



Behaviour Statement of Procedures

Key Document Details

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Behaviour Statement of Procedures

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VISION

Student deserves a calm safe and disruption free environment in which to learn and thrive. Our behaviour procedures are built on the belief that relationships come first, all behaviour is communication and every student should feel known, valued and supported.

We are:

- Warm, welcoming and friendly
- Clear and consistent
- Uncompromising in our expectations for learning

We strive to connect before we correct to allow us to build a strong sense of belonging and support every student to succeed academically and personally

Our core principles that underpin our behaviour procedures are;

1. Disruption free learning is non-negotiable; all students have the right to learn without disruptions.
2. High expectations for all; we do not lower our expectations; we support our students to meet these and be the best they can be.
3. Consistency with care; we strive for all staff to apply our systems fairly, calmly and consistently.

VALUES

Our procedures are rooted in our school values, these guide how we behave, how we respond to behaviour and how we support one another.

Value	What this looks like in practice:
Community	Working together, supporting one another, and helping everyone feel like they belong. Recognising that each person is part of something bigger and that our actions affect the people around us
Creativity	Thinking in new ways, exploring ideas, and using your imagination to solve problems or express yourself. Be curious, original, and confident in trying out different approaches.
Endeavour	Putting in your best effort, even when something is challenging. Determination, trying again after setbacks, and showing a positive attitude toward learning and improvement. Keep growing, keep practising, and keep pushing yourself to achieve your goals.
Honesty	Owning your actions and doing the right thing even when it's difficult. Admitting mistakes and showing others they can rely on you to be fair.
Respect	Recognising every person in our community by choosing kindness, listening, using manners and valuing everyone's feelings and ideas. Recognizing that everyone belongs in the Ridgeway family.

RECOGNITION AND REWARDS

We are committed to creating a culture where positive behaviour is actively recognised, valued and celebrated. We believe that students thrive when their efforts, conduct and contributions are noticed and reinforced. Recognition is central to our behaviour systems; it is fundamental to how we build a safe, respectful and ambitious school community.

A consistent focus on recognising positive behaviour:

- **Reinforces our school values in action** – what we choose to notice and reward, communicates clearly to students' what matters. We make our values visible and tangible in daily school life.
- **Builds a positive culture and sense of belonging** – celebrating success, however small, helps students feel valued, respected and part of our school community, which is fundamental to engagement and wellbeing.
- **Encourages repetition of positive behaviours** – students are more likely to repeat behaviours that are recognised and praised, helping to establish strong routines and expectations over time.
- **Promotes motivation and self-regulation** – recognising effort, perseverance and improvement (not just outcomes) support students to develop intrinsic motivation and pride in doing the right thing.
- **Ensures an inclusive approach to success** – by valuing a wide range of behaviours (e.g. creativity, community, endeavour, honesty and respect) all students have opportunities to succeed and be recognised, not just those with high attainment.

In this way, rewards are not simply transactional; they play a key role in shaping behaviour, strengthening relationships, and building the character and habits we want to see across our school.

We recognise and reward students for displaying and following behaviours in our classrooms, across our school and throughout our community by rewarding students with merits. Students will receive 2 merits for showcasing the schools' values, examples are below;

Creativity	Community
House activity engagement Participating in student voice Spotlight for learning Overcoming challenges	Picking up litter Volunteering Student leadership Attendance
Endeavour	Honesty
Excellent effort Meeting deadlines Excellent Work Excellent homework Co-Curricular attendance Student of the Term	Prepared for learning Asking for help Reporting found items Returning uniform Excellent reflection
Respect	
Excellent listening Kindness	Helping others Excellent manners: STEP

HERO Award

The HERO award carries 5 merits and recognises students who actively promote kindness and challenge negative behaviour among their peers. HERO stands for:

- Hear it
- Expect more
- Report it
- Offer help

This reward acknowledges the courage it can take to respond positively to peer pressure and to stand up for others.

Star of the Lesson

In each lesson, teachers will identify one student who has demonstrated excellent learning behaviours. This student will be recognised as Star of the Lesson and awarded 5 merits.

Star of the Week

Each week, one student will be recognised for consistently demonstrating excellent learning behaviours across their lessons. The Star of the Week will receive 10 merits, celebrating sustained effort and commitment.

Spirit of Ridgeway

The Spirit of Ridgeway award is one of our highest recognitions and carries 10 merits. It is awarded to students who consistently demonstrate more than one of the school's core values. This award may be given for contributions within school or for positive actions within the local community, reflecting the wider impact our students can have.

Examples of how students may be recognised include:

- Verbal praise and congratulations from staff
- Awarding of merits through Arbor
- Celebration of work through exhibitions
- Recognition during assemblies or tutor time
- Communication home to parents/carers to share positive achievements
- Ability to participate in reward activities
- Our annual Achievement Evening

We are committed to ensuring that all students have equitable opportunities to be recognised and to access celebration events including reward activities. As such, the success criteria for these events, will be communicated clearly in a timely manner. This will provide students with sufficient opportunity to understand expectations and make positive choices over time. By doing this, we aim to use recognition not only as a celebration of success, but also as a meaningful form of motivation, supporting students to engage positively with our values, routines and expectations and to work towards shared goals.

UNIFORM AND EQUIPMENT

Our uniform guide is designed to create a sense of parity for all students, so that no young person feels unable to attend school or participate fully due to concerns about clothing or appearance. By keeping expectations clear and consistent, we aim to remove unnecessary pressure on families and ensure that every student feels they belong.

At The Ridgeway we feel that our uniform is an act of inclusion, allowing students a sense of belonging to their school family and pride in their school. We believe it is an expression of our individual approach and enables students to express themselves within our community.

We recognise the importance of individuality and allowing students some personal choice within the uniform, helping them to feel comfortable, confident and included as part of our school community. While the uniform provides a shared sense of identity and belonging to the school, we recognise that students express their individuality in other ways; including through appropriate hairstyles, make-up and a small amount of jewellery. This balance supports both inclusion and personal expression.

All information on our uniform and equipment expectations can be found in the Uniform Guide.

BANNED ITEMS AND MOBILE PHONES

The school has the legal power to confiscate any items that it has banned. The rules on confiscation are applied without exception. Banned items will be confiscated, regardless of whom they belong. High value objects such as mobile phones and electronic devices will be kept in a secure place until the end of the confiscation period.

The school will not accept any liability for any claim arising from theft, accidental loss or damage to personal effects, money, belongings, or clothing whilst on the premises, even if lost after being confiscated by the school.

The following items are banned at the school:

- Mobile phones*
- All non-uniform items of clothing, including:
 - Hoodies and non-school jumpers
 - Baseball caps
- Fizzy drinks and 'energy' drinks
- Large quantities of confectionary beyond that which a student could reasonably consume on their own in a day
- Chewing gum
- Glass bottles and containers
- Toys, laser pens etc.
- Aerosols or sprays
- Fireworks, bangers, firecrackers, etc.
- Drugs, tobacco, or alcohol, including any related paraphernalia

- Vaping equipment
- Scissors
- Any item that is deemed by the Leadership Team to disrupt learning
- Any item deemed to be a weapon
- Any other item/substance that is prohibited by law

Bringing any banned item onto school premises will result in immediate confiscation and may lead to a more serious sanction, such as suspension or even permanent exclusion, depending on the nature of the item. Refusal to hand over a banned item will result in being sent to Refocus, or a more serious sanction, dependent on the nature of the item.

***Mobile Phones**

Mobile phones are not permitted to be used by students in years 7 to 11 at any time whilst on school site. The only exception to this is students with a medical condition requiring monitoring, for example, diabetes. Students should place their phone at the bottom of their bags before entering school. If a mobile phone is seen or heard at any time on the school site, it will be confiscated. Students may collect this at the end of the school day. If a student refuses to hand over their phone this will likely result in a suspension for failing to follow instructions.

Sixth Form students may use mobile phones in designated areas, but should not use them in public spaces. Under no circumstances should any student use a mobile phone to take photographs or to make audio or video recordings.

ROUTINES AND EXPECTATIONS

Expectations in the Classroom

- Students should arrive on time for lessons.
- Students should be fully equipped for learning and should ensure that they are ready to take part in the lesson.
- Students should always listen to their teacher and follow instructions first time without question.
- During the lessons, students should not leave the classroom without the teacher's permission.
- Students should speak using polite and positive language.
- At the end of each lesson, students should pack away promptly when directed by their teacher, ensure their uniform meets expectations, and leave the classroom calmly.

Expectations around the School

- Students should move quietly and calmly around the school walking on the left-hand side through corridors and staircases.
- Students should not carry out unsafe behaviour; they should not run, push, barge, shout or use inappropriate language.
- Students should be ready to help others by opening doors and showing patience, good manners and courtesy.
- Students should place any litter in the bins provided and should use the recycling bins where appropriate.
- Students should respect school buildings, displays and property.

Expectations at Social Times

- Students should be sensible, careful and aware of other people in social areas.
- Students should not take part in unsafe behaviour which could cause injury or endanger the health and safety of others.
- Gambling of any kind is strictly forbidden.
- Students are not permitted to buy or sell goods of any kind whilst on the school site without permission.
- The school has a split lunch so students should stay in the designated spaces during social times to ensure that there is no disruption to any other students learning; blue court, conservatory, centre court, LRC, main hall and the canteen.

Expectations for the Start and End of the School Day

- Students should arrive at school in good time, allowing an adequate buffer for potential transportation delays.
- All students should enter the school through the student gate at the front of the school in correct uniform.
- Students who travel from school at the end of the day by bus should line up silently in their designated area and wait for staff instruction before boarding their bus.
- Students who walk home at the end of the school day should exit the school through the tennis court gates.

Expectations in the Community

Students are an important part of our school community and play a key role in representing our values beyond the school gates. We are proud of the way our students present themselves and the positive impression they make within the local community. The behaviour students demonstrate while in uniform helps others to understand what our school stands for.

For this reason, we ask that students show the same high standards of conduct whenever they are:

- travelling to and from school;
- wearing school uniform (including on trips and visits);
- representing the school in their own clothes; or
- otherwise identifiable as a member of the school community.

In line with Department for Education guidance, the school may respond to behaviour outside of school in these circumstances. This helps us to ensure that all students, staff and members of the community feel safe and respected. The school may also take action where behaviour has the potential to:

- impact on the safe and orderly running of the school;
- place others at risk; or
- affect the reputation of our school community.

We work closely with local partners, including the police and community groups, to support our young people in making positive choices and contributing positively to the community.

Community Code of Conduct

We encourage students to:

- Wear their uniform with pride when travelling to and from school.

- Use respectful language and be mindful of their volume in public spaces.
- Queue considerately at bus stops and in public places, allowing others to board first and offering seats where appropriate.
- Be aware of others in busy areas, keeping pathways clear and moving safely.
- Take care of the local environment by disposing of litter responsibly.
- Ride bicycles safely, including with the correct protective equipment, and with consideration for others.
- Travel directly to school in the morning, avoiding gathering in public areas beforehand.
- Acknowledge and show respect to staff when seen in the community.

We value the strong relationships we have with our local community and take any concerns shared with us seriously. These are always explored carefully and used as opportunities to support students in reflecting on their choices and learning from them.

Where behaviour falls below expectations whilst a student is identifiable as part of the school community, this will be addressed in line with our behaviour procedures. Our focus will always be on helping students understand the impact of their actions, make positive choices and continue to feel a sense of belonging within our school.

Expectations for our Conduct with Others

- Students always communicate with others in a respectful and appropriate way. Hurtful, insulting or inappropriate language, including, but not limited to, swearing, misogyny, sexism, racism, homophobia, transphobia, disablism, is not acceptable.
- Show care and consideration towards others, including their peers, staff, and members of the wider community.
- Ensure that their behaviour does not cause others to feel uncomfortable, intimidated or unsafe. Any form of child on child abuse is not accepted and will not be tolerated, it is not an inevitable part of growing up.
- Treat all staff with respect, demonstrating this through their words, actions and body language.
- Respond positively to requests from staff, following instructions promptly and respectfully.

Expectations for Behaviour Online

- The school's IT facilities and associated internet access must be used responsibly.
- Students may only use the school's IT facilities for academic work, revision, or research. The facilities must not be used for any other reason such as social networking, chat rooms or cyber-bullying.
- Students must not attempt to contact school staff via social media.
- Students must not use social media in or out of school in a way that brings themselves or the school into disrepute.
- Any student that does not comply with the school's IT acceptable use agreement will have their IT access removed and face disciplinary sanctions.

Health and Safety

The safety and wellbeing of every member of our school community is our highest priority. We want all students and staff to feel safe, supported and able to learn in a secure environment. Maintaining this is a shared responsibility, and we all have a role to play in keeping our school safe.

We therefore ask students to:

- Take personal responsibility for their own safety and the safety of others.
- Follow school rules in a way that promotes a safe and positive environment for everyone.
- Listen carefully to, and follow, all safety instructions given by staff.
- Use equipment and resources responsibly, particularly those designed to support safety (e.g. fire alarms or safety equipment).
- Report any concerns or potential hazards to a member of staff as soon as possible so that they can be addressed quickly.

During the school day, students must remain on site unless they have permission from an authorised member of staff. This helps us to ensure that everyone is safe and accounted for at all times.

We take any actions that could place others at risk very seriously. Where a student brings an item onto site that could be used to harm others or is found to be in possession of illegal substances, this will be addressed in line with our behaviour procedures. In such cases, a range of sanctions may be applied, reflecting the seriousness of the situation and could if appropriate result in a permanent exclusion.

In all instances, our approach is to ensure the safety of the whole community while also supporting students to understand the impact of their choices. We work closely with families to guide students in making positive decisions and to help them feel safe, respected and part of our school community.

HERO APPROACH TO BULLYING

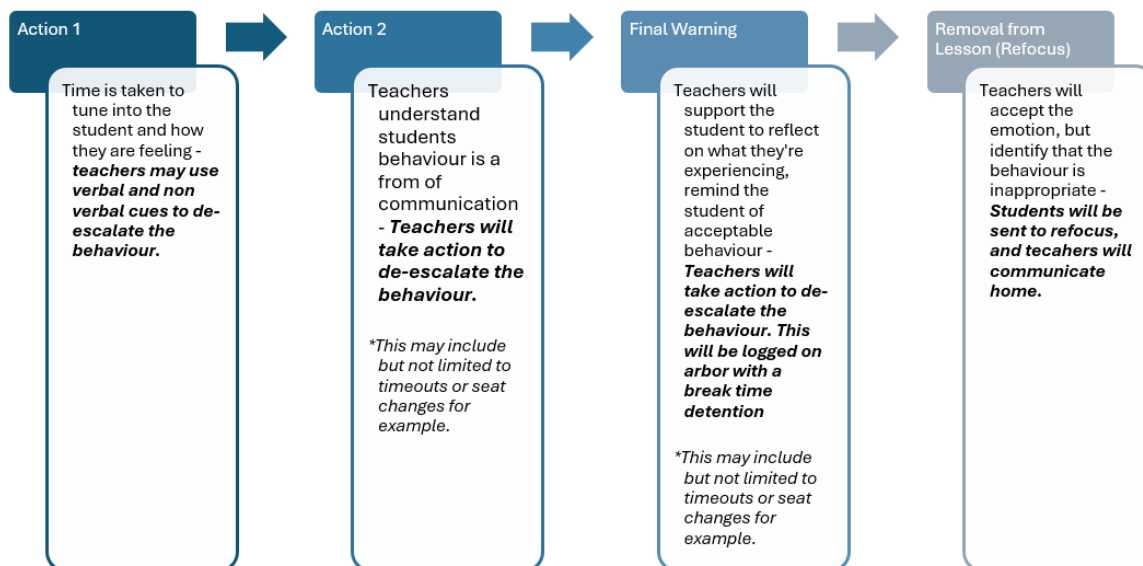
At The Ridgeway School, we are committed to creating a culture where bullying is not tolerated and where every member of our community takes responsibility for supporting one another. We promote our **HERO** approach, encouraging students to **Hear it, Expect more, Report it and Offer help**. Students are regularly reminded of these expectations through assemblies, tutoring sessions, PSHE lessons and anti-bullying activities. We actively recognise and reward students who demonstrate these values by looking out for their peers, challenging unkind behaviour and supporting those who may be more vulnerable. We want all students to understand that everyone has a role to play in preventing bullying and creating a safe, respectful and inclusive school community.

All reports of bullying are taken seriously and are investigated thoroughly by the relevant Year Group Team. Where bullying is substantiated, consequences are applied in line with the School Behaviour Policy. Appropriate support is provided to both the victim and the perpetrator to ensure that students are supported to move forward positively following the incident. All allegations and incidents of bullying are recorded on a central bullying tracker, enabling trends and patterns to be monitored and reviewed regularly by the Safeguarding and Leadership Team. In line with school procedures, incidents are also recorded on CPOMS as behaviour incidents to ensure accurate record keeping, oversight and appropriate follow-up.

BEHAVIOUR CONSEQUENCES

We are committed to creating calm, purposeful and supportive classrooms where every student feels able to learn, succeed and belong. Positive relationships are at the heart of this, and behaviours are understood as a form of communication.

Staff will use consistent, supportive strategies to help students meet expectations and to respond to any challenges in a calm and respectful way, whilst following a graduated level of support and action:



Our teachers use their professional judgement, adaptive teaching approaches, and a range of supportive strategies to help students remain in lessons successfully. They work proactively with students to address any disruptive behaviours and support positive engagement in learning.

CONSEQUENCES

At our school, consequences are used thoughtfully to support positive behaviour and help every student succeed. We recognise that behaviour is a form of communication – it can sometimes reflect unmet needs, challenges, or moments of difficulty. Just like adults, children and young people will make mistakes as part of learning and growing.

Our approach is therefore not about punishment, but about guidance, reflection and change. We aim to identify patterns or trends early so that we can provide the right support at the right time, working in partnership with families and students. Our high expectations remain the same for all students, but the support, strategies and adjustments used to help students meet those expectations may differ according to need.

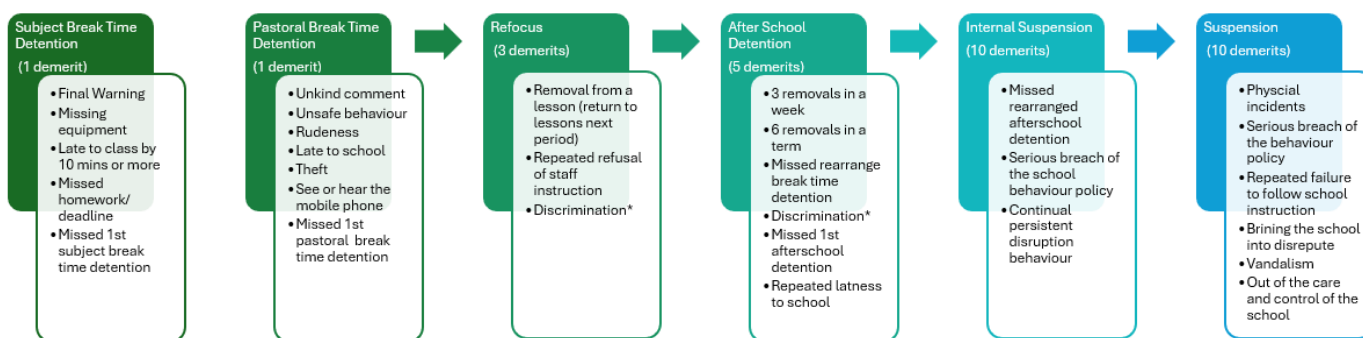
To ensure clarity and fairness, behaviour points are weighted differently:

- Demerits (linked to consequences) carry a single weighting
- Merits (recognising positive behaviour) are double weighted, reflecting our strong focus on celebrating success and encouraging positive choices

This means that while we address concerns consistently, we also place a greater emphasis on recognising effort, kindness and improvement.

Consequences can be cumulative, meaning that if a behaviour is repeated, the level of consequence will increase. This is important in helping students understand expectations and ensuring that, where behaviour does not change, it does not continue to disrupt the learning, safety or wellbeing of others.

Consequences will be awarded as below:



TRUANCY

Truancy is the unauthorised absence of a pupil from school, lessons, or any scheduled educational activity without permission or a valid reason. This includes:

- External truancy – when a pupil is absent from school without authorisation, including leaving the school site without permission during the school day.
- Internal truancy – when a pupil is present on the school site but fails to attend a timetabled lesson, intervention, assembly, or other required activity without permission.

Internal truancy will be investigated and addressed through the school's behaviour and attendance procedures, with consideration given to any underlying causes or barriers to engagement. A graduated level of response and consequences will be used to address internal truancy:

- 1st instance of truancy in a term – Student walked to lesson and truancy logged by subject teacher
- 2nd instance of truancy in a term – Student walked to refocus, after school detention logged by pastoral team
- 3rd instance of truancy in a term - Student walked to refocus, Internal suspension
- 4th Instance of truancy in a term - Student walked to refocus, External suspension

Repeated incidents of truancy will result in a review of the pupil's behaviour and pastoral support needs. Where concerns persist, the school will work in partnership with pupils, parents/carers and relevant staff to identify and address any underlying barriers to engagement.

If a student absconds from school site, the suspension procedures will be followed.

DETENTIONS

It is recognised that, at times, some students may – either intentionally or unintentionally – fall short of the school's expectations. In these situations, students are encouraged to take responsibility for their actions and to make amends, both through what they say and, importantly, through what they do.

Detentions are one way in which this is supported. They provide students with a structured opportunity to pause, reflect and make better choices moving forward, helping to reset expectations positively.

Types of Detention

Subject Breaktime Detention

- Detentions last for 15 minutes and are supervised by subject leaders. These are issued without prior notification to parents.
- Details of the detention can be recorded in the student's planner.
- If a student does not attend a subject break time detention, they will be given another opportunity before this escalates to an afterschool detention.

Pastoral Breaktime Detention

- Detentions last for 15 minutes and are supervised by pastoral leaders. These are issued without prior notification to parents.
- Details of the detention can be recorded in the student's planner.
- If a student does not attend a pastoral break time detention, they will be given another opportunity before this escalates to an afterschool detention.

REFOCUS

On occasions, a student's behaviour may fall below the school's expectations, and it may be necessary for them to be removed from the classroom or the school environment to Refocus. This ensures that learning for others can continue without disruption and we can maintain the safety of the school environment while providing the student with time and space to reset.

Refocus offers a calm, structured and supportive environment where students can:

- reflect on their behaviour;
- consider how to make things right; and
- continue learning until they are ready to return to lessons.

Students will remain in Refocus until the supervising member of staff is confident that they are able to return to learning positively. Where a student is placed in Refocus due to a removal from lesson, they will complete the remainder of that lesson in Refocus and then return to their learning. Where removals are repeated within a day additional time may be required in refocus.

AFTER SCHOOL DETENTION

As part of our graduated approach to behaviour, some students may be required to attend an after-school detention where additional time is needed to support positive change.

After-school detentions run from 3:05pm to 4:15pm on Tuesdays, Wednesdays and Thursdays.

The purpose of an after-school detention is to provide students with further time to reflect on their behaviour, particularly where patterns may be beginning to emerge. It also allows staff to better understand any barriers that may be affecting a student's learning or behaviour.

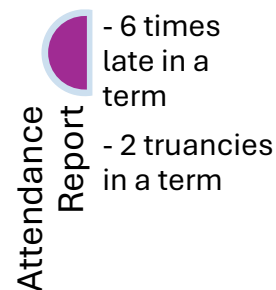
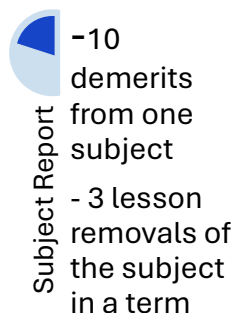
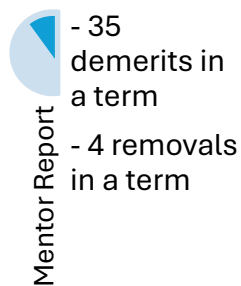
These sessions are designed to be purposeful and supportive, giving students the opportunity to:

- take responsibility for their actions;
- reflect on the impact of their behaviour; and
- work constructively with a member of staff to identify more positive ways forward.

We see this as an important step in helping students reset expectations, build self-awareness and make sustained improvements over time.

REPORTS

Reports are a supportive intervention designed to help students achieve success through regular reflection, encouragement and accountability. They provide structured opportunities for students to recognise improvements in their behaviour, develop positive habits and strengthen relationships with key adults. Reports are intended to be a tool for growth rather than a sanction, enabling staff and students to work together towards clear, achievable targets. As students demonstrate sustained success, they progress through the report stages, building confidence, self-regulation and a stronger sense of belonging within the school community.



INTERNAL SUSPENSION

In response to a serious breach of the Behaviour Policy or Procedures, and where appropriate, a student may be issued with an internal suspension as an alternative to a fixed-term external suspension.

An internal suspension typically lasts between one and three days and takes place within Refocus.

This approach ensures that the school can maintain a calm, safe and purposeful environment for all students, while also providing the individual with the time and space needed to reset. It helps to prevent further disruption to others' learning, while allowing the student to reflect and re-engage positively with expectations.

During an internal suspension, students will continue with their learning in a structured and supportive setting. They will also be given opportunities to:

- reflect carefully on their behaviour;
- understand the impact of their actions; and
- consider the steps needed to return successfully to lessons and the wider school community.

When an internal suspension is issued, a student will receive -5 demerits, reflect the seriousness of the incident, while maintain the focus on accountability, reflection and positive reintegration.

EXTERNAL SUSPENSION

"This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school." (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – DFE Guidance for maintained schools, academies, and pupil referral units in England – July 2026)

Fixed External Suspension

A suspension is where a pupil is temporarily removed from the school for a fixed period of time.

When establishing the facts in relation to a suspension or permanent exclusion decision the

Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not true, rather than the criminal standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

In exceptional circumstances, it may be necessary to suspend a student for a fixed period of time, this would always be considered carefully. Exceptional circumstances include, but are not limited to;

- Serious failure to comply with a reasonable repeated request from a member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults, or students
- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Possession of drugs, alcohol or items which could be considered a weapon on school site
- Willful and / or malicious damage to property
- Homophobic, sexist, or racist bullying
- Bullying of a sustained and serious nature
- Sexualised behaviour and misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the school
- Incidents of persistent disruptive behaviour impacting on the learning of others
- Assaults or fighting that are not premeditated or planned in nature

The school recognises the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases a suspension would not exceed the 5 days fixed term. Where it's necessary to suspend a student for a longer period, the school will ensure educational provision is offered to the student from the 6th day onwards.

We use a staged approach to suspensions as explained below. In exceptional circumstances, students can move to a higher stage for an individual incident.

Level	Led By	Example of Support
1	HOY	- Re-integration meeting - Discussion of barriers to learning - Readmittance report

2	HOY	- Re-integration meeting - Curriculum review - Connect referral - Pupil profile - Readmittance Report
3	HOY	- Re-integration meeting - Review of pupil profile - Pastoral Support Plan - Readmittance Report
4	HOY & SLT	- Re-integration meeting - Off-site direction considered - Referral to external support services - Involvement of SBC Exclusion and Integration Team - Readmittance Report
5	HOY & SLT	- Re-integration meeting - Off-site direction considered - Reconnect plan with bespoke targets and reviews
Permeant Exclusion	Principal, SLT and Governors.	- Parents / Carers Invited to Governors disciplinary committee.

Exceptions to the staged suspension procedure.

There will be, however, exceptional circumstances where in the Headteachers judgement, it is appropriate to permanently exclude a child for a single serious breach of the behaviour policy.

Permanent Exclusion

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

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

The principles, guidance and procedure set out in the DFE Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these. The Headteacher may cancel (i.e., withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the Governors' Discipline Committee at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

(Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil

referral units in England, July 2026)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' serious breach of the behaviour policy. Exceptional circumstances include, but are not limited to;

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- sharing, supplying or in possession of an illegal drug
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- placing students, staff, and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The Headteacher may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist, or homophobic bullying).
- repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

Suspension Levels...

We recognise that students can make mistakes resulting in them receiving a suspension, however, we always believe that students can make better decisions. To represent this, students have the opportunity to move down the staged suspension levels. The Deputy Headteacher, Assistant Headteacher and nominated Governor will meet once a term to review students on a suspension level.

Students will be reviewed as shown below:

Suspension Reviews	
Term 1 – (Start of term 2)	The Suspension review panel will take place at the start of every term; students will need to have a whole term between the date of suspension and date of review. For example, a student suspended in the final week of term 1, will be reviewed at the start of term 3. Students can move down one level at each panel.
Term 2 – (Start of term 3)	
Term 3 - (Start of term 4)	

Term 4 - (Start of term 5)	
Term 5 - (Start of term 6)	
Term 6 - (End of term 6)	

Criteria to move down one level:

- No Suspensions
- Passing re-integration report
- Less than 30 Demerits
- Attendance percentage is above 90% in the previous term or cumulatively 92% or over.

Criteria to be considered to move down one level:

- No Suspensions
- Passing re-integration report
- Less than 40 demerits or decreasing demerits by at least 50%.
- Attendance percentage is above 85% in the previous term or cumulatively over 90%.

If students fail to meet the required criteria as outlined above, or the students have had a period of persistent absence (i.e. meaning they haven't been able to show an improvement in behaviour), students will remain at the given level for a further term to enable them to show the required improvement.

Parents/carers will be informed of the outcome of the panel by letter.

In exceptional circumstances, where a student may have additional learning needs or has experienced trauma, it may be appropriate for reasonable adjustment to timescales or the criteria with which the student is reviewed. In these circumstances the adjustments will be outlined and discussed in the suspension review meeting with the governing body.

OFFSITE DIRECTION

The school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Provider, or another school/academy (or unit therein).

Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

The arrangements for the off-site placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The

expectation is that the pupil will continue to receive full-time broad and balanced education.

A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.

The off-site placement will be regularly reviewed each half term by senior staff, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives, and that the pupil is benefiting from it.

During the period of an off-site direction by the school to another school/academy, the pupil must be dual registered which means that they will be registered at both the school and the school/academy to which the pupil is directed off-site.

At the end of any placement the school will seek an end of placement report from the alternative provision provider and will seek the student's views (if appropriate) as to the success of the placement. The school will follow the DFE Alternative Provision Guidance when exercising this power.

REINTEGRATION MEETINGS

Where a student is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration meeting. The purpose of the meeting is to:

- offer the pupil a fresh start
- help them understand the impact of their behaviour on themselves and others
- teach them to how meet the high expectations of behaviour in line with the school culture
- foster a renewed sense of belonging within the school community; and
- build engagement with learning

School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.

Should a parent/carer not be able to attend then a member of staff will call to rearrange the meeting or conduct the meeting with the student. We encourage parents to engage in reintegration meetings as suspension is a serious sanction.

R6

R6 students are valued members of our school community and play an important role in setting the culture and tone of the school. As the oldest students in the Ridgeway family, they are role models for younger pupils and ambassadors for our shared values of Community, Creativity, Endeavour, Honesty and Respect.

We therefore expect R6 students to demonstrate the same high standards of conduct as all other students and to actively promote the positive culture of our school. Positive behaviours and contributions will continue to be recognised through our rewards systems, and behaviour concerns will continue to be recorded where appropriate.

We recognise, however, that Sixth Form students follow more bespoke timetables, have increased independence and are preparing for further education, employment and adult life. As a result, where behaviour falls below expectations, our approach places a greater emphasis on professional discussion, reflection and personal accountability.

Behaviour incidents will still be logged and monitored to ensure fairness and consistency across the school. However, rather than routinely issuing detentions, staff will normally hold reflective conversations with students to explore concerns, consider the impact of their actions and agree the steps needed to put things right.

Whilst our approach with R6 students places a greater emphasis on professional discussion, reflection and personal accountability, this does not remove the expectation that students meet the standards set out in this policy. Behaviour incidents will continue to be logged and monitored, and where behaviour is serious, repeated, places others at risk, or falls significantly below the standards expected of a member of the Sixth Form, sanctions may be applied. This includes the use of suspension where appropriate and in line with the school's behaviour procedures.

This approach recognises the maturity of our Sixth Form students while maintaining the clear expectation that everyone contributes positively to a safe, respectful and disruption-free learning environment