RICARDS LODGE HIGH SCHOOL

Behaviour for Learning Policy

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Contents

Contents 1
1. Our School Values and Rules 2
2. Our Vision 2
3. School Ethos 3
4. Aims of the Policy 3
5. Roles and responsibilities 4
5.1 Parents and carers 4
5.3 The Headteacher 4
5.4 All staff, teaching and non teaching 4
5.5 All Students 4
6. Rewards and Recognition Points 5
7. Behaviour consequences 5
7.1 Behaviour intervention and escalation 5
7.2 Curriculum - Behaviour process escalation 7
7.3 Truancy/lates to lessons - Behaviour process escalation 8
7.4 Pastoral - Behaviour process escalation 9
7.5 Lates to school 10
7.6 What happens if a student does not complete a call back? 11
8. Professional Dignity and Digital Respect 11
12
9. Behaviour incidents online and using technology 12
9.1 Online conduct 12
9.2 Malpractice in assessments 12
Definitions of Malpractice 12
10. Searching and Confiscation 13
11. Sharing information 14
11.1 Dealing with behaviour incidents 14
11.2 What you can tell the other students parents 14
11.3 What you cannot tell other parents 14
12. Legislation and statutory guidance 15
13. Links with other policies 15

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. We recognise that students need to have clear boundaries and routines that support reducing cognitive overload for staff and students.

3. 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.

4. 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 appropriate. Behaviours that affect the calm environment of the school or the learning of other students will be addressed promptly. While reasonable adjustments will always be made to support individual needs, these must work in harmony with our commitment to maintaining a safe, structured, and effective learning environment for the whole school community.

5. 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.

6. 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 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. Parents/Carers should work together with the school to support their child. 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.

There is an assumption that you will follow the home school agreement and support our values and rules when you choose Ricards Lodge High School.

5.2 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.

5.3 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.

5.4 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.

5.5 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 Recognition 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
- Recognition points awarded through SIMs for a range of positive qualities and attributes
- Ricards recognition 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

7.1 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 1
- Internal suspension 2
- Inclusion panel
- Achievement mentors
- Student support plans
- Fixed term suspensions
- Directed off site
- Supportive moves

- Off site alternative provision
- Governors warnings
- Permanent exclusions
- Saturday call backs in extreme circumstances

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.

7.2 Curriculum - Behaviour process escalation

Behaviour Points	Behaviour displayed	Action

0	**Step 1:** 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. **Step 2:** If the student does not change their behaviour then they will be issued with an official warning.	Where appropriate staff will record as a level 0.
1	If they continue to not follow the school rules a call back will be issued.	Staff will record as a level 1 call back and inform the students of the time and location.
2	If a student continues to breach the school rules, the member of staff can issue a classroom swap.	Staff will record as a level 2 and inform their middle leader who will arrange a call back.
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.	Call out will where possible remove the student. The staff member will record as level 3 then inform their middle leader & SLT link who will arrange a call back.
4	Extreme or repeated behaviour breaches of the policy.	Internal suspension 1, recorded as a level 4.
5	Severe or extreme persistent breaches of the policy.	Internal suspension 2. Parents/carers must attend a reintegration meeting. Recorded as a level 5.
6	If internal intervention is unsuccessful or in the most severe, extreme and or persistent breaches of the policy the school will consider off site consequences.	Fixed term suspension Directed of site Governors warning Off site alternative provision Supportive move Permanent exclusion

7.3 Truancy/lates to lessons - Behaviour process escalation

Definition of late = First 10 minutes of the lesson
Definition of truancy = Arriving at least 10 minutes late for the lesson

Behaviour Points	Behaviour displayed	Action
0	If a student arrives late to lesson with a note/exit card/pass explaining where they have been.	Staff update register 'L' and record the minutes.
1	If a student arrives late to lesson with no note/exit card/pass explaining where they have been.	Update register 'L' and record the minutes. Staff will record as a level 1 call back where the student must complete the work missed.
2	If a student does not arrive at lesson within 10 minutes of it starting and they have been marked present all day.	Staff to follow student missing from lesson protocol . Record as level 2 truancy and HOD call back arranged. Parents/carers contact.
3	Persistent truancy across more than one subject.	HOY/SLT contact home and escalates to SLT Call Back. Records as level 3 truancy.
4	Extreme or repeated truancy that disrupts the school.	Internal suspension 1, recorded as a level 4. and parents/carers always contacted.
5	Severe or extreme persistent truancy that seriously disrupts the school.	Internal suspension 2. Parents/carers must attend a reintegration meeting. Recorded as a level 5.
6	If internal intervention is unsuccessful or in the most severe, extreme and or persistent breaches of the policy the school will consider off site consequences.	Fixed term suspension Directed of site Governors warning Off site alternative provision Supportive move Permanent exclusion

7.4 Pastoral - Behaviour process escalation
Uniform, equipment, tutor time and outside of lesson time
Pastoral call back = A11 3-3.30 daily

Points	Behaviour displayed	Action
0	Incorrect uniform/ missing equipment for the first time.	Form tutor/staff will record as a level 0. Issue card.
1	Second day in a week of incorrect uniform/missing equipment.	Form tutor/staff will record as a level 1 pastoral call back Issue card.
2	Third day in a week of incorrect uniform/missing equipment.	Form tutor contact home Record as level 2 if needed or issues an extended date card as agreed with the parent/carer.
3	Fourth day in a week of incorrect uniform/ missing equipment.	HOY contact home and form tutor report started. **SLT call back**. Issue card. Record as level 3.
4	Extreme or repeated *uniform, equipment, tutor time and outside of lesson time breaches.*	SLT contact home. SLT report. Internal suspension 1, recorded as a level 4. and parents/carers always contacted.
5	Severe or extreme *uniform, equipment, tutor time and outside of lesson time breaches.*	SLT contact home. Internal suspension 2. Parents/carers must attend a reintegration meeting. Recorded as a level 5.
6	If internal intervention is unsuccessful or in the most severe, extreme and or persistent breaches of the policy the school will consider off site consequences.	Fixed term suspension Directed of site Governors warning Off site alternative provision Supportive move Permanent exclusion

7.5 Lates to school

Steps	Behaviour displayed	Action
1	Late to school after 8.35am.	30 minute call back after school in A11. Lates message sent.

7.6 What happens if a student does not complete a call back?

Behaviour Points	Behaviour displayed	Action

2	Missed level 1 call back.	Staff will record as a level 2 and students will be sent a slip to attend SLT call back 45 minutes. Letter home.
3	Missed SLT escalation.	Staff will record as a level 3 and students will receive a slip from the office to attend 1 hour call back on a Friday after school. Letter home.
4	Missed escalation.	Staff will record as level 4 and students will have internal suspension 1 from 9am -3.45pm. HOY Call and letter.
5	Extreme or repeated.	SLT contact home. Internal suspension 2. Parents/carers must attend a reintegration meeting. Recorded as a level 5.
6	If internal intervention is unsuccessful or in the most severe, extreme and or persistent breaches of the policy the school will consider off site consequences.	Directed of site Fixed term suspension Governors warning Off site alternative provision Supportive move Permanent exclusion.

If a student has more than one call back in a day the HOY will assess the situation and will make an informed decision on how best to proceed. This could include the child completing the second call the next day escalating or escalating to level 3,4,5 or 6 as appropriate.

8. Professional Dignity and Digital Respect

A culture of dignity and mutual **respect** is fundamental to an effective learning environment. Teachers and support staff have the right to work in an atmosphere free from harassment, intimidation, and the denigration of their professional character. Respect in one of our school rules. This includes any form of gossip, mockery, debasement, or the posting of images and comments online intended to ridicule or undermine a staff member's standing within the school community.

To maintain the integrity of our environment, the school maintains a zero-tolerance approach toward false or malicious allegations, whether delivered in person or via digital platforms. Such actions represent a severe breach of this policy; any pupil found to be engaging in the deliberate defamation or harassment of staff will be addressed through the BfL guidance in this policy.

We are committed to ensuring that those dedicated to our students' education are protected from both

physical and reputational harm.

9. Behaviour incidents online and using technology

9.1 Online conduct

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.

9.2 Malpractice in assessments

Malpractice in assessments is defined as using AI and digital devices in assessments. It is critical for protecting academic integrity and aligning with current JCQ and DfE guidelines that features in our Assessment and exams policies.

Definitions of Malpractice

- **AI Misuse, s**ubmitting AI-generated answers, code, images, or data as the student's own work for any informal, formal or Non-Examination Assessment (NEA).
- **Unauthorised Device Possession** having any unapproved electronic device (smartwatches, mobile phones etc) on or near a student's desk during an exam room condition, *regardless of whether it was turned on or used*.
- **Collusion and Sharing** includes using digital messaging or cloud-sharing platforms to distribute exam papers, coursework drafts, or answers to peers.

Behaviour points	Behaviour displayed	Action
1	Malpractice in lesson.	Staff will record as a level 1 and set call back with student. Contact with home made where appropriate. Student will resit assessment. Staff can generate a varied assessment if appropriate.
2	Malpractice in an internal assessment or exam.	Staff will record as a level 2 and inform their HOD will arrange a call back. Contact with home made. Staff can generate a varied assessment if appropriate.

3	Repeated malpractice in an internal assessment or exam.	Staff will record as level 3 and will inform their middle leader and SLT will set an SLT call back. Contact with home made. Staff can generate a varied assessment if appropriate.
4	Malpractice in NEA/coursework and formal exam.	Follow JCQ and exam board guidelines Staff will record as a level 4/5/6 as appropriate.

Please see the exams policies for further information on malpractice

10. 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
- Aerosols
- 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.

11. Sharing information

11.1 Dealing with behaviour incidents

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.

11.2 What you can tell the other students parents

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.

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.

11.3 What you cannot tell other parents

1. **Specific consequences**: We will not disclose the specific details about the sanctions imposed on the peer. This includes:
    - Exact consequences (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.

12. 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

13. 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