



RIDGEWOOD
SCHOOL

Behaviour Policy 2026-2027

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1. Aims

This policy aims to:

- Create a positive and respectful culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment in which pupils can thrive
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline clear routines and expectations for pupil behaviour across all aspects of school life, not just in the classroom.
- Provide a consistent approach to behaviour management and to allow staff to apply clearly defined consequences consistently and fairly when needed
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, Statutory Requirements and Guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [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](#)
- [Restrictive interventions, including the 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](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. 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 child-on-child abuse, including but may not be limited to:
 - Bullying
 - Physical abuse
 - Sexual abuse
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Upskirting
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy - [Ridgewood School - Policies and Procedures](#).

5. Roles and Responsibilities

5.1 The Governing Board

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

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and building positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix C for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- 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, reintegration meetings, 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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules, values and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture through regular assemblies and our weekly Personal Development sessions

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction through will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

Pupils are expected to follow 'My Ridgewood' to 'prepare for the road ahead'. This is communicated to students in everyday practice, including, assemblies, PDP sessions, lessons and on the corridors.

Be Respectful

- Respect each other by being kind, polite and well mannered; always following active listening instructions.
- Respond positively first time to keep yourself and others safe, including sensible movement around school.

Be Resilient

- Work hard at all times with a positive 'can do' attitude and persevere even when learning is challenging.

- Develop your independence by focusing during lessons and participate in wider learning opportunities.

Be Responsible

- Attend school regularly and on time, wearing the correct uniform, bringing the correct equipment.
- Engage in your learning by being proud of your work, asking questions and acting on feedback.

7. Mobile Phone Use

Mobile phone use is not permitted by students.

For more information please see the mobile phone policy here [Ridgewood School - Policies and Procedures](#).

8. Responding to Behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and refer to 'My Ridgewood' posters to highlight our school values and expectations
- Develop positive relationship with pupils, which may include:
 - Greeting pupils at the door
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, modelling and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Apply consequences consistently and fairly when needed
 - Using positive reinforcement
 - Award Ridgewood points for our values and Star of the lesson

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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.

Please refer to our child protection and safeguarding policy for more information [Ridgewood School - Policies and Procedures](#).

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Awarding 'Ridgewood Points' on ClassCharts for our values of Respect, Resilience and Responsibility
- Awarding a 'Star of the lesson' each lesson they teach
- Communicating praise to parents/carers via a phone call or written correspondence
- A variety of year group and whole school events

Please refer to our Rewards information in Appendix B.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal warnings C1, C2
- C3 (20 minute detention)
- C4 (40 minute detention) and C4 phone call home to parents/carers
- Headteacher Detention
- Behaviour Contract
- Report
- Removal of the pupil from the classroom to 'Reset' (C4)
- Removal of pupil to 'Reflection' (HP – High Profile)
- Off Site Direction
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSL and/or Deputy Head of Inclusion to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the Department for Education's guidance.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned

- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see the DfE guidance for more information [DfE's latest guidance on restrictive interventions](#).

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them eg. STAR centre or wellbeing centre
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please see the DfE guidance for more information.

7.6 Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, 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.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

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 empty your bag”
- 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 the headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try to determine why the pupil is refusing to comply.

The authorised member of staff will then 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 eg bag.

'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 lockers or 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 on CPOMs.

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

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.

Strip searches

In **extremely rare** circumstances a strip search may be deemed necessary. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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.

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse [Ridgewood School - Policies and Procedures](#).

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- 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
- 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 a staff member (e.g. on a school-organised trip).

7.9 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.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the designated safeguarding lead DSL/Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 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

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 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 [Ridgewood School - Policies and Procedures](#).

7.12 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.

Please refer to our child protection and safeguarding policy

<https://www.ridgewoodschool.co.uk/page/?title=Policies+and+Procedures&pid=19> for more information on responding to allegations of abuse against staff or other pupils [Ridgewood School - Policies and Procedures](#).

9. Serious Sanctions

8.1 Detention

Pupils can be issued with detentions, after school during term time.

The school will inform the pupil's parents/carers through ClassCharts/email/the MyChildAtSchool app.

A C3 in lessons or around the school site will result in a 20 minute detention the following day. A C4 in lessons or around the school site will result in a 40 minute detention the following day. If a pupil does not sit their detention for any reason it will be escalated e.g. a C3 20 minute detention will escalate to a C4 40 minute detention and a C4 40 minute detention will escalate to a Headteachers' detention on a Friday.

If a student repeatedly receives multiple detentions or fails to attend multiple detentions they may face additional sanctions.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. If a pupil is issued with a C4 they will then go to 'Reset' where they will complete the 'Reset Activity' with the member of staff for the remainder of that period.

If the behaviour is more serious or escalates from a C4 then High Profile (HP) is added to ClassCharts and a member of the behaviour team or SLT will collect the pupil and they will go to

Reflection where a decision on a sanction will be made. This may mean the remainder of the day in Reflection where they will be supported to complete work that has been provided by the Curriculum leaders for the core subjects.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the rest of the class to continue with their work without further disruption
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Behaviour for Learning team and are expected to complete work set.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom via ClassCharts. A call will be made by the class teacher for a C4 removal. If they are removed and attend Reflection, then a phone call or communication through Class Charts will be made home to parents/carers by the BfL Team or SLT.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with BfL Team or Head of Year
- Short-term behaviour report cards
- Long-term behaviour plans
- Personalised Learning Plan (PLP)
- Multi-agency assessment
- Other bespoke interventions

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

A 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.

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

- serious actual or threatened physical assault against another pupil 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 pupils, 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 pupil 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 pupil:

- 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 pupil 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 pupil 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 pupil may be referred to: Educational Behavioural Psychology Support Team; Star Centre, SEND Team, Learning Centre and Pupil Referral Unit. A pupil 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 most situations suspensions will be between 1 to 5 days - work will be set by the school during this period. Pupils 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. Pupils 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, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026, a meeting of the Governors' Behaviour Committee must be convened by the Governors' Behaviour Committee Clerk when:

- a pupil has received over 15 days' suspension in one term.
- A 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 pupil, 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 a suspension or permanent exclusion or direct the pupil'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,

10. Responding to Misbehaviour From Pupils With SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will ensure we take into account their SEND plan and work with the SENCo and inclusion team to support an appropriate sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Reintegration via work in the STAR centre/Reflection
- Daily contact with the pastoral team
- A report card with personalised behaviour goals
- Mentoring via form tutor or other appropriate member of staff
- Further bespoke interventions

12. Pupil Transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

14. Monitoring Arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every week by the Assistant Headteacher - Behaviour

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By Behaviour type

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

15. Links with Other Policies

This behaviour policy is linked to the following policies-

- Child Protection and Safeguarding Policy
- LET Use of Restrictive Interventions Policy
- Mobile Phone policy

myRIDGEWOOD



Be Respectful:

- ✓ Respect each other by being kind, polite and well mannered; always following active listening instructions.
- ✓ Respond positively first time to keep yourself and others safe, including sensible movement around school.



Be Resilient:

- ✓ Work hard at all times with a positive 'can do' attitude and persevere even when learning is challenging.
- ✓ Develop your independence by focusing during lessons and participate in wider learning opportunities.



RIDGEWOOD
SCHOOL



Be Responsible:

- ✓ Attend school regularly and on time, wearing the correct uniform, bringing the correct equipment.
- ✓ Engage in your learning by being proud of your work, asking questions and acting on feedback.





myRIDGEWOOD

Be Respectful:

Respect each other by being kind, polite and well mannered.



Be Resilient:

Work hard at all times with a positive 'can-do' attitude.



Be Responsible:

Attend school regularly and always be prepared for learning.



Ridgewood Rewards

RR1

Daily Positive Praise

- Positive praise through verbal/written feedback.
- Ridgewood Points for Respect, Resilience and Responsibility.
- Star of the Lesson award.

RR2

Weekly Rewards

- Heads of Year – Student of the Week postcard home.
- Attendance Draws – 100% weekly attendance.
- Assembly 'Shout Outs' for top forms for attendance and Ridgewood Points.

RR3

Half Termly Rewards

- Positive postcards home - 1 Respect, 1 Resilience and 1 Responsibility per teacher per half term.
- Assembly 'Shout Outs' for top students for attendance and behaviour.
- Positive Attendance Draw.
- Positive phone calls home.

RR4

Termly Rewards

- Headteacher Award for 3 'R's.
- Leger Awards for Values.
- Christmas – Golden Ticket Event.
- Easter - Year Group Reward Event.
- Summer – Theme Park Rewards Trip.

RR5

Annual Awards

- Annual Awards Evening.
- Y9 Graduation Evening.
- Y11 Prom and Leavers Events.





myRIDGEWOOD

Be Respectful:

Respect each other by being kind, polite and well mannered.



Be Resilient:

Work hard at all times with a positive 'can-do' attitude.



Be Responsible:

Attend school regularly and always be prepared for learning.



Student Consequences

C1

Expectation Reminder

- First verbal warning.

C2

Student not responding to expectation reminder

- Second verbal warning.
- Member of staff ensures student understands the task.

C3

Continued disruption or off task

- Third verbal warning.
- 20 minute detention the next day.
- C3 logged by member of staff.

C4

Significant failure to meet expectations

- C4 logged by member of staff straight away.
- 40 minute detention the next day.
- Parents contacted.

HP

High Profile

Ongoing persistent disruption or refusal to leave.

- HP logged by a member of staff straight away.
- HP responds and student taken to Reset or Reflection.
- Parents contacted.

FI

Further Interventions

Behaviour that continues to not meet expectations, or 'one off' more serious incidents, will mean referrals to internal or external provisions or fixed term suspensions.

