

The Ripley Academy

A member of the East Midlands Education Trust



Behaviour Policy



We are Ambitious... We are Committed... We are Proud...

#nothingshortofremarkable

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Governors Review: Jan 2025

Reviewed by: Mrs L Crowder, Deputy Headteacher

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1. Statement of Intent

All pupils should be able to attend The Ripley Academy feeling safe, able to enjoy learning and thrive academically and personally within a caring and aspirational environment. The key elements that underpin all of our work are:

- Encouraging all of our pupils to conduct themselves according to The Ripley Way. **We are Ambitious. We are Committed. We are Proud.**
- The development of good relationships between staff and pupils
- The effective, fair and consistent use of rewards and consequence across the school where the prevailing culture is one of praise, positivity and optimism.

This policy sets out how the whole academy community works together to achieve desired conduct, how we deal with low level disruption in lessons and how we recognise and reward the positive behaviours displayed by our learners. Academy staff should understand the principles underpinning the policy and should know what is included in it, so that they can refer to it as necessary. This policy aims to ensure that a safe environment is created in which all pupils can learn and reach their full potential.

2. Legislation, statutory requirements/guidance and other policies

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- EMET Physical Intervention policy
- EMET Safeguarding and Child Protection policy
- EMET SEND Policy

3. Definitions

Undesirable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious undesirable behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting

- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Energy drinks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

4. **Values – The Ripley Way**

This Code of Conduct covers what is expected of all pupils around the school, to create the best possible learning environment and ensure that The Ripley Academy is a safe place to learn. We aim for our pupils to leave at the end of each school day having achieved Nothing Short of Remarkable. To support this, we expect all of our pupils to be **AMBITIOUS**, to be **COMMITTED** and to be **PROUD**. These three basic expectations are on display in every learning area (*see Appendix A*).

In instances where pupils' behaviour remains a concern, we will work collaboratively with parents, pupils and teachers to address the situation, resolve any issues and prevent repeated behavioural issues.

5. **Roles and Responsibilities**

The governing board

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

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

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

Pupils

Pupils will be expected to take responsibility for their own behaviour and will be made aware of the school policy, procedures and expectations. Pupils will be expected to:

- Follow the school's code of conduct – 'The Ripley Way'. **We are Ambitious. We are Committed. We are Proud.**
- Arrive on time to school and lessons.
- Wear the correct school Uniform Policy (ripleyacademy.org) and understand that when they are in uniform, they are representing the school.
- Act as positive ambassadors and representatives of The Ripley Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment, including their Standards Card.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.
- Undertake restorative activities to help with undesirable behaviour choices.

Staff

Staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff will be expected to:

- Arrive on time to lessons.
- Greet pupils as they enter the room and create a purposeful start to the lesson.
- Promote and reinforce positive behaviour in and outside of the classroom.
- Deal with incidents of unacceptable behaviour by following the school's behaviour policy.
- Contact parents/carers if there is a problem with attendance, punctuality or conduct.
- Implement the Behaviour Policy and system effectively and consistently at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.

Staff refer to the Behaviour Procedure – Implementation of the Behaviour Policy

Parents/Carers

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents and carers are expected to:

- Work in partnership with staff to promote positive behaviour choices.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Avoid holidays during term time.
- Treat staff with respect.
- Ensure the attendance and punctuality of their child, as well as reporting any absences using ClassCharts.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the school's expectations, by reinforcing school rules.

- Share any concerns they have regarding their child's education, welfare, behaviour and life at The Ripley Academy with the pupil's Form Tutor, Head of Year or other teaching member of staff.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question The Ripley Academy's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of The Ripley Academy, in accordance with the school's Uniform Policy.
- Participate in meetings in school to support their child's behaviour choices.

6. Consequence System

Pupils are encouraged to take responsibility for their learning and behaviour, including playing their part in creating a positive, caring and safe environment within the school and the local community.

We operate a staged approach of consequences for behaviour in lessons known as the Consequence System (C1 – chance to improve, C2 – choice to make, C3 reflect & change, C4 – failure to comply). **See Appendix B.**

Consequences are more likely to promote positive behaviour if pupils see them as fair; this is achieved through the certainty of the consequence rather than the severity. Pupils are mindful of how the tiers work and the opportunities given at each stage to modify behaviours.

Where there are incidents of unsatisfactory behaviour or conduct it is important that sanctions are applied consistently and fairly by all staff across the school. Whilst there will always be an element of professional judgement, all staff should endeavour to apply sanctions consistently in line with the details set out in Appendices B & C.

7. The Standards Card

The Standards Card promotes high standards in terms of pupil punctuality, uniform and appearance.

- We are committed to high standards of uniform and presentation from all pupils. We believe smart uniform and appearance are pivotal in promoting the ethos of the school, providing a sense of belonging and identity, setting an appropriate tone for education and creating positive community recognition. It also reflects the high standards and expectations we set throughout the school. All of our staff are required to ensure pupil uniform and appearance are monitored at all times through the 'Standards Card,' and we ask parents/carers to support and enforce our Uniform policy.
- Punctuality plays a key role in making sure pupils are ready to learn and maximises precious lesson time which is essential for pupils to achieve their full educational potential. All of our staff are required to ensure poor punctuality is challenged and monitored at all times through the 'Standards Card,' and we ask parents/carers to support and enforce our Attendance and Punctuality policy.

8. Behaviour Ladder

We use a graduated and supportive response to challenging behaviours from our students through the use of the Behaviour Ladder. This is based on trauma informed practices and is a way of ensuring transparency and clarity of monitoring and intervening with undesirable behaviours. At each stage it endeavours to foster positive relationships between school and students. **See Appendix D.**

9. Conduct around the school

Pupils are asked to move around the school site calmly and with purpose and focus well in lessons allowing quality teaching and learning to take place. If an incident occurs outside of lessons or does not fall under the lesson consequence system, then the member of staff involved should attempt to resolve the situation and make a record. Depending on the level of seriousness, the incident may be actioned by the Head or Year or Senior Leadership Team.

10. Off-site behaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

11. Online behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Where online behaviours are inappropriate referrals will be made to the police.

12. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher/deputy headteacher of DSL will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

13. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

14. Challenging Poor Behaviours

Sanctions will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong through restorative work or detentions.

In order for the sanction to be lawful, the school will ensure that the decision to issue a sanction to a pupil is:

- Made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- Made on the school premises or whilst the pupil is under the charge of a member of staff.
- Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

The issuing of sanctions will be recorded on ClassCharts and/or SIMS and the consistent use of sanctions will be monitored by Tutors and Heads of Year.

Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce The Ripley Academy's core values and ethos.
- Not be given too easily or spread too widely.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.

The school will actively promote positive behaviour management strategies and seek to develop good relationships at all levels. These strategies may include, but are not limited to:

- the consequence system in lessons or the Ripley Way around school site;
- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks (reflection) such as an account of their behaviour;
- Repeating work of an unacceptable standard
- Withdrawal of privileges
- restorative conversations;
- contact with home;
- detention;
- school-based community service, such as tidying a classroom;
- behaviour ladder;
- focus room;

- suspension;
- in the most serious of circumstances, permanent exclusion.

15. Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is a short period where the pupil is required to remain under supervision of school staff during unstructured times. Depending on the severity of the incident, staff may issue one of the following detentions.

If a child is in a break/lunchtime detention, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

At The Ripley Academy, detentions (including detentions out of school hours) will be used as a sanction. The DfE guidance - Behaviour in Schools: Advice for Headteachers and senior staff sets out that: a detention outside normal school hours will be lawful if it meets the following conditions:

- a) the pupil is under 18 (unless the detention is during lunch break);
- b) the behaviour policy has communicated to pupils and parents that detentions outside school sessions may be used; and the detention is held at any of the following times:
 - any school day where the pupil does not have permission to be absent;
 - weekends during term - except a weekend during, preceding or following the half term break; or
 - non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

At The Ripley Academy, all teaching staff and the pastoral teams can issue detentions in line with this policy. Parents and carers should note that:

- Detentions are not optional;
- Afterschool detentions will last either 30 minutes or 60 minutes.
- Parental consent is not required for detentions that are set in line with this policy; however, we will seek to notify parents/carers 24 hours in advance, unless the detention arises as a result of poor behaviour in the Focus Room at which point parents/carers will have been notified the previous day that this may result in a detention at the end of the day;
- Failure to attend a detention may result in an escalated sanction.

16. Lesson referral / lesson exclusion

Lesson referrals (lesson exclusions) are initiated when a pupil is issued a C3 – Reflect & Change – in-line with the Consequence System, in an individual lesson. This will remove the pupil from a potentially disruptive environment in an attempt to ensure they have time to reflect and change their conduct. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. As set out in **Appendix B – The Consequence System**, C3 lesson referral is sanctioned with a Stage 1 centralised after school detention the following day.

Lesson referrals are not optional, and the following may result in an escalated sanction as set out in **Appendix B – The Consequence System**; refusal to attend the referral room and complete work, truancy or further disruptive / defiant behaviours. Referred pupils are expected to engage in the reflection process as part of their reintegration back into the classroom, when appropriate.

17. Focus Room

Use of the Focus Room is the last step the school can take before a fixed term suspension. Depending on the severity of the incident this will take place in the school's Focus Room or at our sister EMET school, John Flamsteed. These are serious sanctions and should only be used when:

- directed by a member of the Senior Leadership Team;
- the actions of the pupil were serious enough to escalate the sanctions immediately to internal or external reflection;
- a pupil acts in clear defiance of the school rules- i.e. refusing to go to a lesson referral, refusing to follow instructions, repeated failure to attend detention etc.

Pupils referred to the Focus Room will be provided with work for continuation of the pupil's education in a supervised setting. Poor behaviour in the Focus Room could result in a suspension or extended time in the Focus Room.

The Focus Room is designed to enable a level of escalation within the schools behaviour systems, an alternative to fixed term suspension and a space for restorative behaviour intervention work to take place. The restorative work undertaken in the Focus Room is specific and targeted to the reason why the student has been placed in there.

Staff refer to the Behaviour Procedure – Implementation of the Behaviour Policy

18. Suspension

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school will use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods.

A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

19. Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school**

Suspensions and permanent exclusions follow the DfE Guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022

20. Managed moves / off-site direction

A managed move is a formal agreement between two schools, a child and his/her parents / carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) may be used. Managed moves should only occur when it is in the pupil's best interests.

21. Supporting Individual Needs

The Senior Leadership Team and Staff will ensure that there is a consistent application of the policy and procedures, which will consider, and not discriminate against gender, race, disability, Special Educational Need, religion or belief, sexual orientation, pregnancy, gender reassignment or identity.

We will ensure that:

- Staff members are well informed about cultural differences in behaviour
- Staff do not discriminate against pupils
- All pupils are supported in understanding the behaviour policy
- Staff make reasonable adjustments in the application of the behaviour policy for any SEND
- Staff make additional or alternative provision where behaviour is related to learning difficulties
- Staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause, in order to prevent reoccurring behaviour.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

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

The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of undesirable behaviours, and put in place support to prevent these from occurring.

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

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

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

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

22. Bullying

The Ripley Academy has a zero-tolerance approach to bullying. This is set out in our Anti-Bullying Policy which is published on the school website [Anti-Bullying Policy \(ripleyacademy.org\)](#), and includes online bullying. **Refer to Appendix E – Types of Bullying.**

23. Mobile Phones

Allowing access to mobile phones in school introduces complexity and risks, including safeguarding related issues, distraction, disruption, bullying and abuse, and can be a detriment to learning.

Pupils are not allowed to use mobile phones during the school-day on school-site. If a member of staff sees a pupil using a mobile phone it will be confiscated and the pupil will be able to collect it at the end of the school day. Refusal to follow this instruction may lead to an escalated sanction. If a pupil breaches this school rule on multiple occasions then parents may be asked to collect the mobile phone from school.

24. Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Following any report of sexual violence or child-on-child sexual harassment offline or online, the pastoral team will follow the safeguarding principles set out in part 5 of Keeping Children Safe in Education. The designated safeguarding lead(s) will advise on the school's initial response, which may involve contacting the police. Each incident should be considered on a case-by-case basis and recorded on the school's child-on-child abuse log and should be reviewed by a member of the Senior Leadership Team. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. • Displaying pictures, photos or drawings of a sexual nature;
- Upskirting
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [Sharing nudes and semi-](#)

nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) provides detailed advice for schools and colleges;

- o Sharing of unwanted explicit content; o Sexualised online bullying;
- o Unwanted sexual comments and messages, including on social media; o Sexual exploitation; coercion and threats
- o Coercing others into sharing images of themselves or performing acts with which they are not comfortable online.

25. Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. For further information please see the DfE use of reasonable force Advice for headteachers, staff and governing bodies July 2013 guidance.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

26. Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Confiscation

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

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

The following are strictly forbidden on the school site. Bringing any of these onto the school site or being in possession of them could result in permanent exclusion:

- smoking paraphernalia including e-cigarettes; and vape liquid,
- knives or weapons;
- alcohol;
- illegal drugs;
- legal-highs*;
- unknown substances;
- stolen items;
- matches, lighters;
- fireworks
- pornographic images;

- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

*** Legal High:** A "legal high" refers to substances or products that are designed to mimic the effects of illegal drugs but are not specifically prohibited by law. These substances may be marketed as safe, natural, or legal alternatives to illicit drugs, yet can still pose significant health risks and lead to unsafe or disruptive behaviour. Despite being legal, the use of legal highs can impair judgment, interfere with learning, and negatively impact the school environment, and as such, their use is prohibited within the school.

Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

Staff refer to the Behaviour Procedure – Implementation of the Behaviour Policy

27. Malicious allegations against school staff

The school will follow the guidance in Keeping Children Safe in Education when dealing with unsubstantiated, unfounded, false or malicious allegations against staff. Where pupils are found to have made malicious allegations this would be considered a breach of the school behaviour policy. The school will therefore consider whether to apply appropriate sanctions, which could include a suspension or permanent exclusion; as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

28. Staff Training

- The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- Teachers and support staff will receive training on this policy as part of their new starter induction.
- All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.
- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

29. Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

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

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

30. Sixth Form Approach

We see our Sixth Form pupils as ambassadors for younger pupils at The Ripley Academy. Please see our Sixth Form Behaviour policy.

31. Discretion

No policy can cover all eventualities and the Executive Headteacher and Head of School reserve the right to use their discretion, in line with this policy, to help pupils make better choices, learn positive behaviour and reduce disruption to learning and poor behaviour in order for The Ripley Academy to be a safe place to learn

Appendix A – The Ripley Way

We are AMBITIOUS. We are COMMITTED. We are PROUD.

We are AMBITIOUS...



with our classwork



with our homework



with our targets



with our choices



for our futures

We are COMMITTED...



to respecting one another



to working hard



to attending on time



to being ready to learn



to doing our best

We are PROUD...



of our school



of our achievements



of our behaviour



of our appearance



of our differences

C1 – CHANCE TO IMPROVE

C2 – CHOICE TO MAKE

C3 – REFLECT & CHANGE → Referral & Stage 1
centralised detention

C4 – FAILURE TO COMPLY → Stage 2
centralised detention

C1 – Chance to Improve

Reasons C1 could be given	Teacher will	Objective of C1
<ul style="list-style-type: none"> • Low Level Disruption (LLD) • Refusal to work • Defiance • Failure to follow instructions 	<p>Inform the student they have been issued a C1 using the 'C language'</p> <p>"C1 this is your chance to improve"</p> <ul style="list-style-type: none"> • Write students name on board Under the C1 heading 	<p>Encourages the student to settle and stop the behaviour, without disrupting learning.</p>

C2 – Choice to Make

Reasons C2 could be given	Teacher will	Objective of C2
<p>Continued LLD /refusal to work /defiance / inappropriate behaviour</p> <p>No modification of behaviour</p>	<p>Inform the student they have been issued a C2 using the 'C language'</p> <p>"C2, you now have a choice to make"</p> <ul style="list-style-type: none"> • Write students name on board Under the C2 heading <p>The teacher may consider classroom intervention at this point, e.g. seating change, to help the student reflect and stop the behaviours.</p>	<p>Student is choosing to continue with their behaviour. This is their final chance before receiving a sanction (consequence).</p> <p>Student now has a choice to make. Improve behaviour or receive a C3.</p>

C3 – Reflect & Change

Reasons C3 could be given	Teacher will	Consequence of C3
<ul style="list-style-type: none">• Continued LLD• Continued refusal• Continued defiance <p><i>No modification of behaviour</i></p>	<p>Inform the student they have been issued a C3 using the 'C language'</p> <p>"C3 time to reflect and chance"</p> <ul style="list-style-type: none">• Write student's name on board under C3 heading• Write C3 detention on their Standards Card• Student will be sent to lesson referral room <u>with class work.</u>	<p>Stage 1 detention</p> <p>30 min afterschool</p> <p>(Centralised Detention the next day)</p>

C4 – Failure to Comply

Reasons C4 could be given	Teacher will	Consequence of C4
<ul style="list-style-type: none">• Student walks away, refuses or fails to go to the department referral room• Student refuses to enter classroom / sit where instructed• Student fails to complete work in referral	<p>Inform the student they have been issued a C4 using the 'C language'</p> <p>"C4 you have failed to comply"</p> <p>Where possible, the staff member will write C4 detention on their Standards Card.</p>	<p>Stage 2 detention</p> <p>1-hour afterschool</p> <p>(Centralised Detention the next day)</p>

* above are examples of reasons why a C1, C2, C3 or C4 could be awarded. However, it is impossible to define in advance all circumstances and so professional judgement will always be used.

Appendix C - Conduct around the school
- The Ripley Way -

Below are examples of consequences / actions staff may take for pupils failing to adhere to The Ripley Way. However, it is impossible to define in advance all circumstances and so professional judgement will always be used.

'I am not very well organised'	
What happens if...	Consequence
I don't get to school on time	If you enter through the gates after 8:37am but before 9:00am you will receive a late mark and these will be sanctioned by your Head of Year. If you arrive in school after 9:00am, without a valid reason, your lateness will be recorded on ClassCharts as unauthorised. If you receive 6 unauthorised marks in any 10 week period your parents/carers will receive an Attendance Parental Concern Letter , if this escalates to 10 unauthorised marks in any 10 week period your parents/carers will be referred for a penalty notice.
I don't get to lesson on time	Your lateness will be recorded on ClassCharts and sanctioned by your Head of Year.
I don't bring the correct equipment to lesson	You may be placed in detention for repeat failure to be equipped to learn. This also includes your PE kit. Home will also be contacted.
I don't do my homework	You may be placed in a break / lunch time detention by your class teacher where you can complete the missed homework. A call home to parents will be made by the class teacher for persistent failures.

'I don't follow the expected uniform standard'	
What happens if...	Consequence
I am wearing incorrect uniform.	Your tutor will send you to Student Services reception to borrow the correct uniform. Where there are legitimate reasons your tutor will issue a uniform pass to rectify the uniform. Parents/carers may be contacted to bring in the correct uniform.
I had a uniform pass but it has expired.	Your tutor will monitor your pass and contact home if your uniform is not rectified by the given date. This will escalate to your HOY should you continue to breach the school uniform code to use their professional judgement on next steps.
I wear my trainers and had a pass but my parents have told school I have school shoes, but I don't like them.	Your parents will be contacted to bring the school shoes into school for you to change into.

I wear piercings, too much makeup, jewellery or nails are against the uniform policy	Your Standards Card will be signed. You will be asked to remove anything additional to this immediately as well as excessive makeup, jewellery or nail extensions. If you receive three signatures, you will receive a Stage 1 Head of Year detention. Heads of Year may apply a Stage 2 for persistent offenders.
I wear the wrong skirt / trousers	Your tutor will send you to Student Services reception to borrow the correct skirt/trousers. Parents will be contacted and may be asked to bring in the correct uniform.
I wear my shirt untucked or don't wear my blazer	Your Standards Card will be signed each time. 3 uniform signatures will result in a Stage 1 Head of Year centralised detention. Heads of Year may apply a Stage 2 for persistent offenders.

I verbally or physically abuse a pupil or member of staff	<p>All serious incidents will be investigated and findings will be reviewed by a member of Senior staff. A proportionally appropriate sanction could include:</p> <ul style="list-style-type: none"> • Focus Room • external reflection • a fixed-term suspension – including a reintegration meeting • reporting to the police • a formal meeting with the school governors • direction to Alternative Provision • offsite direction / managed move • a referral to the Pupil Referral Unit (PRU) or alternative • a permanent exclusion
I am deliberately defiant and refuse to follow instructions or I make others feel unsafe through reckless or dangerous behaviour	
I give or sell smoking paraphernalia including vapes to another pupil	
I persistently fail to follow The Ripley Way / Consequence System and fail to engage in interventions to improve my conduct.	
I make racist/homophobic/transphobic or discriminatory remarks to a pupil or a member of staff	
I am involved in a fight with another pupil	
I bring or take illegal, unknown or banned substances or dangerous items into school	
I bring a weapon into school, even if I do not use it	

Appendix D – The Behaviour Ladder



Appendix E – Types of Bullying

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)