# RIDGEWAY ACADEMY

# BEHAVIOUR FOR LEARNING POLICY

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# RIDGEWAY ACADEMY

## BEHAVIOUR FOR LEARNING POLICY

### INTRODUCTION

The Student Discipline (Behaviour for Learning) Policy at Ridgeway Academy establishes the ways in which all members of the school community will contribute to the learning environment. Students are expected to attend school, be well motivated to learn and to behave well. In order to achieve these high standards, it is very important that all students are aware of behaviour expectations, which have been established by the school. The conduct of students around the school should be a clear reflection of the policy and also our vision for Ridgeway Academy, as outlined in our school prospectus. Ridgeway Academy will be a place where individuals feel valued and learning is enjoyed. Ridgeway Academy aims to be a vibrant inclusive learning community which enables all students to achieve its vision that ***"Everybody can achieve".*** It sets out to be a well ordered, disciplined school, with very high expectations of students.

The school's behaviour policy is underpinned by its character education programme, which promotes our 3 school values of Respect, Responsibility and Relationships. These character traits are explicitly taught through the curriculum, assemblies, and wider school life, and are reinforced through positive behaviour recognition and restorative approaches. The behaviour policy supports pupils in developing these qualities by setting clear expectations and providing opportunities to reflect on their actions and make positive choices.
Our character education programme is founded on the core principles of Character Education, as set out by the Department for Education and The Jubilee Centre for Character.

Department for Education guidance on character education
Jubilee Centre for Character and Virtues frameworks on character education

### A system based on Respect, Rewards and Consequences

Our behaviour system is based on the need for respect to be shown within the school environment. This is outlined more fully on posters in each classroom and in student planners, where students are reminded to demonstrate:

- **Respect for Ourselves and Others**
- **Respect for Learning**
- **Respect for Property and the Environment**

**Rewards**
A school ethos of encouragement and praise is central to the promotion of good behaviour.
Rewards are one way of achieving this. Our reward system is fully outlined in Appendix 3. Encouragement and verbal praise are also seen as central to promoting good behaviour, as is the celebration of success. This may be done through display material, assemblies, roll of honour boards, postcards home and a variety of other means.

**Consequences**
Our consequences system (see Appendix 4) is designed, first and foremost, to enable us to teach good behaviour. It assumes that students will 'get it wrong' from time to time, and need the opportunity to 'get it right' rather than receive instant punishment (although the latter will be necessary in some

situations). In the classroom the C1/C2/C3 progression underpins this idea: students are reminded of the consequences for them if they continue with inappropriate behaviour, and so they have the chance to stop.

The above encourages consistency of response to both positive and negative behaviour.

**Roles and Responsibilities**

- The Local Governing Body will establish, in consultation with the Headteacher, staff and parents and carers, the policy for the promotion of good behaviour and keep it under review.
- The Headteacher will be responsible for the implementation and the day-to-day management of the policy.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. This policy defines the powers of staff to respond to misconduct when it does occur.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside of the school. They will be encouraged to work in partnership with the school, particularly in seeking to reinforce and live by our shared **3 R's** values which underpin our school's vision.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be clear what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

**Definition of School Jurisdiction**

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the students are the responsibility of the staff.

The policy applies when students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school, therefore the school rules apply. This includes sixth form students, who remain subject to school jurisdiction even if off site, for example during lunchtime, or when allowed off site if not being taught or in transit to another institution. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. In addition to this policy, further details are given in school policies on anti-bullying, attendance, child protection, home school agreement, single equality scheme, special educational needs, and teaching and learning.

This policy applies to students of other institutions when they are on site as part of consortium teaching arrangements, as well as our students whilst attending other institutions for educational purposes, including school trips and off-site visits.

**Implementation of the Policy**

While the policy sets out a level of response that is normally appropriate to misconduct, staff are expected to exercise judgement according to the individual circumstance of the case. Special or individual circumstances might lead to reasonable adjustments being made for example. Repeat offending may lead to the listed punishment being increased.

Where a student has a Special Educational Need (SEND), reasonable adjustments may be made to ensure the student is not being disadvantaged. These reasonable adjustments will be made within the boundaries and expectations of a mainstream school and will be applied by the school on an individual basis.

## 1. ABSENCE AND TRUANCY

Parents and carers must ring the school absence line in the morning of the first day of any absence, and to follow this up with a letter or email confirming the reason when the student returns to school.

Parents will have 7 school days to provide a letter of absence or the absence will be deemed unauthorised.

Students caught avoiding lessons or truanting will be put on attendance report and will be sanctioned in line with the consequence ladder shown in appendix 4.

Students who display persistent absence and whose attendance is below 90% will be discussed and may be formally referred to the Attendance Improvement Officer (AIO). In some cases, the AIO or the school may decide to issue the parents with a penalty notice provided the full agreement of the Headteacher has been granted in each individual case. An attendance improvement plan may be put in place to ensure all parties are aware of the expectations and their role in improving the student's attendance.

## 2. LATENESS

If a student is late to school without a valid reason, they will be sanctioned in line with the consequence ladder in appendix 4. Any students who demonstrate a pattern of lateness will be placed on a punctuality report and parents / carers will be expected to attend a meeting in school to discuss the concern. Further sanctions will result from persistent lateness.

## 3. UNIFORM

Students wearing inappropriate clothing will be issued with an S1 consequence and families will be informed to support correcting the problem. When appropriate, parents / carers will be called to see if arrangements can be made for the student to change into their appropriate uniform. Students who refuse to rectify their inappropriate uniform will be unable to attend lessons and will complete their learning for the day in an alternative location. Reasonable adjustments will be made for medical issues which are communicated through a Doctor's note.

Where non-uniform items (for example hoodies) are worn, they will be confiscated (see confiscation procedures Appendix 6).

Uniform must be properly worn at all times on the way to and from school and at any event when representing the school off site. Ties must be done up properly with the school logo showing below the knot. Skirts must be the approved school skirt and should be worn at the knee. Trousers must be a tailored fit and be worn with the waistband above the hips for all students. No skinny or tight-fitting trousers are to be worn. Students who refuse to correct their uniform in line with this policy will be unable to attend lessons for the remainder of the day.

Repeat incidents of wearing incorrect uniform or wearing uniform in an incorrect manner will result in being placed in an after-school detention and parents will be invited into school to discuss the concern.

It is essential that students attending public examinations attend properly dressed in full uniform. A student who repeatedly fails to wear required uniform will not be admitted to the examination following national examining board guidelines.

## 4. JEWELLERY/MAKE-UP/NAILS

Jewellery which is not permitted in our uniform guidelines will be confiscated (see confiscation procedures Appendix 6) and passed on to reception in a named envelope, kept in the school safe and can be collected by the student at the end of the day. This is not applicable to members of the sixth form.

Students in Years 7 to 11 wearing unacceptable make-up and/or nail polish will be sent to Student Services which retains stocks of nail polish and make-up remover.

Please note that any refusal to remove acrylic nails or false nails, make-up or jewellery will result in the student being issued sanctions in line with refusal to comply on the consequence ladder – parents will be contacted by phone to inform them of this.

Parents/carers will be contacted for students who repeatedly fail to meet these basic expectations and will be expected to attend a meeting in school to discuss the concern. Further incidents beyond this may lead to further sanctions being applied

**5. INAPPROPRIATE HAIRCUTS**

Hair must be appropriate for a smart office environment and must not be extreme in style or length. We recommend it should not be cut shorter than a "number two" but must not be shave-patterned. This also applies to shaved eyebrows. Hair must be of a natural colour. Only plain (red, white or black), functional and safe hair accessories are allowed: senior staff can give guidance.

**6. CONSUMING FOODSTUFFS OUTSIDE OF APPROVED AREAS**

Students are able to leave Attimore Hall with food at both break and lunch time. Any student caught littering will be asked to put it in the nearest bin and issued a C3.

**7. NOT BEING EQUIPPED FOR LEARNING**

Students are required to have the correct books and equipment for each lesson and activity each day. Failure to attend school with the equipment required will result in a S1 detention being logged. Repeated failure will result in an escalation of the sanction.

The planner is a vital learning tool and students are expected to have it with them at all times whilst in school. Students in Years 7 to 11 are expected to show their planner to parents each week.

**8. SMOKING / VAPING**

Smoking/ Vaping is not allowed on the school site or in school uniform off site. If students are caught smoking/ vaping, or are in possession of smoking materials **(**this includes E-cigarettes) they will be subject to a C6 or suspension from school. Any student caught in the vicinity of smokers/ vapers will be subject to a C5.

Sixth form students may not smoke anywhere on site or within 600 metres of the school (Ridgeway Academy entrance) during school hours.

**9. OFFENSIVE LANGUAGE**

The use of offensive language in conversation or as abuse towards other students or staff will result in sanctions being issued in line with the consequence ladder outlined in appendix 4. Foul language is unacceptable in any circumstance.

**10. DAMAGE TO PROPERTY**

Any student responsible for graffiti or damage to school property will be subject to sanctions in line with the consequence ladder in appendix 4. Vandalism of school resources and property that incurs a cost to repair will result in the family of the student responsible being billed for the cost of repair.
Any student maliciously causing significant damage to the school environment or tampering with equipment that could lead to a health and safety concern will be issued a C5 or C6.

**11. HOMEWORK**

Students are expected to complete their homework by the deadline set by the teacher and to the best of their ability. If this is not the case teachers will issue an appropriate consequence, this can range from a H1 upwards depending on whether this is a repetition of the behaviour.

**12. GOING OUT OF BOUNDS**

Students are expected to be in designated areas during break and lunchtimes, and before and after school. Clear guidance of out of bounds areas are displayed around the school, but such areas include:

- All laboratories and specialist teaching rooms
- Cycle shed, except for the leaving and collection of cycles
- The vicinity of motor vehicles or car parks / roads
- The area behind Drama and PE, unless waiting for lessons
- The kitchens, staff offices, the Hall stage
- All roof spaces, windows and fire escapes
- Any area where building work is taking place
- School fields and tennis courts when weather conditions prevent these from being available for use. (Senior staff will advise via the school Bulletin).

Sanctions will range from detention to suspension for repeated offences.

**13. MISUSE OF COMPUTER EQUIPMENT/ DEVICES**

The school has a clear policy on the appropriate use of school computers. Failure to bring an appropriate device into school or to charge in order to use will result in a C1. Inappropriate use of a device will escalate to a C2 and use of a device without permission will result in a C3. Vandalism or damage to devices will result in a more extreme consequence and families may be responsible for repair or replacement.

Misconduct in this area, such as “hacking” or improper use of the internet, can result in a range of sanctions from loss of internet privileges to exclusion from school, which may be used in aggravated cases where the conduct is repeated or involved real or potential harm.

**14. BRINGING THE SCHOOL INTO DISREPUTE**

Students are expected to be good ambassadors for the school at all times. Misconduct in this area can result in a range of sanctions from loss of privileges to suspension from school, which may be used in cases where the conduct is repeated or involved real or potential harm.

**The following twelve sections will always be considered to be major offences:**

**15. OFFENSIVE CONDUCT TO OTHER STUDENTS**

This includes bullying, (physical or verbal, including racial, cultural, gender, disability or relating to sexual orientation); see our anti-bullying policy and Single Equality Scheme Policy.
Any bullying or harassment will not be tolerated and is always serious.
As detailed in the school anti-bullying policy, unacceptable behaviours include:

a. Physical threats and verbal intimidation
b. Repeated and deliberate teasing by an individual or group
c. Physical assault intended to hurt and frighten
d. Pushing, tripping, spitting at any individual
e. Abuse of personal property intended to cause distress
f. Writing, whispering and spreading rumours about a person to cause hurt
g. Intentional exclusion or isolation of an individual – silent treatment

h. Insults directed at a person or family on the grounds of race, gender, belief, dress or appearance (see Single Equality Scheme).
i. Insults directed at a person relating to sexual orientation.

Where student conduct is reckless and dangerous, placing others at risk, a serious sanction may be set even where the student's intent is not malicious.

Retaliation: If a student is harassed physically directly or indirectly by a third party student within the school, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

Use of electronic devices as a means to harass, alarm or distress ("cyberbullying"), such as by email, website, social networking sites, social media or text message, comes within the remit of this policy and would lead to a sanction. Parents will be advised to contact the police and the school will support the police with their investigations through the school's own investigations and outcomes.
The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students.

All incidents are to be dealt with as described in the school's anti-bullying policy. Students will be Interviewed, and a course of action agreed upon. Parents will be informed. The situation will be monitored and persistent bullying of any kind or aggravated incidents will result in sanctions applied in line with the consequence ladder shown in appendix 4

**16. OFFENSIVE CONDUCT TO MEMBERS OF STAFF**

Abusive language/rudeness or defiance to a member of staff is very unusual and very serious. All incidents will be investigated, and appropriate sanctions applied, this may range from internal isolation to suspension and in extreme cases, permanent exclusion from school.

Harassment of a member of staff, their property or family of any sort, including beyond the bounds of the school day or school term, is a serious offence and will result in a fixed period of suspension, or permanent exclusion. Threatening or aggressive conduct, damaging conduct, or repeated misconduct of this sort, are aggravating factors which will make significant sanctions more likely such as longer periods of suspension which may include permanent exclusion. If a student is found to have wilfully made a malicious allegation against a member of staff, this will be a very serious offence likely to lead to a suspension which could be permanent.

Violent conduct towards staff is extremely rare at Ridgeway Academy. Any such instance would be likely to be punishable by permanent exclusion from school and will be reported to police.

**17. OFFENSIVE CONDUCT TO OTHER MEMBERS OF THE COMMUNITY**

Such misconduct, either in word or deed, although unusual is always serious. Incidents will be investigated, during which time the student will be removed from lessons and sanctions ranging from Isolation to exclusion may be imposed. Information will be passed to the Police when appropriate.

**18. DELIBERATE CLASSROOM DISRUPTION**

Classroom disruption is unacceptable as it disrupts the learning of others and the positive culture in the classroom. This will initially be dealt with by the classroom teacher according to our Consequences' System. At times students may be removed by on-call staff and taken to Reset or other school area to reduce disruption to classes and students. Persistent offenders may be required to work away from the lesson for a period of time, under supervision of a member of the Behaviour Team, the Subject leader or a member of the SLT. (For further detail on this see Appendix 4 –

consequence ladder). Persistent disruption will result in an escalation of sanctions over a period of time. This may include permanent exclusion where repeated behaviour is sustained over time.

Withdrawal from lessons is a serious matter, particularly as it may require modification of the curriculum that the student usually follows, and parents/carers will be informed when such action is taken.

**19. MALICIOUS DISCHARGE OF A FIRE ALARM OR FIRE EXTINGUISHING EQUIPMENT, MAKING A HOAX 999 CALL**

This is highly dangerous and places others at risk of harm. This will be dealt with by a member of the Senior Leadership Team or relevant Head of Year: the usual sanction will be a fixed term suspension.

**20. THEFT**

All cases involving theft, including taking property without permission, in school and outside of school when wearing school uniform (e.g. removing foodstuffs from the canteen without payment) will be investigated. Students caught stealing should return or replace the property. Suspension is the normal sanction for theft, although determination of sanction will depend on factors including the degree to which the offence was pre-meditated and the value of the item taken. The police may be informed.

**21. ALCOHOL AND DRUG RELATED OFFENCES**

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in Appendix 10. Where the substance is not illegal but thought to be a danger to the individual or to others, confiscation will be followed by a sanction up to fixed term suspension. The confiscated items will be placed in the school safe until the police are able to attend the school site to collect the substance. In cases where illegal substances are involved, the police will be informed and a serious sanction will be applied, this may be suspension or permanent exclusion. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance, are all serious offences. Any involvement in supply of illegal substances is exceptionally serious and will lead to permanent exclusion. This will not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness and will lead to permanent exclusion.

**22. POSSESSION OR USE OF AN OFFENSIVE WEAPON**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons include knives and blades of any length, catapults, any item capable of firing a projectile, fireworks and any noxious substances. Such items are inappropriate within school.

The weapon will be confiscated and the police contacted if the weapon is a blade or knife. The weapon will not be returned to the student. The student will be isolated immediately while an investigation takes place. The child will be suspended and may be permanently excluded from school as appropriate. This will depend on the degree to which the item was used to cause harm, alarm or distress to others; the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. Bringing dangerous weapons on to school premises, such as knives and blades, is likely to lead to permanent exclusion.

Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to the student being isolated immediately and a further sanction issued for the following day.

**23. POSSESSION OF OTHER OFFENSIVE ITEMS/MOBILE PHONES OR ELECTRICAL GOODS**

The only circumstances in which a phone could be used during the school day is in cases of great urgency and if a member of staff's permission has been explicitly sought, they have given permission and are present with the student during the call. The only exception to this is if the phone is used as a medical device.

Phones with a video or photo taking capability can easily be misused in a school setting. Any mobile phone, not handed in at tutor time in line with the school's mobile phone policy, will be confiscated and returned at the end of the day. A C5 sanction will be issued. Further sanctions will be taken if the item is being used in a way detrimental to good order. Repeat offenders will receive escalated sanctions and parents / carers will be expected to attend a meeting on school to discuss the concern.

Possession of pornography, racist or other inflammatory literature or other items (e.g.: postcards, posters, playing cards, pens), is forbidden and such will be confiscated and subsequently destroyed. The incident will be dealt with by means of sanctions ranging from detention to suspension, depending on the degree to which the misconduct would cause real or potential harm. Exclusion would also be used in aggravated cases or where the conduct was repeated.

The police will be contacted where explicit material is shared via mobile devices or on social media as this is a breach of criminal law. Contact with the police will be made by the Designated Safeguard Lead in the school.

**24. OBSTRUCTION OF JUSTICE**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face punishment up to fixed term suspension. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed. School staff reserve the right to confiscate phones and will ask the student's permission to access the phone's memory where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to punishment for obstruction of justice, and in serious cases of student misconduct the police may then be informed in order to gain access to this information.

**25. IMPROPER CONDUCT**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school. The DSL must also be informed.

However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour.

**26**. **Prohibited Conduct: Severe Physical & Sexual Harassment**

The school operates a zero-tolerance policy toward behaviours that compromise a student's physical integrity, dignity, and privacy. This includes **"pantsing" (the non-consensual pulling down of another student's trousers, shorts, or underwear) and the lifting of skirts or dresses.**

- **The "Banter" Defence:** The school does not accept the defence of "a joke," "prank," or "mutual banter" for these actions. Because these acts cause intentional humiliation and violate physical boundaries, they are treated as **serious physical assault and sexual harassment**.

- **Digital Escalation:** If an incident of pantsing is recorded on a mobile device, shared, or posted online, it will be treated as an aggravated offence involving the non-consensual distribution of intimate/humiliating imagery, resulting in immediate escalation to the highest disciplinary tiers and potential referral to external authorities.

## 27. PLAGIARISM

Any work submitted by a student for assessment must be the student's own work. This applies to both "coursework" and any examination situation. Students who submit work copied from elsewhere as their own, be it from a peer, text source, internet or from any other source, should expect a sanction. This would normally be a detention and requirement to repeat the work. In the case of work for public examination, the school will follow the actions required by examination boards, including reporting the student to the examination board. A student submitting plagiarised work for public examination should expect that the work will be refused and a period of fixed term exclusion from school could be invoked.

Students who assist a peer by knowingly allowing their work to be copied will face a sanction; in the case of public examination coursework, this might extend up to fixed term exclusion from school.

***Appendix 1***

**Pre-Consequence Good Practice**

Staff should have high expectations and mirror these expectations in their own actions. The language for Behaviour for Learning should be based around Respect.

Staff should build positive and respectful relationships with students primarily by using positive language and through the use of rewards and merits. Staff should use praise more frequently than consequence. Staff may wish to use 'Thank You' rather than 'please' to ensure that students understand that staff expect, rather than hope for, compliance with instructions.

Starting lessons well – The brilliant basics will be followed in all lessons throughout the school day.

Students are allowed to drink water in classroom but not permitted to eat or chew gum.

Students are not permitted any musical devices or phones at any time during the school day (with the exception of music lessons).

Staff should use a variety of pre-consequence techniques for modifying student behaviour before issuing a C1. These could include praising those behaving well, Walking the room and non-verbal cues (body language and non-verbal direction), quiet reinforcement, moving a student away from distractions, and support for the student to make sure that they understand the work set.

***Appendix 2***

**Whole School Rewards**

**Rewards**

At Ridgeway Academy every individual is encouraged to fulfil his or her potential. This is best achieved when students are nurtured in a secure and caring environment where everyone is valued and where standards of behaviour enhance all aspects of school life. We aim to promote trust and mutual respect for everyone, in an environment where warm relationships and good manners are considered crucial in forming a happy and self-confident child.

The purpose of this policy is to set out the framework for creating an orderly self-disciplined community which allows all students to learn effectively and flourish in a pleasant and secure atmosphere. We believe that high-quality teaching and a curriculum which meets the needs of all students will allow students the opportunity to make informed decisions regarding many potential behaviour difficulties. Our emphasis will be on recognising and celebrating effort and success, so that all students feel valued.

Wherever possible, staff should use the reward system to encourage good behaviour. The school actively encourages and celebrates good behaviour. A system of awarding students is in place, encompassing rewards for character, strong academic performance and for pastoral matters. Awards should be given for students working/going beyond expectations based on their individual ability and they should be awarded according to the rewards structure.

Rewards will be logged on Bromcom so parents can access the information via My Child at School (MCAS).

In creating a positive ethos we feel that the students will be able to develop:

- Responsibility for their learning environment
- Pride in themselves and the school
- Self-control
- An understanding of fairness
- Acceptance of others' way of life and differences
- The ability to express themselves clearly

Our commitment to good behaviour will ensure that all students and staff feel safe at Ridgeway Academy

# RIDGEWAY ACADEMY

***Appendix 3: Reward ladder (September 2026)***

| Reward | Examples of good behaviour | Issued by | Outcome |
|---|---|---|---|
| **R1** | Demonstrating the Ridge***way*** Values in Action'<br>Successful completion of Homework | All staff | 1 House point<br><br>Issued on Bromcom |
| **R2** | Excellent work or attitude to learning<br>Consistent positive contributions to learning<br>Acts of kindness | All staff | 3 House points<br><br>Issued on Bromcom |
| **R3** | 100% Attendance in a Week<br>No Negative Points in a Week<br>Excellence within an extended piece of work<br>Progress shown over time in a subject | All staff | 5 House points<br><br>Positive comment issued on Bromcom |
| **R4** | Significant contribution to an extra-curricular activity or the school community | All Staff | 10 House points<br><br>Issued on Bromcom<br>Recognition Letter |
| **R5** | HOY nominated Student of the Week | Head of Year | 15 House points<br><br>Meeting with Headteacher |
| **R6** | Half Termly Subject Awards | Class Teachers | 20 House points<br><br>Certificate presented in class |
| **R7** | End of Term Subject Awards<br>End of Term Form Tutor Awards | Subject Leaders<br>Form Tutors | 25 House points<br><br>Celebration Assembly and Roll of Honour |
| **R8** | Outstanding contribution to an extra-curricular activity over a prolonged period of time | Extra-Curricular Staff | 30 House Points<br><br>Celebration Assembly and School Colours |
| **R9** | End of Term Head of Year Awards<br>End of Term School Values Awards | Heads of Year<br>SLT | 40 House points<br><br>Celebration assembly and Roll of Honour |
| **R10** | End of Term Headteacher Awards<br><br>End of Year 5 Start Student Awards<br><br>Outstanding academic achievement at the end of KS3, KS4 and KS5 | Subject Leaders<br>Heads of Year<br>SLT | 50 House Points<br><br>Celebration Assemblies and Roll of Honour<br><br>Prize Giving Ceremony |

# RIDGEWAY ACADEMY

***Appendix 4 Consequence ladder (January 2026)***

| Consequence | Examples of poor behaviour | Sanction |
|---|---|---|
| S1 | • Incorrect uniform<br>• Poor bookwork standard<br>• Inadequate work completed<br>• Lack of equipment / device | 3 x S1 in one day result in C3 |
| **C1 (Chance)** | • Disrupting the learning of others | Verbal warning Sanction logged |
| **C2 (Choice)** | • Repetition of C1 behaviour | Final verbal warning Sanction logged |
| C3 | • 3 x C2 behaviour incidents in a day<br>• Inappropriate conduct towards another student<br>• Rudeness to or arguing with a member of staff<br>• Refusal to follow instructions<br>• Inappropriate language - swearing in conversation<br>• Provoking another student or situation<br>• Lateness to lesson ≥2 late (after movement time)<br>• Late to school without a valid reason<br>• Failure to meet line up expectations after 3rd whistle<br>• Not attending line up<br>• Student being in an out of bounds area<br>• Being in a toilet cubicle with any other student(s)<br>• Chewing gum in school | 30-minute detention (until 3.45pm) |
| C4 | • 2 x C3 in a day<br>• Repetition of any C3 behaviour<br>• Failure to attend a C3 detention<br>• Internal truancy<br>• Refusal to attend faculty exit<br>• Bullying (first incident)<br>• Graffiti<br>• Removal by ELED from a lesson for poor behaviour<br>• Dishonesty / lying to a member of staff<br>• Persistent refusal to follow instructions | 1hr detention (until 4.15pm)<br>Phone call home from member of staff issuing consequence |
| C4a (SLT Detention) | • Failure to attend a C4 detention | 90min detention held on Friday (until 4.45pm). Parents contacted by phone |
| C5 | • 2 x C4 in day<br>• Using, or being in possession of a mobile phone, during the school day<br>• Truancy off site or repeated internal truancy<br>• Refusal to hand in a mobile phone<br>• Swearing at staff<br>• See behaviours identified below | Isolation<br>(8.30am to 4:15pm) |
| C6 | • See behaviours identified below | Fixed term suspension |
| C7 | • See behaviours identified below<br><br>A permanent exclusion could be the result of a number of incidents over a period of time or a one off, serious incident | Permanent exclusion |

# RIDGEWAY ACADEMY

The following behaviour may result in a serious school sanction ranging from internal suspension to fixed term suspension, or permanent exclusion, depending on severity, frequency and aggravating or mitigating factors, in line with our wider whole school behaviour policy.

- Repetition of C4 behaviour
- Poor behaviour during a C4 detention
- Cultural intolerance / discriminatory language
- Gross disobedience
- Physical assault
- Persistent bullying
- Sexual harassment or assault
- Smoking / vaping / in possession of lighters and vapes / alcohol
- Threatening behaviour against staff or student
- Theft / vandalism
- Intimidating behaviour towards staff or students
- Possession or suspicion of possession of a weapon or an item that could be used as a weapon
- Possession or suspicion of possession of illegal substances

***Appendix 5***

**Sanctions**
Staff will follow the consequences system outlined above.

**Confiscation**
This will apply to items which are forbidden in school, contrary to uniform rules, items which are harmful to others, or which are being used in a way contrary to rules or in an inappropriate place or time. Low value items, such as energy drinks and other foodstuffs being consumed in a corridor, will be confiscated and discarded. Other items will normally be kept until the end of the day but there is a scale for extending this period of time for repeat offenders (please see Confiscation Procedures Appendix 6). The school reserves the right to require a parent to come into school for the item to be returned, or to pass the item to the police.

**Detention**
These are given to students when they display behaviour that is in breach of the school behaviour policy. There are three tiers of detentions:

- C3 Detention - 30mins held after school from 3.15pm to 3.45pm
- C4 Detention - 1hr held after school from 3.15pm to 4.15pm
- C4a Detention - 90mins held after school on Friday from 3.15pm to 4.45pm

All detentions are supervised by school staff and parents are altered to the detentions with 24hrs notice through the Show my child at school app. For C4a detentions, parents are advised in the same way and will be phoned each Thursday to make them aware.

**Removal from current lesson**
Any student behaviour that leads to them being removed from a department area will be removed by on call staff and housed in Reset.

**A whole school approach**
All teaching staff, including supply teachers, unqualified and student teachers and support staff, are empowered by the Headteacher to impose confiscation, detentions as listed above, community service, and emergency removal (from their lesson). Other adults working in the school, such as coaches and volunteer helpers, are empowered to impose confiscation, and emergency removal; they may also supervise students completing punishments set by teaching staff.

**The punishments and responses detailed below are set by more senior staff as indicated:**

**Reports**
Poor standards, or effort or behaviour may lead to the student being placed on report to a teacher, tutor or senior member of staff. This will be discussed with the student and parents / carers. Targets will be set to assist the student to improve in the area of concern. A period of time on report will be fixed during which progress can be monitored by school staff and by parents through checking and signing of the report form.

**Removal from lessons**

**From a particular subject's lessons** for a maximum period initially of two weeks. This will be for continued disruption of the learning of others and will be done in consultation with the Head of Department and tutor, with parents being informed. This could lead to exclusion from free time, functions or trips. With functions or trips, where the school is obliged to put the issue of health and safety, including the ability to follow instructions, as a priority. The student will work under supervision in another classroom or area of the school.

**From all lessons – Isolation:** for a fixed period of time. Students will work in the isolation area and be supervised during break and lunch time. This sanction will be used as part of our consequences system, for serious misconduct which is not quite of a level which would merit fixed term suspension

from school. Failure to comply with the rules of the isolation room will lead to the student repeating the day or being suspended.

**Off-site direction**

Should a pupil not respond positively to targeted intervention and support strategies attempted by the school they may be referred to offsite direction by the Headteacher as an alternative positive behaviour strategy. As stated in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (July 2026):

*Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.*

Whilst off-site direction does not require parental consent, this will be sought and obtained, wherever possible. It involves the student being dual registered for a period of time (usually between 2 and 6 weeks). The student will attend lessons and complete the curriculum provided by the hosting school (to what extent depends on contextual factors and the year group they are in).

During this period the pupil will become a member of the host school community and therefore will be expected to wear the uniform of the host school and will be bound by their behaviour policy. Attendance expectations during the period of offsite direction remain the same in terms of authorised and unauthorised absence.

**Managed moves**

As stated in in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (July 2026):

*A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.*

In the event that planned internal intervention and support strategies have been implemented but these have not had the desired impact on a student's behaviour, a fresh start at a new provision may be suggested. In the event that both school and parents/carers are in agreement, an application will be made by the school to the Welwyn Hatfield Inclusion Panel in which the given case for the student would be heard and next steps suggested. Parents/carers and the student in question will be invited to the panel. As part of this process, it may be confirmed that a managed move is to take place allowing the student to have a fresh start at another provision.

Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name should be deleted from the original school's admission register and added to the admission register of the new school. Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site; in these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.

**Permanent exclusion from school**

This procedure is carried out by the Headteacher and must be endorsed by the appropriate Governors' panel, in accordance with DfE guidance, for repeated serious misconduct or for one-off misconduct of exceptional seriousness, examples of which are outlined in our consequences system.

The school will endeavour to work with parents and outside agencies to balance the use of sanctions with support strategies for students where appropriate. This may include a Pastoral Support Programme where repeated misdemeanours have placed a student in danger of permanent exclusion from school.

**Educational Visits**

Misconduct on educational visits may lead to punishment once the student has returned to school, ranging up to permanent exclusion for a very serious offence. However, immediate action might be required particularly if the visit, is residential or overseas. These might include:

a. on-site community service
b. restrictions to the student's activities and privileges
c. confiscation of illicit items
d. a student might be returned to school early, or a parent may be required to come to collect them at their own expense.

**Ancillary powers of staff**

Consistent with the provisions of the Education and Inspections Act (2006) it may be necessary for teaching staff and designated support staff in exceptional circumstances to search students for items such as stolen items, drugs and substances of abuse, or items which could be harmful to others.

In exceptional circumstances it may be necessary for staff to physically restrain a student, **referring to the school policy on physical restraint**. Staff are not expected to put themselves at risk, and may reserve the right to decline to physically restrain a student. However, the Education and Inspections Act specifies that staff can use reasonable force to restrain a student where this is necessary to prevent the student harming themselves or others, prevent damage to property, or prevent serious disruption to the good order of the school's operations.

**Referral for Police Action**

In the case of serious offences, the Senior Leadership Team will make a decision as to whether the matter is to be reported for additional police action.

**Monitoring for Equal Opportunities**

It is important that the school's system of sanctions and rewards operates fairly and does not discriminate to disadvantage any racial group, gender, student with disability, or vulnerable student. Pastoral leaders including Senior and Lead Tutors, are at the centre of the process of monitoring each child's progress through the school, and are mandated to monitor its operation, and to investigate where students appear to be disproportionately and unfairly likely to receive given sanctions or rewards. The Senior or Lead Tutors concerned, would have to satisfy themselves that there was due cause for any such pattern, and that no reasonable steps had been missed which could resolve it. Such a finding would be taken into consideration in the way the discipline policy is viewed, when it is reviewed in the future.

With regard to the Equality Act 2010 and operation of the school's Single Equality Scheme**,** the Deputy or Assistant Head responsible for the discipline policy is responsible for reviewing the operation of more serious sanctions, such as exclusion, to determine whether these sanctions have a disproportionate impact on any students with a protected characteristic, and whether there was due cause for any such pattern.

The Governors receive a report annually from the school leadership team to be confident that the policy is not bearing unfairly on any particular segment of the student body.

**Complaints and queries**

Where a parent or student wishes to have further clarification of the reasons why a punishment was set, or to query that punishment, the member of staff concerned should be approached in the first instance. If this does not resolve the matter, the Head of Department or Senior or Lead Tutors can be approached. As a last resort, matters can be dealt with by the Headteacher, or through the school's formal complaints procedure.

***Appendix 6***

**Confiscation procedures**

Once a member of staff has received the confiscated item(s) from a student they will follow these instructions:

- Mobile phones will be confiscated and handed into student services. Parents will be informed by the Head of Year or Tutor. The phone will be returned to the student on the first occasion. On repeat occasions the phone will only be returned to the parent when they come into the school to collect, unless there are exceptional circumstances

- Inform the student how many days the item(s) has been confiscated for and therefore when the student can collect it(them) from reception at the end of that given day

- Take an envelope and write **precisely** what the contents of the envelope are

- Write the student's name (all in block capitals please) and the student's Form name (e.g.: 10F)

- Write the date you confiscated the item(s)

- Write the date the item(s) will be returned to the student

- Place the item(s) in the envelope and seal the envelope, checking it is secure and that nothing can fall out

- Take the item to reception and hand it in

- Repeated failure to adhere to school rules may result in a fixed term suspension.

***Appendix 7***

**PERMANENT EXCLUSION: Mitigating and aggravating factors**

The following factors will be considered once the Headteacher is satisfied that, on the balance of probabilities, a student has breached the school's Behaviour Policy. These will help to determine the appropriate level of sanction to apply in such cases.

The list is not exhaustive and not every factor will be relevant to every case.

| Mitigating factors | Aggravating factors |
|---|---|
| The incident was impulsive or committed in the heat of the moment | The student had failed to heed warnings about similar behaviour in the past |
| The incident was provoked, e.g. as a result of persistent bullying or racial abuse | The student had been warned of the risk of exclusion |
| The general medical, emotional and mental condition of the student | The offence was premeditated |
| New to the school (possible unawareness of school's behaviour code) | There is a history of similar incidents |
| The student was coerced or encouraged by others, for example peer group pressure | There has been witness intimidation |
| First offence | The victim(s) sustained physical injury requiring medical attention |
| Previous behaviour and character of the student suggest that repetition of the behaviour is unlikely | The victim was particularly vulnerable, e.g. much younger or weaker than the student |
| The student has apologised for his/her behaviour | The student has received significant support from the school in the past to modify behaviour |
| The student is repentant and contrite and shows a willingness to assume responsibility for his/her conduct | The student encouraged others to behave inappropriately in relation to the offence |
| The student cooperated with and assisted the investigation | The student shows no contrition or a willingness to accept responsibility for his/her actions |
| The student admitted the offence | The student did not cooperate with the investigation or worse, actively sought to frustrate and prolong it |
| The student played a relatively minor role in the incident compared to others | Weapon was used in an incident |
| Agreement/readiness to make restitution towards the victim(s) | |

***Appendix 8***

**Offensive Weapons Offensive weapons – definition**

An offensive weapon is any implement that is made, adapted or intended for an offensive purpose and can be used by a person to frighten, intimidate or cause physical injury to another person.

**Principles**

This policy is designed to recognise the considerable danger and physical harm that can be inflicted on any member of the school community by the use of an offensive weapon.

Ridgeway Academy seeks to:

i) Make it clear to all in the school community that the possession of offensive weapons whether inside or outside school is illegal.

ii) Ensure all in the school community understand that offensive weapons must not be brought into school and that their possession at any time cannot be justified.

iii) Ensure that where an offensive weapon is discovered in school clear procedures are followed to ensure the safe collection and disposal of the weapon.

iv) This policy should be read in conjunction with the School's Behaviour Policy

**Guidelines Guns**

A member of staff should not attempt to decide whether a gun is real or not.

**All guns are to be treated as real.**

**On hearing of an Offensive Weapon in school**

If any member of staff hears that an offensive weapon has been brought into school, they should immediately inform the Headteacher or Deputy Headteacher. Under no circumstances should they investigate themselves. The Headteacher or Deputy will contact the police and conduct an immediate investigation.

Every situation involving the discovery or possession of offensive weapons is unique. The following guidelines cover the general categories of incidents involving offensive weapons:

**On discovering an Offensive Weapon**

**1. Offensive Weapon discovered on the school site:**

<u>For all offensive weapons other than guns</u>:
The weapon must be taken to the School Reception. Reception will then inform a senior member of staff. The finder must record the discovery in the Offensive Weapons Incident Log (see Annex 1 below) in Reception.

For guns:
*Under no circumstances handle the gun,* leave it where it lies. Clear all students from the area, and if possible isolate it, such as locking it in a classroom. Ring Reception and ask for a member of the Senior Leadership Team. The finder must record the discovery in the Offensive Weapons Incident Log in Reception.

**2.**
**a) Offensive weapon in the possession of a person who is member of the School Community:**

(i) For all offensive weapons other than guns:
The person in possession needs to be told calmly to put the weapon down. The member of staff should then remove the weapon to a secure place. A senior member of staff should be sent for immediately.

If there is a refusal to put the weapon down, a senior member of staff should be sent for directly. *Under no circumstances should a member of staff attempt to remove the weapon from the person.*

(ii) For guns
If a person enters your class with, or produces a gun in the class, the person in possession needs to be told calmly to put the weapon down. Once this has happened all students should be escorted to a place of safety away from the gun. If possible lock the gun in the room. Report the incident to Reception immediately via the nearest telephone, or send a student immediately to Reception.

*If the person refuses, do not argue or attempt to take the gun off them.* Note the identity and features of the person in possession of the gun. Ensure any students in the vicinity are moved well away and report the incident to Reception via the nearest telephone or send a student immediately to Reception.

Senior staff should ensure the police are called immediately and then go to support the member of staff reporting the incident. The Headteacher should be informed immediately. In the absence of the Headteacher the Deputy Headteacher should be informed.

It is the responsibility of the member of staff initially reporting the incident to record the incident in the Offensive Weapons Incident Log in Reception.

**b) Offensive weapon in the possession of a person who is not a member of the School community:**

(i) If an offensive weapon is seen on the school site in the possession of someone who is not a member of the School community note the location, distinguishing features and direction the person is moving and inform Reception or a senior manager immediately. The police will be informed.

*Under no circumstances approach or make oral contact with the person* and wherever possible move students away from the immediate area.

**3. Students in conflict producing offensive weapons**

*Under no circumstances attempt to remove the offensive weapon from the student.*
Try to calm the situation from a safe distance if possible without compromising personal safety and ask the student to put the weapon on the ground. If they refuse, move to a place of safety immediately.

If a physical conflict has started and offensive weapons are in the possession of one or more of the students do not intervene.

*For all incidents send a message immediately to Reception to summon a member of SLT. Try to move other students away from the situation.*

**All incidents involving offensive weapons must be recorded in the Offensive Weapons Incident Log (Annex 1) that is held in Reception.**

**4. School response to incidents involving Offensive Weapons**

- All serious incidents involving offensive weapons will be reported to the police immediately, including any persons in possession of weapons identified by the Site Management staff when the school is not in session. The police will collect and dispose of offensive weapons.
- Each incident will be fully investigated by a member of SLT and reported to the Headteacher.
- Staff will be informed of all serious incidents concerning offensive weapons on the School site as soon as possible.
- For all serious incidents concerning offensive weapons in Section 2 reference will be made to the School's Critical Incident Action Plan. Such incidents will be reported to the Governors of the School.
- The School will treat each incident separately and respond with an appropriate course of action and appropriate disciplinary measures. Depending on the nature and severity of the incident temporary or permanent exclusion may result. As in all other incidents where exclusion is considered, this will be the decision of the Headteacher.
- Under no circumstances should a member of staff speak to anyone related to the media following a serious incident concerning an offensive weapon. Refer all enquiries for information from the media to the Headteacher.

**5. Raising Awareness of the Dangers and Legal Aspects of Offensive Weapons**

- All students will be spoken to annually about the dangers of offensive weapons by the staff of the school and/or the police. This guidance to include the Law and the possession of offensive weapons.
- Staff will be informed of any further guidance that becomes available.

# RIDGEWAY ACADEMY

**ANNEX 1 Offensive Weapons Incident Log Important**

Please record all details legibly and carefully as this document may be produced in a Court of Law.

| | |
|---|---|
| **Reporting Staff:** | |
| **Date of the Incident:** | **Time of the Incident:** |
| **Location of the Incident:** | |
| **Name of Persons Involved:** | |
| **Senior member of staff who investigated the incident:** | |
| **Type of Offensive Weapon:** | **Police Involvement: Yes / No** |
| **Description of the incident:** (include those involved and the sequence of events)<br>Continue on the reverse if necessary | |
| **Signed:** | **Date:** |

***Appendix 9***

**Physical Restraint Purpose**

Ridgeway Academy recognises and affirms the right of all young people to learn in a safe and secure environment as outlined in the ECM (Every Child Matters) agenda but acknowledges that there may be occasions when the use of force to control or restrain students is appropriate. However, when force is necessary it should always be used in ways that maintain the safety and dignity of all concerned.

This policy outlines the circumstances in which staff can intervene with a student as stated in the 1996 Education Act and later updated in the 1997 Education Act. The policy has also been written in line with the guidance from CSF "Framework for the use of physical intervention, Document ref: CSF3976, April 2004.

**Definitions**

"Physical intervention" is the positive application of force with the intention of overpowering the young person when verbal commands are no longer sufficient to control aggressive behaviour. The main factor separating "holding" from "physical restraint" is the manner of intervention and degree of force applied. "Physical restraint" uses the degree of force necessary to prevent a young person harming himself/herself or others or property. "Holding" would discourage but in itself would not prevent such action.

Physical contact with students may occur under other circumstances, such as when providing support in PE. The term "restraint" does not extend to these situations and staff should not be inhibited in providing such contact where it is professionally appropriate.

**Principles:**

Restraint should be avoided wherever possible and is never a substitute for positive behaviour management. Other methods of behaviour management should be tried first unless this would be impractical. The key task in managing behaviour is the provision of that level of external control which will ensure that the individual and the community are safe whilst the development of internal control by individuals is promoted. Restraint should, therefore, only be used in exceptional circumstances, where the main reason for using it is to keep people safe. However, there may be occasions where the use of restraint increases the risk of injury to both staff and students.

The Education Act 1996 allows a member of staff to use such force as is reasonable for the purpose of preventing a student from:

- committing a criminal offence
- causing personal injury to, or damage to the property of, any person (including the student himself/herself).
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students whether that behaviour occurs in a classroom during a teaching session or elsewhere. (e.g. persistent refusal to obey an order to leave a classroom and behaving in a way that is seriously disrupting a lesson.)

**Who may restrain students?**

- Everyone has the right to use reasonable force to prevent attack against themselves or others, whether they are formally authorised or not. *Apart from teachers, only staff and other adults specifically authorised by the Headteacher to have charge of students, can use physical restraint under other circumstances.* These arrangements apply at all times that the school has responsibility for students while they are on the school site and extends when students are offsite, for example, on extra-curricular visits, representing the school in sports/drama/music etc

- All staff should be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety. Since the conduct of young people can on occasions become dangerous the use of physical intervention may be required which inevitably is a high-risk activity. Written guidelines cannot anticipate every situation: the judgement of staff at all times remains critical. However, if staff follow the guidelines then they will be supported by the Headteacher, Governors and CSF.

- Staff should also be aware that their duty of care does not require them to put themselves at risk. However, while they are not required to put themselves at risk, this does not equate to doing nothing. An effective intervention might be, for example, sending for assistance or using a diversionary or diffusion strategy.

- In using physical restraint, staff will observe the following practice:

    - It will only be employed in the circumstance above;
    - The level of force will be the minimum necessary to restore safety;
    - The duration of the restraint will be the minimum necessary to ensure safety

- All staff will follow Safe Handling principles.

**Methods of handling**

- Any method of handling employed must use the minimum force necessary for the minimum amount of time and must meet the following criteria:
    - Handling must not involve hitting the student
    - Handling must not involve deliberately inflicting pain on the student
    - Handling must not restrict the student's breathing
    - Adults must avoid touching the genital area, the buttocks or the breasts of the student ○ Full weight must never be placed upon the student's spine or abdominal area. Training should include an awareness of the danger and symptoms of positional asphyxia. Staff must at all times be sure that the student's airways are clear.

- During any incident of restraint staff must seek as far as possible to:

    - Be aware of their own level of arousal and that of their colleagues
    - Seek to lower the student's level of arousal during the restraint and to avoid generating fear of injury in the student
    - Take account of the danger of accidental injury during the restraint by using a method appropriate for the environment in which it is taking place
    - Work together as part of a team, with one member taking the lead wherever a group of staff are involved
    - Staff should avoid moving students during an incident of restraint; it is only justifiable when remaining in the original location would be more physically dangerous

- Staff need to be careful when releasing a student as it is at this time when there is a danger of an assault.

**Post incident Management and Recording and Monitoring**

- All incidents of restrictive physical interventions must be recorded as soon as possible and at least within 24 hours in the restraint log. The written record will include:
  - The names of the staff and student
  - The reason for physical intervention (rather than another strategy)
  - The technique(s) employed
  - The time, date and duration of the intervention
  - Whether the student or anyone else experienced injury or distress and, if they did, what action was taken
  - The views of any witnesses
  - The views of the student

- The contents of the restraint log will be regularly reviewed and monitored and appropriate action taken

- Where the Headteacher considers that the guidelines have not been followed, the incident will not be pursued further but referred for action in accordance with child protection procedures. Investigations will be ceased and no further statements will be taken either from those involved or from witnesses. This does not preclude the school from taking action to ensure the day to day safety of students

- Both staff and young people will be given separate opportunities to talk about what happened in a calm and safe environment. Interviews will only take place when those involved have recovered their composure. The interviews should be designed to find out exactly what has happened and the effects on the participants.

- Where a student or a member of staff has experienced injury or severe distress they should receive prompt medical attention and a RIDDOR form completed and sent to the CSF Health and Safety Manager.

- The interview will also be used to enable the student to gain insights into their own behaviour, the effect this has on others and as a learning opportunity to work out better strategies for dealing with difficult situations so as to lessen the likelihood that future physical interventions will be needed.

**Role and responsibility of Headteacher, other staff and Governors**

The **Headteacher** will ensure that:

- In so far as possible the school environment is conducive to promoting good behaviour to minimise the occasions when physical intervention is necessary
- all staff are aware of the guidelines for the use of physical restraint
- ensure that staff receive appropriate training in the use of physical intervention
- all incidents of restrictive physical interventions are recorded

All **staff** are expected to follow the school policy on the use of physical restraint.

***Appendix 10***

**Substance Misuse**

**At Ridgeway Academy we aim to:**

- Help develop in each of our students the confidence to reject substances that may be harmful to them
- Provide support for those who might be tempted to take risks and experiment with substances
- Comply with the law under which it is an offence for any person to possess, use, supply or sell controlled drugs, or for the school to allow its premises to be used for those purposes
- provide a fair disciplinary framework within the current 'Behaviour for Learning' system for dealing with students who bring drugs into school and use them, or who tempt others to use them

**This policy is to apply whenever the school is acting is acting in loco parentis. The Headteacher will ensure that:**

- A named member of SLT is appointed to be responsible for the implementation of the school's drug and illegal substance policy
- The school has an active PDE (Personal Development Education) programme that makes students and staff aware of the dangers of drugs and serious consequences of these including school sanctions
- Staff are aware of the latest developments in the criminal law

**The Deputy / Assistant Head with responsibility for the school's substance misuse programme will ensure that:**

- The PDE programme on substance misuse is appropriate for the needs of each year group
- Staff teaching PDE are trained in the delivery of this programme
- All staff are kept up to date with developments in this area
- Investigations are carried out by members of SLT and dealt with in line with the Behaviour for Learning Policy
- Governors receive feedback annually to enable monitoring and evaluation to take place
- The PDE co-ordinator develops schemes of work to include a programme on substance misuse

**All teaching staff are expected to:**

- Follow the principles in the staff handbook on what to do if they suspect the use of illegal substances
- Keep abreast of the latest developments as notified by the PDE co-ordinator

**The PDE co-ordinator will ensure that:**

- the PDE programme on substance misuse is appropriate for the needs of each year group
- Staff teaching PDE are trained in the delivery of this programme
- Schemes of work and appropriate resources are provided to deliver the programme
- INSET is delivered to facilitate the teaching of the programme
- Students are assessed on their knowledge and understanding of the dangers and consequences of the misuse of substance misuse

**Heads of Year will ensure:**

- Assembly time in the year is used to raise awareness of the dangers of the misuse of substances.