



RICARDS LODGE HIGH SCHOOL

Behaviour for Learning Policy

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1. Our School Values and Rules

All elements of school life are underpinned by our school values;

We **Aspire**

We are **Resilient**

We are **Compassionate**

We champion **Equality**

We work **Together**

This policy aims to support students' behaviour to build upon these values, these are supported by our three school rules;

Be **ready** to learn

Show **respect** to all

Take **responsibility** for our actions

2. Our Vision

1. Ricards Lodge High School has an ambitious approach to behaviour for learning. We use restorative approaches where possible and use anti shame behaviour for learning strategies. We see behaviour as a method of communication therefore we get curious about what a students' behaviour is telling us.
2. The School's Behaviour for Learning policy is centred around forming relationships between students and staff and with peers. Helping students establish and develop relationships is crucial to supporting positive learning behaviours.
3. Learning behaviours transcend curriculum areas, age and stages of development and should be of life-long relevance to the learner. By focusing on learning behaviours based on our school values (we aspire, we are resilient, we show compassion, we champion equality and we work together), we can evaluate the effectiveness of on-going teaching and interventions. When a student is identified as having Special Educational Needs and or/ Disability the school will support with reasonable adjustment where this is deemed appropriate.
4. The school takes a zero tolerance approach to any discrimination, bullying, child-on-child sexual violence and sexual harrassment this is never accepted and will not be tolerated. We have an Anti-Bullying policy and an Equality policy to guide our school actions and protocols.

5. The school will follow guidance set out in Keeping Children Safe Education guidance (DfE 2025) and Behaviour in Schools (2022) and each incident will be considered on a case-by-case basis.

3. School Ethos

Ricards Lodge High School is attachment and trauma informed in its practice and places relationships and learning at the core of its purpose. We aim to provide an orderly, calm environment where effective teaching and learning can take place. We expect all stakeholders to operate in a culture of mutual respect and to support our policy on behaviour. If we all work together, our students have the best opportunity to grow into successful, responsible citizens. We believe that in sharing and celebrating the beliefs and values of our richly diverse school community, we will strive to create an environment where each individual is valued and motivated to achieve their full potential, as a confident, happy and creative learner who is able to make a skilled contribution to our global society. Ricards Lodge High School promotes values which reject bullying and discriminatory behaviour and promotes inclusion.

4. Aims of the Policy

1. To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
2. To establish a whole school approach and provide transparency for all stakeholders on expectations and guidance around behaviour
3. To promote positive consistent behaviour for learning for all stakeholders
4. To define what we consider to be unacceptable behaviour and be clear about school actions we will take when required.
5. To provide guidance on our rewards and interventions to support our students
6. This policy will apply:
 - when students are at school, travelling to or from school or in the vicinity of the school at any time
 - when students on trips throughout the time they are the responsibility of the school and its staff
 - to behaviour outside the school if there is a clear link between the behaviour and maintaining a positive school culture
 - when student's behaviour occurs outside of school and brings the school into disrepute

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for reviewing the behaviour policy in conjunction with the headteacher and for monitoring the policy's effectiveness. Governors will hold the headteacher to account for its implementation.

5.2 The Headteacher

It is the responsibility of the headteacher to ensure that all staff understand the behavioural expectations and the importance of maintaining them and that training and monitoring are undertaken to allow this to happen in the most effective and efficient way in line with values and commitments that the school has made.

5.3 All staff, teaching and non teaching

It is the responsibility of all staff [teaching and non teaching] to ensure that students behave in an appropriate manner in and around school (including the corridors, playground, toilets and teaching spaces etc) and are expected to consistently implement the policy at any time, including when the students are in school or elsewhere under the charge of a teacher (including to and from school, school visits, extra curricular activities etc). The Headteacher has ultimate responsibility for behaviour in the school and will make the final decision on matters of behaviour. Details of specific protocols for staff can be found in the staff Behaviour for learning guide.

5.4 Parents and carers

Parents/carers, are the primary educators of their children and have an irreplaceable role to play in supporting their children's learning at Ricards Lodge High School. The expectations and school rules will be discussed with parents/carers during the admission process and parents/carers will receive the Home-school agreement and Acceptable use policy annually via WEDUC.

5.5 All Students

Our school values and school rules will be discussed with students during the admission process. Students will receive the Home-school agreement and Acceptable use policy annually via their year group Google classroom and can access it on the student HUB. As well being taught regularly through the delivery of our PSHE and tutor time programme.

6. Rewards and Achievement points

Our emphasis is on creating positive staff and student relationships that support creating a positive climate for learning. Rates of praise for effort and behaviour should be as high as for quality of work. Staff must use the school rewards systems frequently and consistently. Every student should experience success.

- Recognise achievement in every lesson
- Provide verbal praise (individual and public)
- Written praise during written feedback
- Reward stamps/stickers in books and on work
- Achievement points awarded through SIMs for a range of positive qualities and attributes
- Ricards achievement badges at key milestones, Green, Purple, Silver, Gold & Diamond
- Awarding of certificates in assemblies
- Awards for exemplifying the school values
- Department Awards (eg. postcards and certificates)
- Class merits to reward working 'together'
- Award ceremonies in school
- Celebration Evening — awarding attainment and effort
- Display of students' work
- Certificates for good attendance and punctuality
- Send to head of department/subject for praise
- Sharing of success with parents/carers through positive phone calls and emails home
- Headteacher's awards
- Governors awards

7. *Behaviour consequences*

6.1 Behaviour intervention and escalation

As an attachment and trauma informed school, our focus is on rebuilding relationships following a behaviour that breaches any of our three school rules; Show respect, take responsibility for my actions and be ready to learn. We have a range of interventions that aim to restore relationships and ensure that all our students' needs are met. These include;

Call backs

Internal suspension -The Bridge

Inclusion panel

Achievement mentors

Student support plans

Fixed term suspensions

Directed off site

Off site alternative provision

Governors warnings

Permanent exclusions

Behaviour levels / points	Intervention
0	If a student is breaking one of the school rules a member of staff will have a conversation with the student and remind them of the expectations. Where appropriate staff will record on Sims.
1	<p>If the student does not change their behaviour then they will be issued with an official warning. If they continue to not follow the school rules a call back will be issued.</p> <p>What happens if a student does not attend their call back? The call back will be escalated and completed as an SLT call back where appropriate.</p> <p>What is the difference between a pastoral and curriculum call back? A pastoral call back is run by Heads of Year. It is issued for any break and lunchtime behaviours that breach the school rules at a level 1 level. Late to school, uniform or general equipment including chromebooks (this list is not exhaustive). A curriculum call back is for any incident that happens inside of a lesson time, including late to lesson.</p>
2	If a student has been issued with a level 1 call back and they continue to breach the school rules, the member of staff can issue a classroom room swap. Or if a situation has to be escalated to middle leadership (including truancy).
3	If the behaviour still does not improve and it is stopping the rest of the class from learning or the situation affects the calm culture of the school a request for a call out should be completed or if the situation has to be escalated to a senior leader including truancy from multiple lessons. This will result in a level 3 intervention; SLT call back.
4	Extreme or repeated behaviour breaches will result in a level 4 intervention; Internal suspension 1 in The Bridge for a specific time frame.
5	Severe or extreme persistent breaches of the behaviour for learning policy will result in a level 5 intervention; Internal suspension 2 in The Bridge for a specific time frame. Parents/carers must attend a reintegration meeting with the head of year and SLT member.
6	<p>If our intervention is unsuccessful or in the most severe situations the school will consider</p> <ul style="list-style-type: none"> ● Fixed term suspension

	<ul style="list-style-type: none"> ● Directed of site ● Governors warning ● Off site alternative provision ● Managed move ● Permanent exclusion <p>When establishing the facts in relation to a possible suspension or exclusion, the head teacher will always apply the civil standard of proof i.e., on the balance of probabilities it is more likely than not that a fact is true. Please see our school Exclusions policy for further details.</p>
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Table summary of behaviour intervention and escalation

7.2 Behaviour incidents online

The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection and anti-bullying and anti-discrimination policy speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

7.3 Searching and Confiscation

1. The head teacher and staff authorised by the head teacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
2. Search any device and delete files contained within it that may be used for bullying or disrupting school culture.
3. Search a student's phone, chromebook, iPad or laptop if there is a suspicion that the device contains anything that will disrupt the school culture or is illegal.
4. The head teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.
5. Searches must be carried out by staff who are the same sex as the student; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.
6. There is a limited exception to this rule. A member of staff can carry out a search of a student of the opposite sex and/or without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to summon another member of staff.
7. The power to search without consent enables a personal search, involving removal of outer clothing (this means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear) and searching pockets. No intimate searches will take place on the school site.
8. The school will follow guidance set out in Searching, Screening and Confiscation Advice for schools (July 2022, Department for Education).

9. Prohibited items include:

- knives, guns or weapons including pocket knives and cooking knives, anything with a blade or an adapted object - plastic, play, toy or replica
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and lighters/ matches
- e-cigarettes /vapes
- fireworks/firecrackers
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the student)

This list is not exhaustive and it is intended to offer examples rather than be complete or definitive.

8. Sharing information

In the UK, when dealing with behaviour incidents in schools, there are specific guidelines regarding what can be shared with other parents about actions taken by other students. These guidelines are primarily shaped by data protection laws, including the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

What you can tell the other students parents

1. **General Outcomes:** You can inform the parents that the school has taken the matter seriously and outline the general steps taken, such as:
 - The incident has been investigated
 - Appropriate action has been taken in accordance with the school's behavior policy
 - The school is taking measures to ensure the safety and well-being of all students.
2. **Support for the Victim:** Explain the support being provided to their child, such as:
 - Counseling or mentoring
 - Regular check-ins with a teacher or trusted adult
 - Any changes in school routine to ensure their child feels safe.

What you cannot tell other parents

1. **Specific Sanctions:** We will not disclose the specific details about the sanctions imposed on the peer. This includes:
 - Exact punishments (e.g., call backs, suspension)
 - Personal details about the other child.

2. **Detailed Actions:** Avoid sharing detailed actions taken against the peer that would reveal their identity or breach their privacy.
3. Parents must not share personal details, photos, or information about other children, parents or school staff without consent including on social media and communication platforms.

9. Legislation and statutory guidance

Behaviour in schools: advice for headteachers and school staff

Searching, screening and confiscation: advice for schools

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

10. Links with other policies

Suspensions and Exclusions policy

Child protection and safeguarding policy

Restrictive intervention including the use of reasonable force

Anti-Bullying and anti-discrimination policy

Equality

GDPR