



Ribston Hall High School

Behaviour Policy

Date of Policy: May 2023

Person(s) responsible: Headteacher / Assistant Headteacher

Date of next review: May 2024

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 and ensuring 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 and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

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
- 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
 - 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. Which can be found [here](#).

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 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

Parents

Parents are expected to:

- 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.

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, Cloud School. The log of these positive behaviour events 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 slips 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.

As sanctions must be recorded on Cloud School. Our Behaviour Procedures document sets out the types of poor behaviour that are unacceptable to the school and how we expect sanctions to be managed.

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:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

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

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

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 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 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, 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.

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:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Behaviour Procedures

On the rare occasions that behaviour slips 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 Cloud School. Our behaviour procedures below set out how we expect sanctions to be managed.

Lunchtime Detentions

Lunchtime detentions can be issued by class teachers and recorded on Cloud School at the end of the lesson. Lunchtime detentions will run for the first half hour of lunch (13.30-14.00) each day in Seminar 1. 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 cloud school login.

After School Detentions

After school detentions will be issued with 24 hours' notice. Parents will receive an email from the curriculum lead or head of year who has issued the detention. After school detentions will be conducted every day 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. If a pupil is unavailable to complete a detention the next night, they will be expected to complete this within 3 school days. If this isn't possible it may be that another sanction is imposed, 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:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - 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 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.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

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 Cloud School and reported to parents as appropriate.

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

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'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.

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](#)

