

# RIPLEY ST THOMAS

A CHURCH OF ENGLAND ACADEMY



## Behaviour Policy

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## Our vision

We aim for all members of our Christian community to flourish spiritually, academically and personally so that they can live life in all its fullness.

*'I have come in order that you might have life - life in all its fullness.'*

(John 10:10)

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## 1. Aims & Principles

As a Church of England Academy, we aim for all members of our Christian community to live life in all its fulness. We realise our vision through our Christian values of faith, hope, love and service. Our commitment to the Christian faith and these values helps create our harmonious, kind and considerate school.

We strongly believe that high standards of behaviour, which allow young people to flourish and nurture their essence, lie at the heart of a successful school. All members of the school community have the right to feel safe at all times and be able to work and relate confidently with each other. In dealing with issues of behaviour we aim to reflect our Christian ethos which recognises the need for justice, empathy, mercy and forgiveness.

Our Sixth Form students are role models to our pupils in years 7 to 11. Our expectation is that Sixth Form students will behave with due regard at all times to their role as senior members of the school; that is, with personal dignity and self-respect and also with respect for staff, their peers and pupils in the school and the wider community. Sixth Form life at Ripley prepares our students for employment, apprenticeships and higher level study.

Fostering positive relationships with all members of our school community is at the heart of this policy.

**We encourage a culture of Faith, Hope, Love, and Service, where every member of the community supports one another. We believe that:**

- Faith guides our interactions, fostering a respectful and inclusive environment.
- Hope drives us to support students in overcoming challenges and achieving their potential.
- Love is demonstrated through our commitment to kindness and understanding in all relationships.
- Service is integral to our community, encouraging students to contribute positively to the school and wider society.
- The best kind of discipline is self-discipline; this is fundamental to the personal and academic development of young people.
- Rewards are always preferable to sanctions and are powerful motivators.
- All pupils have the right to learn and the responsibility to let others do the same.
- Sanctions should be proportionate, consistent, and used to engender self-discipline.
- A small number of pupils may need intensive, specific support to help them manage their behaviour at times during their school career.
- Pupils thrive when parents and school work together to address issues around behaviour.
- Pupils with Special Educational Needs and Disabilities (SEND) are supported and, when necessary, reasonable adjustments made to the application of this policy.

## **2. Compliance**

This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance:-

- Education (Independent School Standards) Regulations 2014
- Education and Inspection Act 2006
- Equality Act 2010
- School Information (England) Regulations 2008
- Children and Families Act 2014
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transactional Provision) Regulations 2023
- The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Department for Education's advice "Behaviour in Schools" February 2024.
- Department for Education's advice "Preventing and Tackling Bullying" July 2017
- Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" August 2024
- Department for Education's guidance "Searching, screening and confiscation at school" July 2022
- Department for Education's guidance "Use of reasonable force in schools" July 2013
- Department for Education's guidance 'Alternative Provision' January 2013
- Department for Education's guidance 'Keeping Children Safe in Education' as amended from time to time.
- Department for Education's guidance 'Mobile phones in schools' February 2024

### **About this policy**

Ripley St Thomas believes pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in Ripley St Thomas and the world outside - so that they may contribute responsibly and constructively to society.

General day-to-day expectations of students (for example, excellent levels of school and lesson attendance, punctuality, appearance, use of school property/facilities, conduct in lessons, co-curricular activities and enrichment activities) are clearly outlined in the pupil journal and Sixth Form planner and in the Home-School agreement signed by parents and pupils annually and in the Sixth Form Learning Agreement signed by parents and students when they take up their place in the Sixth Form.

The purpose of this policy is to set out:

- The standard of behaviour expected of pupils.
- The consequences which staff can issue if behaviour falls below expected standards.
- How the academy will deal with online and offline poor behaviour outside the academy premises.

This policy should be read alongside the academy's SEND policy.

This policy will be published on the school website and can be made available in hard copy upon request.

### **3 Roles and Responsibilities**

The Directors have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework. The Directors have delegated day to day responsibility of the implementation of this policy to the Headteacher. The Headteacher will:

1. Maintain a good understanding of behaviour across the academy.
2. Direct which members of staff can issue detentions.
3. Ensure that new staff are inducted into the academy's behaviour expectations and that training is offered to all staff so they can meet their duties and functions within this behaviour policy.
4. Ensure that all new pupils have a clear understanding of behaviour expectations.
5. Anticipate that those pupils with SEN may need extra support in place to help them meet behavioural standards.

All members of staff have a role to play in developing a calm, positive, structured, and safe environment at the academy. All staff are expected to embody the values of Faith, Hope, Love, and Service in their daily interactions, serving as role models for students.

All staff should ensure that they:

1. Treat pupils, colleagues and visitors with respect and dignity.
2. Seek to maintain and uphold high standards of behaviour in their classrooms, using the Academy Behaviour Policy when necessary.
3. Provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily.
4. Seek to encourage and reward good behaviour wherever possible.
5. Not ignore behaviour which falls short of what is expected at Ripley, whether during lessons or around the school site at any other times.

6. Identify if any poor behaviour is due to any unmet need, be it educational or other, and provide support in a timely manner where appropriate.
7. Assist the Headteacher with the induction of new staff into the academy's behaviour expectations.
8. Teach and model good behaviour and positive relationships.

All pupils at the academy deserve to learn in a safe and calm environment. Pupils are expected to demonstrate the school values in their relationships with peers. To uphold this, pupils must:

1. Treat staff, visitors and other pupils with respect.
2. Do as they are asked by staff at all times.
3. Not refuse a reasonable request from an adult.
4. Arrive on time for lessons.
5. Bring the correct equipment to lessons.
6. Listen in silence when someone else is talking to the class.
7. Do the work set to the best of their ability.

The academy recognises that good behaviour must be supported at home. As such, it is expected that parents:

1. Get to know this behaviour policy.
2. Support and reinforce the policy at home.
3. Engage with the academy when behaviour expectations are missed.

#### **4 Encouraging Good Behaviour**

Good discipline in lessons and around the academy allows all members of the school community to learn and to thrive. Good discipline provides security for teachers and pupils alike. If poor behaviour is ignored, or tolerated, it impacts on teaching and learning and on the life of the school community.

Pupils are encouraged to show faith and love through acts of kindness, demonstrate service by helping peers, and embody hope by maintaining a positive attitude even in challenging situations.

Positive behaviour will be rewarded through our Reward System in school and through regular rewards events.

*(Rewarding good behaviour aligns with the value of Love through compassion and understanding.)*

**House Points** are shared with pupils through our House Points boards in each classroom and parents are informed when House Points are awarded through the Parent Portal on School Synergy.

#### **5 Celebrating Success**

Opportunities to celebrate achievements of our pupils is important. Positive postcards are used to highlight excellent work and conduct and our pupils' achievements are regularly celebrated in assemblies and Progress Tutor time.

Over the course of a pupil's 7-year journey through school, they will have the opportunity to complete the Ripley Values Awards which recognise and acknowledge pupils who demonstrate Faith in their actions, Hope in their attitudes, Love in their interactions, and Service to others.

Y7: Archbishop's Young Leaders Award

Y8: Parable of the Talents Challenge

Y9: Beacon Award

Y10 Charity and Community Event

Y11 Ripley+ Award

Y12 and Y13: ASPIRE Programme

Senior Leaders invite pupils and students to join them for Morning Tea events to recognise many different noteworthy achievements throughout the school year.

## 6 Consequence system

Our behaviour management system focuses on choice and consequence. Clearly laid down consequences of behaviour are designed to help pupils and students make wise choices and to support the learning and good behaviour of all. Poor behaviour disrupts the learning of pupils in lessons. This is not acceptable.

This table details our system of consequences and gives examples of some of the unacceptable behaviours which may trigger these consequences:

| Consequences  | Unacceptable behaviours  |
|---|--|
| <p><b>Behaviour Reminder</b></p> <p>(During lessons <b>and</b> during registration periods)</p> | <p>A behaviour reminder may be given to settle and refocus either an individual or a class, for example, for:</p> <ul style="list-style-type: none"> <li>• Poor levels of work</li> <li>• Talking to another student across the classroom</li> <li>• Deliberate distraction of others</li> </ul> |
| <p><b>B1</b> (First Formal warning)</p>   | <p>A first formal warning (B1) may be issued for unsatisfactory behaviour, for example:</p> <ul style="list-style-type: none"> <li>• Continued talking</li> <li>• Failure to settle to work</li> <li>• Distracting others</li> <li>• Making silly noises</li> </ul>                              |
| <p><b>B2</b> (Second Formal Warning)</p>  | <p>A B2 (second formal warning) may be issued for continuing unsatisfactory behaviour as defined above.</p>  |

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| <p><b>B3</b> (Third formal warning)</p> <p>A B3 sanction will trigger a detention at either break or lunchtime.</p> <p>Parents will be notified electronically.</p>   | <p>A B3 (Third formal warning) may be issued if poor behaviour continues after the previous B2 warning.</p> <p>Failure to attend at break or lunchtime will become a <b>B3 after school detention</b> in the department area.</p> <p><b>Pupils who fail to attend a department detention will be given an SLT detention which will be run on Friday after school between 15:05 and 16:15 in T1.</b></p>   |
| <p><b>B4</b> (Pupil sent to foster classroom /Silent Study Room (SSR) for the lesson)</p> <p>A B4 sanction will trigger a one hour after school detention in the department as soon as possible following the incident.</p> <p>Parents will be notified electronically.</p>   | <p>A B4 sanction may be issued if behaviour continues to be unacceptable. The pupil will be sent to a foster classroom / Silent Study Room (SSR) for the remainder of the lesson.</p> <p><b>Pupils who fail to attend a department detention will be given an SLT detention which will be run on Friday after school between 15:05 and 16:15 in T1.</b></p>   |
| <p><b>B5</b> (Internal Exclusion)</p> <p>A B5 sanction will result in the pupil spending the rest of the day and the following day until 4 pm in The Reflection Centre.</p> <p>We use internal exclusion as it is action short of suspension for moderate and/or persistent breaches of this behaviour policy.</p> <p>Pupils will be set their curriculum work to complete throughout their time in The Reflection Centre and will be expected to also complete a set of reflection tasks on day two.</p> <p>Where a serious incident has taken place, pupils may also be required to write a statement during their time in The Reflection Centre.</p> | <p>A B5 sanction may be issued either for disruptive behaviour in the foster classroom/Silent Study Room (SSR) <b>or</b> for other serious incidents inside or outside the classroom.</p> <p>(If a B5 sanction is issued for poor behaviour in a lesson, a member of on call staff will be called to remove the pupil.)</p> <p>The following behaviours are likely to lead to a B5 sanction. More serious incidents of this nature are likely to lead to B6 twilight suspension or a B7 suspension. This list is not exhaustive:</p> <ul style="list-style-type: none"> <li>• Disruptive behaviour in a foster classroom</li> <li>• Minor incidents of damage to school property</li> <li>• Severe breach of the code of conduct – including inappropriate behaviour to and from school</li> <li>• Refusing a reasonable request / defiance</li> <li>• Severe or persistent misbehaviour when placed on SLT report or Sixth Form contract</li> <li>• Refusal to obey instructions including persistent failure to attend after school detentions</li> </ul> |



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| <p>Parents/carers will be contacted by telephone by a Progress Leader, Assistant Progress Leader or member of SLT. Parents/carers will also be notified electronically.</p>  | <ul style="list-style-type: none"> <li>• Physical, online or verbal aggression</li> <li>• Serious breaches of health and safety rules</li> <li>• Walking away from a member of staff</li> <li>• Discriminatory language</li> <li>• Found in possession of banned items</li> <li>• Failure to adhere to the Acceptable Usage contract, including serious misuse of ICT</li> <li>• Pending further investigation into a serious incident</li> </ul> <p>To complete the consequence and return to lessons, pupils must complete their allocated time in the Reflection Centre, without breaking the code of conduct.</p> <p><b>Failure to follow the code of conduct whilst in The Reflection Centre is likely to result in a suspension.</b></p>  |
| <p><b>B6</b> (Internal Suspension)</p> <p>A B6 sanction will result in the pupil attending the Reflection Centre from 8am until 4pm the following day.</p> <p>Parents/carers will be contacted by telephone by a Progress Leader, Assistant Progress Leader or member of SLT.</p> <p>Parents/carers will also be notified electronically.</p>  | <p>A B6 may be issued:</p> <ul style="list-style-type: none"> <li>• For a serious incident which doesn't warrant a fixed term suspension.</li> <li>• For a serious incident committed by a pupil who rarely displays negative behaviour and who shows obvious and clear remorse.</li> <li>• An accumulation of B4 and / or B5 sanctions</li> </ul> <p><b>A meeting with Pastoral staff or SLT may be held to support the pupil.</b></p>   |
| <p><b>B7</b> (Suspension)</p> <p>A B7 sanction will trigger a period of the pupil being suspended from school.</p> <p>Parents will be notified by telephone and a letter will be sent electronically. Parents may be asked to collect the pupil from school where appropriate.</p> <p>Following any suspension there must be a reintegration meeting held with the pupil, parents and a progress leader or member of SLT. This will be arranged for the day the pupil returns to school. If parents are unable to attend the pupil will be</p> | <p>A suspension is a serious sanction and is only issued where the breach of the Academy rules is severe.</p> <p>The following are examples of when a B7 may be issued:</p> <ul style="list-style-type: none"> <li>• Repeated refusal of a reasonable request</li> <li>• Serious breaches of health and safety rules</li> <li>• Verbal abuse of staff, other adults or students</li> <li>• Possession of drugs and/or alcohol related offences</li> <li>• Wilful damage to property / vandalism / graffiti</li> <li>• Incidents of homophobic / transphobic / biphobic and racist abuse</li> <li>• Child on child abuse</li> <li>• Sexual harassment</li> <li>• Theft</li> <li>• Making a false allegation against a member of staff</li> <li>• Behaviour within or outside school which calls into question the good name of the academy</li> <li>• Persistent defiance or disruption</li> </ul> |

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| <p>placed in The Reflection Centre until this meeting takes place.</p> | <ul style="list-style-type: none"> <li>• Fighting/assault towards another member of the community</li> <li>• Disruptive behaviour whilst in the Reflection Centre</li> <li>• Smoking or using an e-cigarette/vape on school site or in school uniform off site</li> <li>• Possession of smoking or vaping items in school</li> <li>• Misuse of the fire bell</li> <li>• As stated above, following repeated B4 and B5 sanctions</li> </ul> |
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| <b>Additional sanctions for other breaches of our expectations</b>  |  |
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| <p><b>Academy Detention (DET) (for poor behaviour outside lessons)</b></p> <p>Academy detention will result in a lunchtime detention, either on the day of the incident or the school day after the incident.</p> <p>Parents will be informed electronically.</p> | <p>Academy detention is given to a pupil whose behaviour is below expectations <b>outside</b> the classroom, for example:</p> <ul style="list-style-type: none"> <li>• Not arriving for late to school detention at lunchtime</li> <li>• Persistent uniform/make-up issues</li> <li>• Dangerous or intimidating behaviour</li> <li>• Shouting, chanting, pushing in corridors</li> <li>• Chewing gum</li> <li>• Not respecting the school site, including the deliberate dropping of litter</li> </ul> <p>Damage to school property is likely to incur a cost for the repair or replacement of damaged items.</p> <p>Pupils who fail to attend an Academy lunchtime detention will be given an Academy after school detention for the following day. Academy after school detentions do not take place on a Friday.</p> <p><b>Pupils who fail to attend an Academy after school detention will be given an SLT detention which will be run on Friday after school between 15:05 and 16:15 in T1.</b></p> |

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| <p><b>Sanctions for failure to bring equipment or to complete homework</b></p> <p><b>E 1–4</b> (failure to bring equipment)</p> <p><b>H 1-4</b> (failure to complete homework)</p> | <p>Failure to bring correct equipment or complete homework is disruptive to pupils' learning. These instances will be dealt with by using the H1-4 and E1-4 <b>Clicks</b> on Synergy, using E1 as formal reminders, E3 lunch detention and E4 after school detention.</p> <p>Pupils who receive repeated E4 / H4 Clicks will be brought to the attention of subject leaders and progress leaders.</p> |
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| <p><b>Late to Lessons</b></p> <p><b>L 1-4</b></p> <p><b>Accumulation of L4 sanctions</b></p> <p><b>L5 sanctions</b></p> <p>Parents will be informed electronically.</p> | <p>Punctuality to lessons is important. Persistent late arrival impacts on the learning time within the classroom and can cause disruption to the learning of others and to the delivery of the lesson by the teacher. Allowances for travel time across our large site will be made, however pupils are reminded that they must choose the most time efficient route when travelling from A to B.</p> <p>An L1 click will be issued as a formal reminder by the subject teacher. An L3 click will be issued for the second late to lesson in the same subject, this will require the pupils to attend break or lunchtime detention with the class teacher/department. The third instance of lateness in the same subject will result in an L4 click, a department after school detention. The next lateness to the same subject will be an automatic L4 detention.</p> <p>Pastoral staff will monitor lateness across all subjects. For the third L4 in any individual subject, or across all subjects, an L4 SLT detention will <b>also</b> be issued, this takes place on a Friday after school until 4.15pm.</p> <p>An accumulation of four L4 sanctions in any term will lead to an L5 sanction, one day in The Reflection Centre.</p> <p>Further infringements will result in escalated sanctions.</p> <p>Pastoral staff will monitor pupil lateness across all subjects and issue sanctions, as appropriate.</p> |
| <p><b>Truancy</b></p>   | <p>Pupils who truant from school will be sanctioned with a loss of social time in the form of lunch time and after school detentions, at the discretion of the Progress Leader or SLT.</p> <p>Should there be instances of persistent truanting, sanctions will escalate accordingly.</p>   |
|   | <p><b>A meeting with Pastoral staff or SLT may be held to support the pupil.</b></p>  |

## 7 Detention

Detention is a well-established sanction for managing poor behaviour. We have set out above the situations in which detention may be issued at Ripley St Thomas.

The school does not need parental or pupil consent to issue a detention which runs after the

PM session has concluded, although we will inform parents of after school detentions via School Synergy. Inconvenience for a pupil being picked up or taken home at the conclusion of the detention is not a reason for the detention to be cancelled. Ripley St Thomas will use its discretion in changing detentions due to circumstance around the safeguarding or safety of pupils.

A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

## **8 Behaviour Beyond Academy Gates**

Behaviour beyond the school gate may fall within our Behaviour Policy. Appropriate behaviour is expected of all our students beyond the school gate and applies to all of our students when:

- Taking part in any school-organised or school related activity
- Travelling to and from the school or wearing our school uniform
- In some other way identifiable as a pupil at our school
- Interaction with other pupils online

The Headteacher is entitled to take into account behaviour outside the school gates when applying this policy to such an extent as is reasonable.

All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring our community into disrepute. This includes non-criminal poor behaviour and bullying which occurs off the academy premises or online and which is witnessed by a staff member or reported to the academy.

The same standard of good behaviour is expected online as applies offline. Parents are encouraged to monitor the interactions made by their child via online devices. Age appropriate Apps are recommended. Child on child abuse increasingly occurs online and away from the school site. It is recommended that devices are not accessible to the child in their bedrooms overnight.

The academy prides itself as an intrinsic part of the community. It will fully support police investigations or community incidents and will sanction or reward pupils accordingly.

## **9 Direction off-site to improve behaviour**

The Headteacher has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required and attendance at the directed placement is compulsory. A placement will be commissioned based on the circumstances that have arisen leading to the sanction.

If there is a one-off isolated incident or repeated behaviours such as internal truancy or repeated failure to attend detentions or poor behaviour during detention, then a short-term intervention may be initiated where a pupil will attend one of our Trust schools for 1-2 days in their internal exclusion room. The host school's policies will be followed and there will be regular communication between schools, monitoring attendance, behaviour and engagement with the curriculum.

## **10 Suspension from school**

The Headteacher has the power to suspend a pupil for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there has been moderate and persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for up to 45 days in one school year.

For the majority of pupils a suspension will not be necessary. The academy aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities'. This means that the Headteacher will accept that it is more likely that an incident happened than it did not happen. The Headteacher will take into account their statutory duties in relation to SEN duties when considering whether to exclude a pupil.

It is not unlawful to suspend a child with special educational needs or a disability. However, the Headteacher will consult with the SENDCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant suspension is a manifestation of the pupil's SEND. In the event that it is, the Headteacher may still believe suspension is warranted as it is a proportionate means of achieving a legitimate aim.

If a fixed-term suspension exceeds five days, we will provide sixth day provision within the internal exclusion room at one of our Trust schools. The host school's policies will be followed and there will be regular communication between schools, monitoring attendance, behaviour and engagement with the curriculum. The academy will take reasonable steps to set work for the pupil during the first five school days when they are suspended.

We may initiate a 'step out' provision which will be for 5-10 days to enable a pupil at risk of further suspensions or potential permanent exclusion to have appropriate reflection time and where appropriate, receive interventions. This will be accommodated in one of our Trust school's internal exclusion room. The host school's policies will be followed and there will be regular communication between schools, monitoring attendance, behaviour and engagement with the curriculum.

A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which, at the end of the suspension, warrants a more serious sanction to be imposed the Headteacher may issue a permanent exclusion.

## **11 Permanent Exclusion**

Permanent exclusion is an extremely severe sanction and is issued as a last resort. A permanent exclusion may be used in response to persistent breaches which other sanctions, intervention and strategies have not been able to effectively manage, or a serious breach of this behaviour policy. A permanent exclusion will be issued when allowing the pupil to remain at the academy would seriously harm the education or welfare of the pupil or others at the academy.

A permanent exclusion may be issued for:

- a) Persistent disruption and defiance.
- b) Persistent child on child abuse, including homophobic, biphobic, transphobic or racist abuse.

- c) Possession of and /or use of an illegal drug or associated paraphernalia on the school premises.
- d) 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 academy community.
- e) A one-off offence which might include:
  - Serious actual or threatened physical assault against another student or a member of staff
  - Sexual violence and/or harassment
  - Carrying an offensive weapon: offensive weapons include any knife, irrespective of length. 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 to be carried with the intention to inflict injury on another individual
  - 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
  - Arson
  - Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy

The above list is not exhaustive and the Headteacher may use their discretion when determining what may constitute a serious or persistent breach.

## **12 Information to pupils**

All pupils will be made aware of the rules and expectations regularly throughout the school year through assemblies, form time, reminders from key staff, displays, email and Firefly reminders and the daily pupil bulletin.

We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to support pupils to effectively manage their behaviour.

## **13 Sixth Form Support**

### **Individual Support (ISAP)**

There are two types of ISAP:

- A Tutor ISAP may be used for a student who is struggling to make sufficient academic progress and will involve a minimum of half a term of tutor monitoring and compulsory study support.
- A Head of Year ISAP may be used for persistent behaviour and/ or attendance concerns.

Some students require additional short term support to achieve their potential. Support is tailored to the needs of the individual student. Progress is measured against the criteria

agreed and a review is held with the student at the end of a fixed time period. Students are expected to respond positively to this programme. Parents are informed by letter at the beginning and contacted at the end of the defined period.

### **Contract System**

A student who persistently fails to meet expectations will be placed on a contract. Students can move to any level of contract dependent on the issue.

#### **Contract Level 1**

Contract Level 1 will offer short term targets with date of review. Parents will be invited to attend a meeting with the Head of Year and Deputy Head of Sixth Form who will both sign this contract.

#### **Contract Level 2**

A student who does not meet the targets from Contract Level 1 will meet with the Deputy Head of Sixth Form and be placed on a Contract at Level 2. This will set further short term targets with date for review. The Deputy Head of Sixth Form will meet with parents and will liaise with a member of the Senior Leadership Team. The Deputy Head of Sixth Form and a member of the Senior Leadership Team to sign this contract.

#### **Contract Level 3**

A student who does not meet the targets at Level 2 will be placed on a Contract at Level 3. At this point, a student is in a very serious position. The student will be made aware that his/her position at Ripley St Thomas Sixth Form is in jeopardy. The contract will state that it may be in the interests of the student that he/she leaves the Sixth Form should he/she not meet the short term targets by the date shown on the contract. Deputy Head of Sixth Form and a member of the Senior Leadership Team to sign this contract.

In the event that students decide to seek alternative training routes, they will be supported.

### **14 Report Cards (Y7 to Y11)**

Report cards are used to monitor the behaviour and attitudes of pupils. The following report cards may be used where appropriate:

- Progress Tutor Report
- Progress Leader Report
- Subject Report
- SLT Report

The objective of the report card is to support our young people in making positive choices about their behaviour and attitudes and provide intervention where necessary. Pupils will be expected to meet with an allocated member of staff each day. We ask for parents/carers to look at the report each day and to sign that they have seen it and discussed the progress with the child. Regular reviews will take place whilst a pupil is on report.

### **15 Uniform and Appearance**

High standards of uniform and appearance play an important role in establishing the ethos of our school. Pupils in years 7 to 11 follow the Uniform and Appearance policy.

Our Uniform and Appearance Policy outlines how pupils who do not adhere to our expectations on haircuts, fake tan, false eyelashes, gel nails and nail extensions will be sanctioned initially through loss of social time in Academy detentions.

Students in the Sixth Form follow our Dress Code. Financial support can be requested if needed. Both of these policies can be found on our website. Failure to adhere to expectations around uniform, dress code and appearance will receive sanctions as outlined in the policies.

## **16 ID badges**

All pupils **must** wear their ID badge and lanyards when on the school site. Lanyards should be worn so that they are visible, helping to identify the year group that the pupil is in. ID badges should face outwards so that the photo ID and name is visible.

If lanyards or ID badges are lost then a charge will be incurred for a replacement.

Sixth Form students who arrive at school without their lanyard must report to the Sixth Form reception, where a temporary ID badge will be issued for the day.

## **17 Mobile Phone Use**

The Mobile Devices Policy can be found on our website. The academy will follow procedures, as set out in the policy, for inappropriate use of mobile devices. Defiance or refusal to follow a reasonable request will be dealt with in line with this Behaviour Policy.

## **18 SEND Pupils**

The academy believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, the academy also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.

The academy aims to support the behaviour of pupils with SEND by:

- making reasonable adjustments where possible to accommodate their needs;
- co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care Plan (EHCP);
- remitting short planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time; and,
- training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

However, where it is apparent a student with SEND is struggling at the academy, even when accommodations are in place, the academy may work with external parties to determine the best way to support the pupil going forward, including any further strategies or interventions and whether alternative provision placements would assist in the effective management of behaviour.



## **19 Child on Child Abuse**

The academy takes any report of offline or online abuse or sexual violence seriously and will not tolerate such behaviour. As part of ensuring high behaviour standards the academy will ensure that pupils and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up. All members of the academy community must advocate for high standards of conduct and model dignified and respectful relationships.

If a pupil makes an allegation of sexual violence or harassment against a peer a referral in the first instance must be made to the designated safeguarding lead (DSL) and dealt with in line with the Safeguarding Policy and the Child Protection Policy. Any allegation which does not amount to sexual violence or harassment will be dealt with in line with this policy.

If a pupil makes a deliberately invented or false allegation they may receive a consequence in line with this behaviour policy. Support from the DSL will be engaged to determine whether a consequence will be appropriate.

## **20 Use of reasonable force, searching and screening**

The academy recognises that at times there are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. There are also times when a member of staff may have to search or screen pupils to search for illegal items or those prohibited as set out in the appendix of this policy.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline at the academy or among pupils.

Staff shall exercise these powers in line with the academy's Care and Control Policy which is available on our website.

### **Appendix: Banned Items**

- Laser pens / laser keyrings
- Make up (please see Uniform and Appearance policy)
- Cigarettes, tobacco, cigarette papers, cigarette lighters, matches, e-cigarettes, vaping devices etc. (Ripley is a smoke free site.)
- Alcohol, illegal drugs and substances that could present a risk e.g. legal highs (see Drugs & Alcohol management policy)
- Items that could be used as a weapon e.g. BB guns, penknives, modelling knives, fireworks, catapults, improvised bladed items
- Stolen items
- Pornographic images (paper copies or electronically held on phones or other devices)
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.
- Chewing gum
- Energy drinks