



RIDGEWOOD
SCHOOL

BEHAVIOUR POLICY

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1. Introduction

The Department of Education has stated that ‘Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way, and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law’. This policy fully takes the aforementioned requirement into account. The aim of this policy is to be inclusive, fair, and equitable whilst managing and improving behaviour.

“Good behaviour in school is important to pupils’ future success. Pupils have the right to come to school and focus on their studies, free from disruption”
(Department of Education White Paper 2010)

“Behaviour is crucially linked to motivation, achievement and hence to standards” (Lund 1996)

At Ridgewood School, we expect a very high standard of self-discipline and behaviour from all students at all times. We hope that by encouraging them to adopt a caring and responsible attitude at school they will behave sociably at other times in their life too and that they will make the most of the opportunities given to them at school.

The policy takes into account the legal requirements and guidance from the latest published Department of Education documents, including the following documents:

1. Exclusion from maintained schools, academies and pupil referral units in England 2017;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2016;
3. Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies;
4. DfE and ACPO Drug Advice for Schools;
5. Use of Reasonable Force;
6. Behaviour and Discipline in Schools;
7. Screening, Searching and Confiscation;
8. Ensuring Good Behaviour in Schools; and
9. DfE Dealing with allegations of abuse against teachers and other staff.

2. Responsibilities for Behaviour Governors

- To approve and renew the policy annually.
- To intervene as identified in the procedures when a student is close to exclusion.
- To deal with allegations against teachers and other staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation.

Headteacher

- To direct the work of all staff with regard to pastoral and behaviour issues and ensure a clear staffing structure exists which has clear roles and responsibilities for all staff concerned.

SLT BfL/Safeguarding

- To coordinate and support the work of all BfL Team, Pastoral Leaders and Form Tutors.
- To identify strategies and solutions to any pastoral issues.

BfL Team and Pastoral Leaders

- To identify and reward any students identified as achieving at or above the expectations of the school.
- To identify and intervene as appropriate with any student who is not meeting the expectations of the school’s behaviour policy.

Subject Leader

- To identify and intervene as appropriate with any student who is not meeting the expectations of the Faculty.

Subject Teacher / Form Tutor

- To apply all school rules in each lesson and registration time and apply any rewards or sanctions as appropriate.
- To input any relevant information to ensure it is recorded.

3. Behaviour for Learning

We expect a very high standard of self-discipline and behaviour from all students at all times. We hope that by encouraging students to adopt a caring and responsible attitude at school they will behave sociably at other times in their life too.

School is for Everyone

At Ridgewood, every student is important. This means that whatever ethnicity/gender students are, they will have the same opportunities for learning. At school students will come across other students from different backgrounds. We believe it is important that everyone respects others who are different from themselves and that they treat everyone fairly.

Students will:

- Attend school regularly and on time
- Bring all the equipment needed every day
- Abide by the School Dress Code and be smart in appearance
- Take great care of planners, entering all homework and achievements and show it to parents/carers to be signed each week
- Work hard and do all homework and class work to target grade or higher
- Take care of the school and its environment
- Ensure that any part-time work or activities do not interfere with studies or commitments to the School
- Above all, treat others, their work and equipment with respect

General Expectations

Out of Class

- Walk to lessons; never push or barge past anyone.
- Walk through the corridors quietly and sensibly, without disrupting lessons.
- Be ready to help, e.g., by holding doors, offering to carry things, etc.
- Enter classrooms and buildings appropriately and safely.
- Remain in areas designated for students.
- This pattern of behaviour should also apply outside of school.
- Contribute positively to the wider school community.

In Class

- Arrive on time.
- Enter the classroom in a quiet and orderly manner.
- Go to your place in the classroom without delay.
- Bring all the required equipment in a suitable, sturdy bag.
- Get the required equipment out at the beginning of the lesson.
- Have a positive attitude towards your learning.
- Listen carefully and do not talk over or interrupt others.

- Follow instructions.
- Work hard.
- Ask for help when you need it.
- Help others when it is appropriate, but don't distract or annoy anyone.
- Put your hand up to answer questions.
- Be sensible at all times.
- Act on feedback to make progress.

In General

Treat everyone with respect and speak politely to everyone.

This means:

- Trying to understand other people's points of view.
- Not interrupting anyone or being interrupted.
- Being silent when required.
- Not answering back.
- Keeping the school clean and tidy so that it remains a welcoming place, which everyone can be proud of.
- Following all reasonable requests made by staff.

This means:

- Taking great care of our displays.
- Keeping the walls and furniture clean and unmarked.
- Putting all litter in bins (even if this means carrying it until you find a bin).
- Wearing the correct dress code at all times and removing outdoor coats when in lessons.
- Reporting any damage to a member of staff.
- Using toilets in an acceptable way.
- Not chewing gum (this is not permitted on site).

Behaviour for Learning at Ridgewood School

Behaviour for Learning (BfL) is an integral part of our ethos at Ridgewood School. It is a behaviour management system that covers all aspects of behaviour throughout the school, i.e., towards other students, staff, and the environment, both in the classroom and around the school. Students will learn and progress most effectively when they are in a secure, safe, and happy environment. That is what BfL is designed to create and support.

We believe that all students and staff at Ridgewood School are important, valued individuals who deserve to be treated and spoken to with respect. How students behave affects their progress and that of those around them. Everyone has the right to learn without disruption to their education.

Furthermore, excellent attitudes to learning lead to excellent results. All staff and students are encouraged to be smart at all times, both in and out of school. Students should take extra care to look smart to and from school and on public transport, as they continue to represent the school during these times.

BfL is not about sanctions, although they exist, but about rewarding students who try their best and don't disrupt the learning of others. However, we have sanctions for any anti-social behaviour, which are issued through the BfL system.

BfL and Punctuality to School

It is essential that students arrive at 8.30 am ready to start school at 8.40 am. If students are late to school, they should report to the Attendance Office. Persistent unauthorised lateness will be followed up, and appropriate action taken.

- In the event of lateness without a valid reason, students will be assigned a C3 Late.
- Acceptable reasons include prearranged medical appointments, personal emergencies, or local authority transport issues verified via Travel South Yorkshire.
- General traffic, commuting issues, or drop-offs at other schools are not valid reasons.

C3 Detention

If there is no valid reason for being late students will receive a C3

- Once students have been issued with a C3 Detention they will complete a 30 minute detention the following school day. However, as staff meet after school on a Monday, if students are issued with a C3 on Friday, they will complete their 30 minute detention after school on Tuesday.
- If students are in school and fail to turn up to a 30-minute detention, with no valid reason e.g. medical appointment they will serve time in our Inclusion Unit the following day.
- If a student is absent on the day of their detention, they will complete it the following School day, except Monday. Students will not necessarily be reminded – it is their responsibility to remember! Sanctions for non-attendance at detention will apply as outlined earlier
- Students who fail to attend after school detentions regularly will be at risk of receiving a suspension.

BfL in the Classroom

Praise is at the heart of the BfL system, and we will regularly remind students that we expect the best from them. BfL rewards and sanctions are linked to 'Behaviour Targets', which are displayed in classrooms and are as follows:

1. To remain silent when the teacher is talking.
2. To stay on task.
3. To not touch another student.
4. To speak to staff and students in a pleasant way.

C3 Classroom

If students break any of the four behaviour targets, they will be given up to two verbal warnings (C1 and C2) in a lesson or form period. If they then break one of the 'Behaviour Targets' for a third time, they will be issued with a C3 Classroom sanction.

- A C3 Classroom will result in a 30-minute detention.

If a student continues to break any of the four behaviour targets after receiving a C3 Classroom, they will receive a C4 Escalation of Classroom Behaviours.

C4 Escalation of Classroom Behaviour & C4 On-Call

- C4 Escalation: When a student fails to modify their behaviour after C1, C2, and C3 warnings, continuing to disrupt learning.
- C4 On-Call: For behaviours such as refusal to follow a reasonable request or the use of rude, foul, or abusive language.

In both cases, the student must immediately exit the lesson and report to the Inclusion/On-Call room, where they will remain for the rest of the lesson.

- Both sanctions will result in a 1-hour detention.
- If a student receives two classroom-based C4s (including a C4 Escalation and/or a C4 On-Call, or two of the same) in one day, they will remain in the Inclusion Unit for the remainder of the school day.

Further sanctions may apply depending on the severity of the behaviour.

Senior On-Call

Senior On-Call is requested via ClassCharts by staff if they feel they need specific support with a student within a lesson. This can be for varied reasons, for example:

- A student refusing to leave when issued with a C4 Escalation or C4 On-Call.
- If a student's behaviour is deemed unsafe or significantly disruptive.

Senior On-Call ensures the situation is managed effectively to minimise disruption to learning. If Senior On-Call is requested, the student will face further sanctions depending on the situation.

Communication

- C4 Escalation and C4 On-Call (classroom-based): Parents/Carers will be notified by the issuing staff member of this sanction and reason to provide context.
- C3 Classroom: These are not communicated to parents, as there is an expectation that this sanction is self-explanatory in regard to students not meeting behaviour targets in lessons and modifying behaviour when given a C1 or C2.
- C3 Late: These will not be communicated home, as this sanction is also self-explanatory and relates directly to punctuality expectations.
- Corridor/Dining Consequences: These are also not communicated to parents, as it is clear from the expectations outlined in this policy.

Incidents Beyond a C4: Any incidents, investigations, or upscaling of a sanction will be communicated by a member of the Behaviour Team or Inclusion Team.

BfL around School

Any member of staff can issue a C3 Corridor/Dining detention without warnings for:

- Running or shouting in corridors.
- Pushing another student or pushing in the lunch queue.
- Eating or carrying food outside the dining area.
- Leaving trays at tables in the dining hall.
- Being out of area during break or lunchtime.
- Other instances of anti-social behaviour, e.g., shouting or mob-like behaviour.
- **Staff can also issue a C4 outside the classroom for refusal to follow a reasonable instruction.**

C3 and C4 Sanctions

C3 Sanctions:

- Classroom Behaviour: **30-minute detention.**
- Late Arrival: **30-minute detention.**
- Corridor/Dining Behaviour: **30-minute detention.**
- Lack of Equipment (including PE kit): **30-minute detention.**
- Earrings in PE: **30-minute detention.**

C4 Sanctions:

- Escalation of Classroom Behaviours: **1-hour detention.**
- Refusal to Follow a Reasonable Instruction: **1-hour detention.**
- Rude, Foul, or Abusive Language: **1-hour detention.**

Detention Expectations

- Detentions are held on **Tuesdays, Wednesdays, Thursdays, and Fridays.**
- A **C3** or **C4** issued will result in a detention on the following school day.
- If issued on a Friday, detentions will take place on the following Tuesday.

- Failure to attend detentions without a valid reason (e.g., medical appointment, family emergency) will result in further action.

Homework Expectations for Year 11 Students

As Year 11 students approach their GCSEs, it is crucial that they engage fully with homework, revision, and preparation work set by their subject teachers. Each student will be given a specified time frame to complete the assigned tasks. Failure to meet these deadlines will result in a C3 detention being issued, as this preparation is vital to their success in the upcoming exams. This approach is designed to ensure that all students remain on track and are fully supported in their studies during this important period.

The Right of Appeal

BfL is based on equal values. If students feel they have been issued with a C3/C4 proforma unfairly, they have the right to appeal. To do this, students go to the specified location to the specified member of staff to present their case at the first break time after they have received their C3 or C4. However, if the student argues with the member of staff at the time the C3/C4 is given or if they refuse to take the C3/C4 proforma, they will lose the right of appeal. Students may only appeal 3 times per term.

Students Causing Concern

If students are truanting from lessons and/or school, their behaviour is poor, and/or they are underachieving in lessons, their Pastoral Leader will meet with them. They will discuss ways to move forward more positively and address the issues to see an improvement in progress. Students may, for example, be placed on report for a short period where they will be provided with a report card to take to each lesson to be completed by their teacher. This will enable a student's Form Tutor and Pastoral Leader to monitor attendance, behaviour and/or progress. Parents/carers will be informed either through planners, by letter or a phone call. They will read and sign it each night and add a comment if they feel it is appropriate. Pastoral Leaders may well invite parents/carers into school to meet and discuss a student's progress and any concerns that they or teachers have and develop an action plan to ensure students make positive progress and go on to meet their targets. At all stages Form Tutors will be working alongside Pastoral Leaders and they will be involved in discussions with parents/carers through planners, over the phone, by emails and in meetings in school.

Inclusion Unit

Our Inclusion Unit serves as a temporary withdrawal space for students, primarily due to behaviour concerns, ongoing investigations and C4's (On-Call). Parents and carers will be informed if their child is placed in the Inclusion Unit.

4. External Intervention

We prioritise identifying students who may benefit from external intervention, our interventions include measures such as Alternative to Suspensions, Managed Moves, Direction Off-sites, referral to BOSS (Behaviour Outreach Support Service) and Alternative Curriculum Packages.

Alternative to Suspension

Ridgewood reserves the right to employ an alternative to suspension when deemed suitable. In such cases, students may access another local school's Inclusion Unit. This alternative acknowledges situations where our internal Inclusion Unit may prove insufficient, yet a formal suspension may not be warranted. It is essential to note that the duration of external Inclusion shall not exceed a maximum of three days.

Managed Move

A Managed Move is a voluntary agreement involving two schools, parents/carers, and the student. It initiates a 12-week trial period leading to a potential permanent transfer to another mainstream

school. This process is conducted with the best interests of the student in mind, ensuring a supportive and conducive learning environment.

Direction offsite

Direction Off-site is another intervention method employed when the governing board of a maintained school deems it necessary for a student to attend another educational setting to enhance their behaviour. Academies also have the authority to arrange off-site provision under their general powers. While parental/carer consent is not strictly required, we encourage a collaborative approach to ensure the best possible outcomes for the student. Alternative Curriculum package.

Alternative Curriculum Packages

For students who may face challenges accessing mainstream settings on a full-time basis, we offer tailored alternative curriculum packages. These packages are individually crafted to meet the specific needs of each student. It is essential to note that all alternative providers we work with are approved by the Local Authority, ensuring the highest standards of education and support for our students.

5. Suspension

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017) All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples;

- Failure to comply with a reasonable request from a member of staff
- Failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the BfL system
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the school
- Persistent defiance or disruption
- Minor assaults or fighting
- Other serious breaches of school rules

Return from Suspension Meeting

The purpose of this meeting is not only to address the immediate concerns related to the suspension but also to outline a proactive plan for the student's future conduct and academic progress. Your participation is vital, as decisions may be made during this meeting under Ridgewood's general powers to ensure a safe and conducive learning environment for all.

6. Permanent Exclusion

'A decision to exclude a student permanently should only be taken:

- in response to serious 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 pupils or others in the school.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- possession of an illegal drug with intent to supply others;
- carrying an offensive weapon with the intent to use or supply others;
- making a malicious serious false allegation against a member of staff;
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.

The Headteacher may also permanently exclude a student for:

- one of the above offences; or
- persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on School premises; or
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the School community.

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into School. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Governors also consider the following to be serious incidents resulting in the suspension of a student:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the BfL system

A student can be suspended for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to suspend a student will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's behaviour policy, including persistent disruptive behaviour.

Where it becomes clear that suspensions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour. For example a student may be referred to: Educational Behavioural Psychology Support Team; Star Centre, SEND Team, Learning Centre and Pupil Referral Unit. A

student may also be offered a personalised Alternative Learning Package or access to a Managed Move to reduce the risk of permanent exclusion. Where there is a persistent lack of parental co-operation and this is affecting the child's behaviour, the School will refer the case to the Local Authority Social Care Team. Family support may also be accessed through CAF procedures (Common Assessment Forms) to ensure inter-agency support.

In the majority of situations suspensions will be between 1 to 5 days - work will be set by the school during this period. Students who are suspended for a period of 6 days or longer will be provided with alternative educational provision, which will normally be off-site. For Children In Care, alternative provision will be provided from the earliest date possible, preferably from the first day of suspension. Students may be required to engage in a phased reintegration (particularly for assaults) and will access support in the Star Centre or from the SEN Team.

DfE Guidance

Under DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the Governors' Behaviour Committee must be convened by the Governors' Behaviour Committee Clerk when:

- a student has received over 15 days' suspension in one term;
- recommendation of permanent exclusion is made by the Headteacher for a one-off incident, or through the persistent disruption to the school's systems.

The Behaviour Committee will comprise of 3 members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the suspension or permanent exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an suspension or permanent exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the suspension or permanent exclusion.

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting.

The Headteacher, and Deputy Headteacher of Inclusion will also be invited to attend the meeting.

Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

7. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation: Advice for head teachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, Ridgewood School also bans the following items and as a result are able to search students for them:

- Any item brought into the school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the school or be detrimental to school practice.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
 - Staff should hand the confiscated item to the relevant member of student support as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
 - Any item which staff consider to be dangerous or criminal, i.e. drugs, must be brought to the attention of a senior member of staff immediately.
 - Items confiscated by the school can be collected by parents/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves until the end of the half-term period, i.e. if a student has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A student cannot collect their phone for themselves.
 - The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
 - The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
 - Electronic equipment, jewellery and other expensive items will be confiscated and held by the school for a period of one year. If, at the end of the year, the item has not been reclaimed then the school reserves the right to destroy the item.
 - Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
 - Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
 - Where the school finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
 - Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
 - Where a member of staff finds tobacco or cigarette papers or other smoking paraphernalia, they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
 - Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the school carries out its own investigation.

8. Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force: Advice for Headteachers, staff and Governing bodies'.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

9. Discipline beyond the school gate

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Headteacher or Deputy Headteacher - BfL or Safeguarding must be informed. In some cases, they will involve the Police. In addition, if the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the school's 'Safeguarding Children and Young People Policy' will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

Where poor behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, or a suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Students are encouraged to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school.

For example:

- uniform – students will be issued a C4 detention if they remove their tie at the school gate
- students should not smoke on their journey to and from the school. If they are found smoking whilst wearing school uniform, the BfL system will be used
- misbehaviour on the school bus will result in the school behaviour policy sanctions being applied (C4, suspension, permanent exclusion) and a ban from using the school bus service for either a fixed period of time, or permanently

10. Complaints or Allegations against staff

There will be no automatic suspension when an allegation is made. The allegation must be in writing. The Headteacher will take statements from anyone involved and any witnesses. The evidence will then be used to decide if there is any need to proceed with the case. If there is a need to proceed, the relevant Governors and the Local Authority

Designated Officer (LADO) will be contacted for advice and support on the course of action which needs to be taken. If a student makes a false accusation against staff, the Headteacher may decide a meeting with the Governors is necessary. It will be decided what course of action needs to be taken, though this could result in permanent exclusion.

11. Smoking/ vaping

“A whole school approach is needed to address both smoking and vaping, making it part of the curriculum, highlighting the risks, and arming children with the facts so that they can make informed choices”
(Deborah Arnott, Chief Executive of ASH, said September 2022)

Any student found smoking or vaping will be immediately removed from circulation and placed in our Inclusion Unit. This policy is in place not only to address individual actions but also to prevent the potential influence on peers to engage in similar behaviour. Moreover, smoking or vaping on-site poses a fire risk, with potential consequences such as setting off the fire alarm. In adherence to our suspension policy, students engaging in such activities risk facing more significant sanctions.