:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption

- o Using positive reinforcement

Behaviour Procedures

When behaviour falls below the standards expected in school it is imperative that behaviour is challenged. In order to maintain high expectations, all sanctions that are applied must be challenging the behaviour and not the individual, and sanctions must be equitable, consistent and proportionate to the displayed behaviour. All staff of responsible for behaviour in the school, and therefore all staff are responsible for administering appropriate sanctions, as with rewards these must be recorded on Arbor.

Lunchtime Detentions

Lunchtime detentions can be issued by class teachers and recorded on Arbor at the end of the lesson. Lunchtime detentions will run for the first half hour of lunch (13.30-14.00) each day in H7. These will be run by the middle leadership team (1 member of staff each day, maximum one duty per fortnight). Pupils will be expected to sit silently, completing study or reading a book during this time. Parents will be able to see these actions using their Arbor login.

After School Detentions

After school detentions will be issued on a Friday for the following Monday. Parents will receive an email from Arbor. After school detentions will be conducted on a Monday, between (15.30-16.30) and will be with a member of the senior leadership team. Pupils will be expected to sit silently, completing study or reading a book during this time. Parents/Carers will be expected to make arrangements to collect the detainee at the end of the session. Failure to attend is likely to be a one-day internal exclusion.

Internal Exclusions

Internal exclusions will be undertaken the day after parents have been informed. Parents will be informed via a phone call from a head of year or a member of the senior leadership team. Pupils in internal exclusion will need to report to reception at 8.40, where a member of the senior team will collect them and take them to a space where they will be based for the day. Pupils will be set work for the day, but should also bring additional study materials, and a reading book. Pupils will have access to the canteen at lunchtime, and toilet facilities during the day, however they will be kept separate from the rest of the pupils in school.

Fixed Term Suspension and Permanent Exclusions

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Definitions:

- A suspension removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A permanent exclusion involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
 - o in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - o where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (Suspension and permanent exclusion from maintained schools, academies and pupil

referral units in England, including pupil movement, September 2022). The process of suspension and permanent exclusion will be carried out in accordance with the Exclusions and Suspension Policy and the accompanying Behaviour Procedures document.

For a suspension that would not bring the pupil's total number of days out of school to more than 5 school days in one term or would not bring the pupil's total number of days out of school to more than 15 school days in one term: Then an Exclusions Committee will consider any representations from the parents/carers, but will not meet with the parents/carers, and cannot direct reinstatement.

Restrictive interventions

In some circumstances, staff may use the use of restrictive interventions, including reasonable force and seclusion, if necessary to keep people safe. However restrictive interventions are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted. These interventions to prevent students from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on Arbor and reported to parents as appropriate.

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#).

Confiscation

Any prohibited items listed in the Behaviour Procedures document that are found in a pupil's possession will be confiscated.

We will also confiscate any item which are harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searching a pupil

Searches will only be carried out by a member of SLT or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact try to determine why the pupil is refusing to comply.

The authorised member of staff will decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The school's Special Educational Needs Co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and

Safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Training

Our staff are provided with training on managing behaviour each September as part of whole school INSET.

Behaviour management will also form part of Continuing Professional Development throughout the academic year for all staff, and specialised training for staff where appropriate.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Full Board of Trustees every year. At each review, the policy will be approved by the Headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- [Exclusion and Suspension policy](#)
- [Safeguarding and Child Protection Policy and Procedures](#)
- [SEND policy](#)
- [Mobile Phone Policy](#)
- [Mental Health and Emotional Wellbeing Policy](#)
- [Attendance Policy](#)
- [Anti-Bullying Policy](#)
- [Equality Information and Objectives Policy](#)
- [Offer of Early Help](#)
- [Complaints Policy and Procedures](#)