

RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



Behaviour Policy

Originator: Mr P Wilson
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Next Review Date: September 2027

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An Education for Life

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)

DISCIPLINE AND BEHAVIOUR POLICY

1. Compliance

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

- 1.1.1. Education (Independent School Standards) Regulations 2014
- 1.1.2. Education and Inspection Act 2006
- 1.1.3. Equality Act 2010
- 1.1.4. School Information (England) Regulations 2008
- 1.1.5. Children and Families Act 2014
- 1.1.6. School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- 1.1.7. School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transitional Provision) Regulations 2023
- 1.1.8. The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- 1.1.9. The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- 1.1.10. Department for Education's advice "Behaviour in Schools" February 2024.
- 1.1.11. Department for Education's advice "Preventing and Tackling Bullying" July 2017
- 1.1.12. Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" July 2026
- 1.1.13. Department for Education's guidance "Searching, screening and confiscation at school" July 2022
- 1.1.14. Department for Education's guidance "Restrictive Interventions, including use of reasonable force in schools" April 2026
- 1.1.15. Department for Education's guidance 'Arranging Alternative Provision' February 2025
- 1.1.16. Department for Education's guidance 'Keeping Children Safe in Education' as amended from time to time.
- 1.1.17. Department for Education's guidance 'Mobile phones in schools' 29 June 2026

2. About this policy

2.1. At Ripley St Thomas CE Academy positive behaviour is actively promoted. The Academy recognises that good behaviour is essential to creating an effective teaching and learning environment in which all pupils are able to progress.

- 2.2. The Academy also believes that it is important to academic learning and pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in the Academy and the world outside - so that they may contribute responsibly and constructively to society.
- 2.3. The Academy recognises that, sometimes, negative behaviours can be displayed as a result of a Special Educational Needs (SEND). In such cases, the SEND policy will be applied and reasonable adjustments made to the application of this policy.
- 2.4. The Academy also recognises that at times pupils misbehave and in cases where a pupil is persistently disruptive sanctions and further action may be required.
- 2.5. This policy should be read alongside Academy's SEND policy.
- 2.6. The purpose of this policy is to set out:
 - 2.6.1.the standard of behaviour expected of pupils;
 - 2.6.2.the consequences which staff can issue if behaviour falls below expected standards; and
 - 2.6.3.how the Academy will deal with online and offline poor behaviour off the premises.
- 2.7. This policy will be published on the Academy's website and can be made available in hard copy upon request.
- 2.8. **Academy Rules** 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.

3. The Academy's aims & Principles

- 3.1. 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.
- 3.2. 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.
- 3.3. 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.
- 3.4. Fostering a strong sense of belonging and positive relationships with all members of our school community is at the heart of this policy.
- 3.5. **We encourage a culture of Faith, Hope, Love, and Service, where every member of the community supports one another. We believe that:**
 - 3.5.1.Faith guides our interactions, fostering a respectful and inclusive environment.

- 3.5.2. Hope drives us to support students in overcoming challenges and achieving their potential.
- 3.5.3. Love is demonstrated through our commitment to kindness and understanding in all relationships.
- 3.5.4. Service is integral to our community, encouraging students to contribute positively to the school and wider society in which they belong.
- 3.6. A small number of pupils may need intensive, specific support to help them manage their behaviour at times during their school career.
- 3.7. Pupils with Special Educational Needs and Disabilities (SEND) are well-supported and, when necessary, reasonable adjustments made to the application of this policy.
- 3.8. The best kind of discipline is self-discipline; this is fundamental to the personal and academic development of young people. Sanctions should be proportionate, consistent, and used to engender self-discipline.
- 3.9. Rewards are always preferable to sanctions and are powerful motivators.

Pupils have the greatest opportunity to thrive when parents & carers and school work together to address issues around behaviour.
- 3.10. All pupils have the right to learn and the responsibility to let others do the same.
- 3.11. Pupils should develop a sense of respect and tolerance towards each other, the Academy's employees and the wider community.
- 3.12. The Academy should offer a safe, happy and positive environment.
- 3.13. Positive approaches towards rewarding and openly recognising good behaviour should be encouraged at all times.
- 3.14. Pupils should develop a sense of self-discipline through understanding the consequences of their own actions.
- 3.15. Pupils should be actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.
- 3.16. Pupils will be taught what good behaviour looks like which will be demonstrated and modelled in the first instance by the Academy's staff.
- 3.17. The Academy aims to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

4. Roles and Responsibilities

- 4.1. The Directors have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework.
- 4.2. The Directors have delegated the day-to-day responsibility of the implementation of this policy to the Headteacher. The Headteacher is responsible for:
 - 4.2.1. maintaining good understanding of behavioural expectations;
 - 4.2.2. directing which members of staff can issue detentions;

- 4.2.3.ensuring that all new staff are inducted into the Academy's behaviour culture and that training is offered to all staff so they can meet their duties and functions within this behaviour policy;
- 4.2.4.ensuring that all new pupils have a clear understanding of behaviour expectations; and
- 4.2.5.anticipating that those pupils with Special Education Needs (SEN) may need extra support in place to help them meet the behavioural standards.
- 4.3. The Headteacher also holds the power to suspend or permanently exclude a pupil on disciplinary grounds.
- 4.4. Senior leadership at the Academy will;
 - 4.4.1.ensure that they visibly display high levels of good behaviour;
 - 4.4.2.ensure that all staff understand the behavioural expectations and the importance of maintaining them; and
 - 4.4.3.assist the Headteacher with the induction of new staff into the Academy's behaviour culture.
- 4.5. 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:
 - 4.5.1.seek to maintain and uphold high standards of behaviour in their classroom, and that clear boundaries of acceptable pupil behaviour are established;
 - 4.5.2.teach and model good behaviour and positive relationships and treat pupils, colleagues and visitors with respect and dignity
 - 4.5.3.respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy;
 - 4.5.4. challenge pupils to meet the expectations of this behaviour policy; and
 - 4.5.5.consider the impact of their own behaviour on the Academy culture and how they can uphold the Academy rules and expectations.
 - 4.5.6.seek to encourage and reward good behaviour wherever possible
 - 4.5.7.provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily.
 - 4.5.8.do not ignore behaviour which falls short of what is expected at Ripley, whether during lessons or around the school site at any other times.
 - 4.5.9.they 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.
 - 4.5.10.assist the Headteacher with the induction of new staff into the academy's behaviour expectations.
- 4.6. 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:
 - 4.6.1.follow the Academy rules

- 4.6.2.follow the behaviour expectations as set out within this policy; and
- 4.6.3.encourage and support a culture of good behaviour at the Academy among their peers
- 4.6.4.treat staff, visitors and other pupils with respect
- 4.6.5.do as they are asked by staff at all times
- 4.6.6.do not refuse a reasonable request from an adult
- 4.6.7.arrive on time for lessons
- 4.6.8.bring the correct equipment to lessons
- 4.6.9.listen in silence when someone else is talking to the class
- 4.6.10.do the work set to the best of their ability.
- 4.7. The Academy recognises that good behaviour must be supported at home. As such, it is expected that parents:
 - 4.7.1.get to know this behaviour policy;
 - 4.7.2.support and reinforce the policy at home; and
 - 4.7.3.engage with the Academy when behaviour expectations are missed.

5. The Academy's procedures and strategies

- 5.1. All classrooms display our Academy standards and 'The Way We Do Things Around Here'.
- 5.2. 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.
- 5.3. 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.
- 5.4. 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.
 - 5.6.1 **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.
 - 5.6.2 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.
 - 5.6.3 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.

- 5.5. When there are difficulties with individual or class behaviour, teachers should follow the sanction system outlined in section 11. In addition, the School will work with pupils, teachers, and parents, to support the behaviour of individuals and classes, where there are persistent concerns.
- 5.7 All Academy employees are encouraged to always provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. The Academy believes that the curriculum should be planned to include all pupils in order to maximise their opportunities to experience success and enhance their self-esteem.
- 5.8 The Academy will consider whether poor behaviour is as a result of a pupil suffering, or likely to suffer, significant harm. In these circumstances the appropriate safeguarding lead will be notified and the appropriate procedures followed as set out in the Academy's Safeguarding Policy.
- 5.9 The Academy will also work to identify if any poor behaviour is due to any unmet educational or other needs. If these needs are identified the appropriate safeguarding/educational lead will be notified and the appropriate procedures followed.

6. Report/Monitoring Cards (Y7 to Y11)

- 6.1 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
- 6.2 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.

7 Uniform and Appearance

- 7.1 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.
- 7.2 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.
- 7.3 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.

8 ID badges

- 8.1 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.
- 8.2 If lanyards or ID badges are lost then a charge will be incurred for a replacement.
- 8.3 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. Sixth Form students must also ensure they sign in and out on arrival and departure to site by using their ID cards on the Inventory system consoles located in the sixth form centre and around the school site.

9. Sixth Form Support

9.1 Individual Support Action Plan (ISAP)

9.2 There are two types of ISAP:

- 9.2.1 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 similar contract may be issued for Attendance/punctuality concerns and will be monitored by the Sixth Form Attendance Officer.
- 9.2.2 A Head of Year ISAP may be used for persistent behaviour and/ or attendance concerns, and represents an escalation from a tutor/attendance officer ISAP.

9.3 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.

9.4 Contract System

- 9.4.1 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. Parents will be invited to attend a meeting with the Head of Year and Deputy Head of Sixth Form.

Contract Level 1

Contract Level 1 will offer short-term targets with date of review. The contract will be overseen by the Deputy Head of Sixth Form.

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/inform parents and will liaise with another member of the Senior Leadership Team. The Deputy Head of Sixth Form and another 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.

10. SEN Pupils

10.1 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.

10.2 The Academy aims to support the behaviour of pupils with SEN by;

10.2.1 making reasonable adjustments where possible to accommodate their needs;

10.2.2 co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP);

10.2.3 remitting short, planned breaks for pupils whose SEN mean they find it difficult to sit still for a long period of time; and,

10.2.4 training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

10.3 However, where it is apparent a student with SEN is struggling at the Academy, even when accommodations are in place, the Academy will work with multiple agencies to provide education for those for whom the Academy might not be the best option. This includes supporting a move to an alternative educational provider.

10.4 It is not unlawful to suspend or exclude 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 exclusion is a manifestation of the pupil's SEN. In the event that it is, the Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

11. Sanctions

11.1 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.

11.2 When a pupil's behaviour justifies the application of a sanction one will be issued in order to deter future repeats of bad behaviour.

11.3 When necessary and reasonable to do so, the Academy will adopt one or more of the following sanctions which is proportionate in all of the circumstances:

11.4 This table details our system of consequences and gives examples of some of the unacceptable behaviours which may trigger these consequences. Sanctions may increase in severity for the accumulation of clicks at the discretion of members of staff.

Consequences	Unacceptable behaviours
Behaviour Reminder (During lessons and during registration periods)	A behaviour reminder may be given to settle and refocus either an individual or a class, for example, for: • Poor levels of work • Talking to another student across the classroom • Deliberate distraction of others

B1 (First Formal warning)	A first formal warning (B1) may be issued for unsatisfactory behaviour, for example: • Continued talking • Failure to settle to work • Distracting others • Making silly noises
B2 (Second Formal Warning)	A B2 (second formal warning) may be issued for continuing unsatisfactory behaviour as defined above.
B3 (Third formal warning) A B3 sanction will trigger a detention at either break or lunchtime. Parents will be notified electronically.	A B3 (Third formal warning) may be issued if poor behaviour continues after the previous B2 warning. Pupils may be asked to leave the classroom to reflect on their behaviour at this point. Failure to attend at break or lunchtime will become a B3 after school detention in the department area. 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.
B4 (Pupil sent to foster classroom / Silent Study Room (SSR) for the lesson) A B4 sanction will trigger a one hour after school detention in the department as soon as possible following the incident. Parents will be notified electronically.	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. 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.

B5 (Internal Exclusion) 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. We use internal exclusion as it is action short of suspension for moderate and/or persistent breaches of this behaviour policy. 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. Where a serious incident has taken place, pupils may also be required to write a statement during their time in The Reflection Centre. 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.	A B5 sanction may be issued either for disruptive behaviour in the foster classroom/Silent Study Room (SSR) or for other serious incidents inside or outside the classroom. (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.) 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: • Disruptive behaviour in a foster classroom • Minor incidents of damage to school property • Severe breach of the code of conduct – including inappropriate behaviour to and from school • Refusing a reasonable request / defiance • Severe or persistent misbehaviour when placed on SLT report or Sixth Form contract • Refusal to obey instructions including persistent failure to attend after school detentions • Physical, online or verbal aggression • Serious breaches of health and safety rules • Walking away from a member of staff • Discriminatory language • Found in possession of banned items – however, this could be more serious depending on the item. • Failure to adhere to the Acceptable Usage contract, including serious misuse of ICT • Pending further investigation into a serious incident To complete the consequence and return to lessons, pupils must complete their allocated time in the Reflection Centre, without breaking the code of conduct. Failure to follow the code of conduct whilst in The Reflection Centre is likely to result in a suspension.
B6 (Internal Suspension) A B6 sanction will result in the pupil attending the Reflection Centre from 8am until 4pm the following day. 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.	A B6 may be issued: • For a serious incident which doesn't warrant a fixed term suspension. • For a serious incident committed by a pupil who rarely displays negative behaviour and who shows obvious and clear remorse. • An accumulation of B4 and / or B5 sanctions A meeting with Pastoral staff or SLT may be held to support the pupil.

B7 (Suspension) A B7 sanction will trigger a period of the pupil being suspended from school. 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. 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 placed in The Reflection Centre until this meeting takes place.	A suspension is a serious sanction and is only issued where the breach of the Academy rules is severe. The following are examples of when a B7 may be issued: • Repeated refusal of a reasonable request • Serious breaches of health and safety rules • Verbal abuse of staff, other adults or students • Possession of drugs and/or alcohol related offences • Wilful damage to property / vandalism / graffiti • Incidents of homophobic / transphobic / biphobic and racist abuse • Child on child abuse • Sexual harassment • Theft • Making a false allegation against a member of staff • Behaviour within or outside school which calls into question the good name of the academy • Persistent defiance or disruption • Fighting/assault towards another member of the community • Disruptive behaviour whilst in the Reflection Centre • Smoking or using an e-cigarette/vape on school site or in school uniform off site • Possession of smoking or vaping items in school • Misuse of the fire bell • As stated above, following repeated B4 and B5 sanctions
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Additional sanctions for other breaches of our expectations	
Academy Detention (DET) (for poor behaviour outside lessons) Academy detention will result in a lunchtime detention, either on the day of the incident or the school day after the incident. An Academy after school detention will be issued for an incident deemed more serious than a lunchtime sanction. Parents will be informed electronically.	Academy detention is given to a pupil whose behaviour is below expectations outside the classroom, for example: • Not arriving for late to school detention at lunchtime • Persistent uniform/make-up issues • Dangerous or intimidating behaviour • Shouting, chanting, pushing in corridors • Chewing gum • Not respecting the school site, including the deliberate dropping of litter Damage to school property is likely to incur a cost for the repair or replacement of damaged items. 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. 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.
Sanctions for failure to bring equipment or to complete homework E 1–4 (failure to bring equipment) H 1-4 (failure to complete homework)	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 Clicks on Synergy, using E1 as formal reminders, E3 lunch detention and E4 after school detention. Pupils who receive repeated E4 / H4 Clicks will be brought to the attention of subject leaders and progress leaders.
Late to Lessons	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. Late to lessons will be decided via the professional discretion of members of staff. Late to lessons will be monitored by both the Attendance and Progress Leader Teams weekly. If a pupil is late to three lessons in one week, they will be sanctioned with an Academy Lunchtime Detention. If a pupil continues to be late to lessons, without good reason, sanctions will increase in severity and are at the discretion of members of staff.

	If a pupil shows no improvement in their punctuality, they may be placed on a punctuality report by their Progress Leader/member of SLT.
Truancy	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 for an appropriate period of time. Sixth form students missing timetabled lessons will pay back lost learning time through attendance at additional designated study periods in the first instance. Repeated truancy will result in after school detentions. Should there be instances of persistent truanting, sanctions will escalate accordingly.
	A meeting with Pastoral staff or SLT may be held to support the pupil.

11.5 At the end of a sanction, where appropriate, the pupil will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include;

11.5.1 the Academy engaging with parents.

11.5.3 a change of teaching set or class;

11.5.4 consideration by the Special Education Needs Coordinator (SENCO), with colleagues, of possible interventions within the Academy;

11.5.5 allocation of a key worker such as a Learning Mentor, Education Welfare Officer or member of the Pastoral Team;

11.5.6 referral to a specific support service, such as the Education Welfare Service, Children's Services, Child and Adolescent Mental Health Service, or Academy's Family Support Service; and

11.5.7 additional pastoral support.

11.6 Suspensions and permanent exclusions are dealt with in more detail below.

12 Detention

12.1 Detention is a well-established sanction for managing poor behaviour. We have set out below the various detentions which may be issued at the Academy.

12.2 For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

12.3 The Academy does not need parental or pupil consent to issue a detention which runs after the Academy session has concluded. The convenience as to whether a pupil can be picked up or taken home at the conclusion of the set detention is not a reason for the detention to not to go ahead.

12.4 The Academy will listen to representations from parents and/or pupils, and will consider the following:

12.4.1 whether the detention is likely to put the pupil at increased risk;

- 12.4.2 whether the pupil has known caring responsibilities;
 - 12.4.3 whether the detention timing conflicts with a medical appointment;
 - 12.4.4 whether parents ought to be informed of the detention. In many cases it will be necessary, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
 - 12.4.5 whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- 12.5 A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

13 Removal from the Classroom.

- 13.1 The Academy uses removal from the classroom as a key behaviour management tool as action short of suspension for moderate and/or persistent breaches of this behaviour policy. A removal can be at a B4 sanction stage or a B5 (internal exclusion) if appropriate.
- 13.2 Removal is, however, a serious sanction and can be used when behaviour is so disruptive as to warrant immediate removal. It is used to;
- 13.2.1 maintain the safety of all pupils and to restore order and calm following an unreasonably high level of disruption;
 - 13.2.2 enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - 13.2.3 allow the pupil to regain calm in a safe space away from any triggering issues.
- 13.3 Pupils will be set appropriate tasks outside of the normal timetable to allow them time to decompress in a reduced sensory environment. This allows them the chance to consider the consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable.
- 13.4 Parents should be informed on the same day if their child has been removed from the classroom and placed in The Reflection Centre.
- 13.5 Pupils sanctioned with a B5 will be placed in internal exclusion – The Reflection Centre (TRC). This will be for a maximum of two school days. If this is for a proportionately shorter period of time, it is at the discretion of members of the Progress Leader Team and/or Senior Leadership Team.

14 Mobile phones and other smart devices

- 14.1 For the purpose of this section 14, a 'Mobile Device' shall mean a mobile phone and any other smart device with a similar functionality to a mobile phone (for example, the ability to send and/or receive notifications or messages via mobile phone network) including, but not limited to, tablet devices and smart watches.
- 14.2 'Keeping Children Safe in Education' is clear that all schools should be mobile phone-free environments by default, and that anything other than this should be by exception only. Pupils will not, as a rule, have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. It is for the school to determine how best to achieve this.
- 14.3 During the school day Mobile Devices will be kept in pupils' bags and are not permitted to be used, seen or heard. This means that the Mobile Devices should be switched off and placed at the bottom of the pupil's school bag.

- 14.4 Should parents need to contact a pupil during the school day they can do so through the contacting the school on 01524 64496.
- 14.5 In the event that a Mobile Device is found on a pupil or is being used in breach of this policy it will be lawfully confiscated and returned on the next school day at the end of lunchtime.
- 14.6 The school will communicate with pupils and parents whether Mobile Devices are permitted and the rules for their use in advance of any off site or residential trip.
- 14.7 We have the lawful right to issue a sanction where a pupil is found with a Mobile Device.
- 14.8 We have a lawful right to search the content of Mobile Devices without consent from the pupil or parents.
- 14.9 There may be occasions where staff decide to adapt this section in order to allow a pupil to have a Mobile Device present in school for a finite period. An example of where the staff may exercise their discretion might be where is necessary for the effective management of a pupil's medical condition.

14 Use of reasonable force, searching and screening

- 14.1 The Academy recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. There are also times when the Headteacher or those members of staff authorised by them may have to search or screen pupils to search for illegal items or those prohibited under the Academy rules.
- 14.2 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- 14.3 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the Academy or among pupils. Members of staff may also use reasonable force when conducting a search for illegal items, such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, electronic cigarettes (vapes), fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.
- 14.4 Force may not be used to search for other items banned under the Academy rules.
- 14.5 When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions.
- 14.6 Staff shall exercise these powers in line with the Department for Education's guidance and with the Academy's Care and Control Policy which is available on the Academy website.

15 Information to pupils

- 15.1 All pupils will be made aware of the Academy rules and expectations. We will do this through material around the Academy throughout classroom work and assemblies.
- 15.2 A copy of this policy will be accessible on our website and other means within the Academy to allow pupils to independently consider our approach to behaviour and to allow them the opportunity to take responsibility for their conduct with Academy.

16 Moderate to Serious Breaches of the Academy's Rules

- 16.1 Any serious breach of the Academy's rules (including serious aggressive behaviour), will be followed up immediately by a member of the pastoral/senior leadership team.
- 16.2 Parents will be informed and, if appropriate, asked to come into the Academy for a meeting where the behaviour/incident will be explained.

- 16.3 Where considered necessary, suspension (or, in a rare case, a permanent exclusion) will be given.
- 16.4 We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to effectively manage behaviour as far as we can.

17 Direction off-site to improve behaviour

- 17.1 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. This is not a sanction, but a measure at the Headteacher's disposal to take steps to support an improvement in a pupil's behaviour, with a view to reintegrating them back into the school community with improvement. A minimum of two days' notice will be given for any off-site direction.
- 17.2 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.
- 17.3 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 a short period of time 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. Any further relevant information required will be shared with the host school in a timely manner.
- 17.4 A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or alternative provision which, in the Headteacher's opinion is going to assist in supporting an improvement in behaviour.
- 17.5 The period off-site will be proportionate and subject to review with the Chair of Governors. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.
- 17.6 Parents may request that the Governors hold a review meeting and may submit written representations at the time of a periodic or other review should they believe the placement should end. Reviews will be held with the Headteacher, the Governors and parents on whether to end or extend the placement.
- 17.7 Should a pupil refuse to follow the direction to attend the alternative placement then the Headteacher will be entitled to treat this as a serious breach of the behaviour policy warranting suspension or permanent exclusion.
- 17.8 A direction-off site should not be mistaken for a managed move. They are two distinct and separate means to improve pupil behaviour. A direction off site is not a 'trial period' at a new setting, with a view to making it a permanent move. From the outset, it should be made clear that it is a temporary measure to improve behaviour.

18 Managed Moves

- 18.1 The Headteacher has the power to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. A managed move is voluntary and agreed with all parties involved.
- 18.2 A managed move will only be considered when it is in the pupil's best interests and offered as part of a planned intervention once an appropriate initial intervention has been carried out at an

Academy level. The Headteacher shall have discretion in relation to what an appropriate initial intervention is.

18.3 Examples of interventions the Academy can consider prior to a managed move include:

- 19.3.1 frequent and open engagement with parents, including home visits if deemed necessary;
- 19.3.2 mentoring and coaching;
- 19.3.3 short-term behaviour report cards or longer-term behaviour plans;
- 19.3.4 pupil support units; and
- 19.3.5 engaging with local partners and agencies to address specific challenges.

19.4 A managed move should not be mistaken for a direction-off site. They are two distinct and separate means to improve pupil behaviour. There is no 'trial period' with a managed move. All parties must agree at the outset that the move is intended to be a permanent one with a view to improving behaviour.

19.5 A managed move is not a sanction. It is a voluntary means to improve pupil behaviour.

20 Suspension

- 20.1 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, persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for a maximum of 45 days in a school year.
- 20.2 Suspension and permanent exclusion are the most serious sanctions available to the Academy and will be issued when behaviour warrants such intervention. 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 suspend a pupil.
- 20.3 The Academy will take reasonable steps to set work for the pupil during the first five school days when they are suspended.
- 20.4 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.
- 20.5 A suspension can be issued for part of the Academy day or for a number of days. A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which warrants a more serious sanction to be imposed the Headteacher may issue a permanent exclusion.
- 20.6 Upon return to the Academy after a suspension, the pupil will attend a reintegration meeting with the Progress Leader and/or a member of the Senior Leadership Team. This will normally take place on the first morning back. Parents will be invited to reintegration meetings and it is the Headteacher's strong expectation that parents attend to support the pupil's reintegration into the Academy community and so that they can help their child understand the standard of behaviour required.

21 Permanent Exclusion

- 21.1 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 or a serious breach of this behaviour

policy. It will be used when allowing the pupil to remain at the Academy would seriously harm the education or welfare of the pupil or others at the Academy.

21.2 Persistent breaches are when a pupil repeatedly breaches the Academy's behaviour policy and which other sanctions, interventions and strategies have not been able to effectively manage.

21.3 A serious breach will be a singular event which warrants permanent exclusion from the Academy. These may include, but are not limited to:

21.3.1 violence towards students, staff or visitors;

21.3.2 drug use or possession; or

21.3.3 serious but false allegations against a student or staff.

21.4 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.

21.5 Permanent exclusions will follow the Department for Education's statutory guidance on exclusions.

22 Poor behaviour off the Academy's premises/Online Behaviour

22.1 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:

22.1.1 Taking part in any school-organised or school related activity

22.1.2 Travelling to and from the school or wearing our school uniform

22.1.3 In some other way identifiable as a pupil at our school

22.1.4 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.

- 22.2 All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the Academy or 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.
- 22.3 The same standard of good behaviour is expected online as apply offline. 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. 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.
- 22.4 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (DSL) (or deputy) when an incident raises a safeguarding concern.
- 22.5 The Headteacher is entitled to take into account behaviour outside the school gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off Academy premises or online and which is witnessed by a staff member or reported to Academy.
- 22.6 Conduct outside the Academy premises, including online conduct, that the Academy might sanction pupils for include, but are not limited to:
 - 22.6.1 misbehaviour when taking part in any school-organised or school-related activity;
 - 22.6.2 misbehaviour when travelling to or from the Academy
 - 22.6.3 misbehaviour when wearing school uniform;
 - 22.6.4 misbehaviour when in some other way identifiable as a pupil at the Academy;
 - 22.6.5 misbehaviour that could have repercussions for the orderly running of the Academy;
 - 22.6.6 misbehaviour with an electronic device;
 - 22.6.7 misbehaviour that poses a threat to another pupil; or
 - 22.6.8 misbehaviour that could adversely affect the reputation of the Academy

23 Suspected criminal behaviour

- 23.1 In cases when a member of staff or headteacher suspects criminal behaviour, the Academy will conduct initial investigations.
- 23.2 Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such investigation will determine whether the Academy makes a report to the police.
- 23.3 Once a decision is made to report the incident to police, schools retain the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

24 Child-on-child abuse

- 24.1 The Academy takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour.
- 24.2 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.

- 24.3 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 DSL, or deputy, and dealt in line with the safeguarding 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 or deputy will be engaged to determine whether a consequence will be appropriate.

25 Reporting

- 25.1 When the Headteacher issues a suspension or permanent exclusion she shall inform the local authority without delay. The notification shall include the reason and duration of the exclusion and, if permanent, the fact that it is permanent.
- 25.2 The Headteacher will make a termly report to the Governors with exclusion data. This shall include:
- 25.2.1 the number of suspensions issued;
 - 25.2.2 the number of permanent exclusions issued; and
 - 25.2.3 the number of permanent exclusions rescinded.
- 25.3 The Governors will consider the exclusion data and use it to inform;
- 25.3.1 the effectiveness and consistency in implementing the Academy's behaviour policy;
 - 25.3.2 any interventions needed to support pupils at risk of suspension and/or permanent exclusion; and
 - 25.3.3 understanding of the demographics, frequency and timings of exclusions.

26 How pupils can raise issues

- 26.1 Pupils have many ways in which issues can be reported to members of staff. The below list, whilst not exhaustive, gives examples of these:
- Verbal reporting to a member of staff who may ask them to write a statement/account for clarity of information.
 - Academy email systems can be used to report issues when contacting members of staff.
 - The Academy operates a Pupil Welfare Phone 'WhatsApp' facility for pupils to report issues and incidents on. The number for this is 07935029991.

Appendix 1: 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
- Nicotine pouches/gum
- Aerosols