



Ringwood School

Behaviour and Statement of Behaviour Principles

Policy Name	Behaviour and Statement of Behaviour Principles
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1. Aims

'Good behaviour in Schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally'. (*Department for Education, 'Behaviour in Schools', September 2022*)

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-School approach to maintaining high standards of behaviour that reflect the values of our School
- Outline our approach to rewards
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for Schools 2022](#)
- [Mobile phones in schools: guidance for schools on prohibiting the use of mobile phones throughout the school day 2024](#)
- [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](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Drug Advice for Schools - 2012](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour includes, but is not limited to:

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

Serious misbehaviour includes, but is not limited to:

- Repeated breaches of the School rules
- Any form of bullying behaviour
- Sexual violence, as defined by 'Keeping Children Safe in Education' (KCSIE), such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, as defined by 'Keeping Children Safe in Education' (KCSIE), meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical assault
- Smoking/vaping
- Racist, sexist, homophobic, ableist or discriminatory language or behaviour of any kind
- Inciting violence, intimidation, or the threat of violence
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or drugs paraphernalia
 - Stolen items
 - Tobacco, vapes, or any smoking paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Full details of our School's approach to preventing and addressing bullying, including our Student Charter, are set out in our prevention of bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher, supported by the senior leadership team

The Headteacher, supported by the Senior Leadership Team, is responsible for:

- Reviewing and approving this Behaviour Policy
- Ensuring that the School environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students (see section 13 for how this policy is monitored)
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the School's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policies to offer students both sanctions and support when necessary
- Ensuring that data on behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents promptly, factually and using professional language
- Challenging students to meet the School's expectations

These responsibilities are all in line with Part 1, Section 1 and Section 7, of the DfE Teachers' Standards.

The Senior Leadership Team (SLT) and Guidance and Achievement Team (G&A) will support Staff in responding to behaviour incidents, alongside Subject Leaders. The G&A team includes the Heads of Year and Pastoral Support/On Call team.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the School's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the School's behaviour policy by:
 - Ensuring that their child attends School, on time and properly equipped
 - Informing the School of any changes in circumstances that may affect their child's behaviour
 - Discussing any behavioural concerns with the Class Teacher, Tutor or Head of Year promptly
 - Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
 - Contacting the School in a calm and appropriate manner (see our communication policy for full details regarding communication with the School)
 - Taking an interest in the work their child does and encouraging high standards
 - Providing conditions that support and encourage home learning and opportunities for independent learning

- Raise any concerns about the management of behaviour with the School directly, whilst continuing to work in partnership with the School
- Take part in the life of the School and its culture
- Attend parent consultation evenings and other appropriate meetings and events organised by the School

The School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the School's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture at Ringwood School:

- The expected standard of behaviour they should be displaying at School
- That they have a duty to follow the behaviour policy
- The School's key rules and routines
- The rewards they can earn for meeting and exceeding expectations, and the consequences they will face if they do not meet behaviour expectations
- The pastoral support that is available to them to help them meet the behaviour expectations

Students are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations.

Students will be asked to give feedback on their experience of the behaviour culture at Ringwood School to support the evaluation, improvement and implementation of the behaviour policy, through Student Voice.

Extra support and induction will be provided for students who arrive mid-year.

6. School behaviour curriculum

All members of the Ringwood School community (parents/carers, students, staff and governors), have an important role to play in ensuring that we share a commitment to demonstrating the School values, which are:

- Courage
- Ambition
- Integrity
- Respect

To ensure we provide a positive, productive and safe learning environment, we have high expectations of students' behaviour.

Ringwood School expects students to demonstrate outstanding behaviour in the classroom by:

- Not disrupting the learning of other students
- Being actively engaged in their learning by working hard and achieving their very best both in classwork and home learning
- Showing resilience and a positive attitude towards work that is initially challenging
- Bringing all books and materials appropriate to lessons each day
- Keeping all work, home learning and controlled assessments/coursework up-to-date
- Attending School regularly (with a target of over 95%) and on time, wherever possible
- Catching up on any missed work due to absence

- Not bring a smart device to school and not using a non-smart mobile phone in lessons or on school site at any time (please see our Student Smart Device Policy for further information)

All students are expected to adhere to our STARS expectations, which are displayed in every classroom (see Appendix 2).

Around School site, and when representing the School offsite, students are expected:

To speak respectfully to others, by:

- Speaking politely to other students
- Using appropriate language – abusive, derogatory or prejudicial language against a protected characteristic (eg. race, sexuality, gender, disability, religion, sex) will never be tolerated at Ringwood School.
- Keeping ‘street language’ out of School

To behave respectfully to others, by:

- Using language and behaviour that would not encourage bullying (e.g. excluding anyone from a group, name calling, physical contact)
- Being an upstander – reporting bullying or unsafe behaviour if you see it
- Wearing School uniform correctly and with pride both in and to and from School
- Modelling good manners and integrity at all times
- Showing consideration in the corridors
- Holding doors open for other people
- Moving around School in a sensible, thoughtful and responsible way
- Queuing quietly and in an orderly manner
- Respecting instructions from any member of School staff by doing as you are asked the first time and without argument
- Behaving in a manner which protects the health, safety and well-being of themselves and others i.e. no smoking/vaping, no physical contact with others that has the potential to cause harm, no possession or use of aerosols on school site, and making healthy food and drink choices (energy drinks such as Monster or Red Bull are not permitted on School site). If any of these items are found in a student’s possession, they will be confiscated and not returned to the student.
- Respecting other students’ space and possessions

To respect the School environment, by:

- Putting litter in the bins provided
- Keeping the School tidy, clean and free from graffiti
- Being an upstander - reporting any damage to a member of staff
- Making sure you are in the right place at the right time, including at lunchtimes
- Eating and drinking only in the designated areas
- Not bringing chewing gum onto the School site

This also includes:

- Keeping non-smart mobile technology switched off and out of site when on the School site or School trips
- Not using mobile technology or any other form of media (e.g. social networking sites and other online platforms) to make negative comments about other students or staff, including taking and sharing photographs of others without their permission

6.1 Student support

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

All students at Ringwood School have access to a support network in School. Students with concerns can speak to any member of staff and can see their Tutor, Head of Year, a member of the Pastoral Support/On Call Team or Student Support (in the Hive) before School, at break, at lunch time or after School.

Our Attendance Officer also provides support with maintaining high levels of attendance and punctuality.

Appropriate conduct and behaviour for learning is taught and addressed through all lessons and through the personal development curriculum; through assemblies, tutor activities and PSHE lessons. Students who find self-regulation difficult are identified and given extra support to help them manage their behaviour in School.

Where a student repeatedly finds it difficult to self-regulate, referral to our SENCO or Assistant Headteacher will occur, as well as potentially seeking advice from external agencies, such as alternative provision and specialist education providers, Children's Services, CAMHS, Educational Psychologists, local police, the Youth Crime Prevention Team, Hampshire Inclusion, our feeder Schools, the Primary Behaviour Service, the School Nursing Team and GPs.

6.2 Use of electronic devices

Students are responsible for ensuring that they use ICT (including mobile devices) in an appropriate manner both on and off the School site.

During School time, teachers will guide students toward appropriate materials. Outside of School, parents/carers have responsibility for this guidance.

Students are not permitted to bring smartphones or smartwatches onto school site or to a school event (eg. a trip or fixture) unless they have a specific exemption (see Student Smart Device policy for further detail on exemptions). Students may bring a non-smartphone into school however it must not be seen, used or heard at any point on the School site. A non-smartphone is a phone that does not have internet access or a front-facing camera.

Mobile phones/technology will be confiscated if seen on the School site. In the case of a smartphone, the device will be confiscated for six school weeks (excluding holidays), stored in the school safe, and can only be collected by a parent/carer at the end of this period. For all other devices (smartwatches, non-smartphones, headphones, etc.), on the first occasion in a term, the student will be given a warning and be able to collect the device at the end of the School day from student reception. A second or subsequent confiscation in a term will result in a leadership detention. A third confiscation in a term requires a parent/carer to visit the School to take possession of the device.

In line with the DfE's updated 'Searching, Screening and Confiscation' Advice for Schools, July 2022, if an electronic device has been confiscated as a result of a search (see section 7.6), a member of staff can examine any data or files if there is good reason to do so. If content is thought to be of a safeguarding nature, staff are advised not to look at it, but to pass the electronic device to a member of the Safeguarding Team.

For full details of our approach to mobile phones and smart devices, please see our Student Smart Device policy.

Internet and Email

The internet is provided for students to support learning, conduct research and communicate with others. Access is a privilege, not a right, and all students are expected to use the access provided responsibly. Individual users of the internet are responsible for their behaviour and communications over the network,

including via email, and must be carried out in an appropriate manner. Students must not use their own devices to establish ad hoc networks or hotspots.

Staff may review students' files and communications to ensure that users are using the system responsibly. Students should not share anything on the network which is not School-related (e.g. images, music, videos).

The following are not permitted when using the School network during School time or from home:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing or insulting others
4. Damaging computers hardware or software systems
5. Violating copyright laws or plagiarising works
6. Using or attempting to change other students' passwords
7. Trespassing in others' folders, work or files
8. Attempting to install or use 'spyware' or 'exe' files onto the School system
9. Intentionally deleting other students' work

Privacy

Staff may review students' files and communications to ensure that use of the School system is appropriate and responsible. Students should not share anything on the network that is not School related work for example: images, music or videos unrelated to School activities.

Anything saved on School systems, including cloud-based systems, is the property of Ringwood School.

Sanctions

Violation of the above rules may result in temporary, or permanent, removal of access to School computer systems, which may include email, internet, and/or computer access. Offenders will be reported to the Assistant Headteacher and the IT Manager for consideration. Parents/carers will be contacted and in the case of damaged items, may be asked to pay for damages. In serious cases, parents/carers may be asked to make an appointment with the Headteacher. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour. In matters relating to e-safety or other illegal offences, the School safeguarding team, the police or local authorities will be involved. In serious cases, students caught misusing the School systems risk suspension or permanent exclusion from School and/or the School network.

Ringwood School recognises that 'cyberbullying' is a form of bullying and is therefore unacceptable; incidents of cyberbullying will be dealt with in line with the 'Prevention of Bullying' policy.

The School works closely with the Police and other outside agencies and will seek advice and support from them if necessary.

Access to social media sites are not permitted or accessible through the School network or School Wi-Fi. Students accessing these sites are doing so through their own mobile devices and are therefore contravening our School policy of not using mobile devices on the School site.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the School.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged

- Display and enforce the STARS expectations (see appendix 2), promote the School House mottos (see appendix 5), and the School values (courage, ambition, integrity and respect)
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Use of rewards
 - Concluding the day positively and starting the next day afresh
 - Following School policy for dealing with low-level disruption
 - Using restorative language and engaging in restorative conversations

7.2 Safeguarding

The School recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our Child Protection and Safeguarding policies for more information.

7.3 Responding to good behaviour - rewards

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the School's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

Positive behaviour may be rewarded with:

- Verbal praise
- House points. These can be given for a range of reasons, including:
 - **Classwork** - eg. high quality written work, high quality verbal response (depth), reading out loud in class, successful use of newly taught tier 2 vocab, successful/positive collaboration with peers
 - **Homework** - eg. high quality response, going broader or deeper – super curricular, work that reflects significant time and effort
 - **Demonstrating a positive attitude to learning** - eg. showing resilience – not giving up, failing and trying again, risk-taking – trying something new/difficult, reflecting on learning and improving/making changes
 - **Demonstrating School ethos and values** - eg. helping others around school, supporting a peer (in any context), tour guides, going the extra mile
 - **98+% attendance in a half term**
 - **Attendance at extra-curricular clubs**
 - **Excellent attitude to learning in progress checks**

This list is regularly reviewed through Student Voice and staff consultation.

- House point reward milestones (certificates and badges)

Students work towards milestones (bronze, silver, gold and platinum) throughout the academic year and are encouraged to wear their badges on their blazer with pride.

Students have their total re-set to zero at the end of the academic year. Totals for the rewards trip are counted in the last week of June.

Milestones	Number of House Points (Y7-10)	Number of House Points (Y11)	Reward 1	Reward 2	Reward 3
Bronze Award	50	50	Certificate emailed home	Lollipop	
Silver Award	100	100	Certificate emailed home	Silver Badge	Chocolate Bar
Gold Award	150	150	Certificate emailed home	Gold Badge	"Jump the lunch queue" pass for a week or a free brownie from the canteen
Platinum Award	250	200*	Certificate emailed home	Platinum Badge	Y7-10 = School rewards trip or gift card Y11 = £ off Prom ticket

Students are also rewarded throughout the academic year in the following ways:

	Frequency	Criteria	Reward
Attendance	Half termly (resets each half term)	98%+ attendance	3 HPs, electronic postcard home, assembly prize draw
	Annually	100% attendance	10 HPs, certificate, assembly prize draw
Progress Checks	Twice a year	Average attitude score of 3.5+	3 HPs, electronic postcard home
	Annually	Perfect attitude score of 4 in both PCs	10 HPs, certificate, assembly prize draw
Scholar Award	Twice a year	4+ scholar award nominations in a progress check	Scholar award badge, certificate
House Mottos	Half termly	One student in each TG, selected by tutor for embracing the house motto of the half term	3 HPs, electronic postcard home, assembly prize draw
Celebration Evening	Annually	Teacher nominated House, Tutor, Head of Year and Subject Awards	Attendance at Celebration Evening, certificate, 10 HPs

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of restorative practice, which supports students in recognising the impact of their behaviour on others and identifying the steps that need to be taken in order for them to move forward positively.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The School may use one or more of the following sanctions in response to unacceptable behaviour. These will be implemented as appropriate and are not necessarily incremental, eg. a first offence could lead to any one of the actions stated below:

- A verbal reprimand and reminder of the expectations of behaviour (this is referred to as a 'formal warning' and is recorded as 'STARS – Warning' on Arbor)
- Detention at lunchtime (1.20pm – 2.00pm)
- Detention after School (3.00pm – 4.00pm)
- Leadership detention after School on a Friday (3.00pm – 4.30pm)
- Sending the student out of the class and to a 'Buddy Room' (an alternative classroom – usually a Sixth Form lesson within the department) to work
- Loss of privileges – for instance, the right to attend a sporting fixture
- School-based community service, such as litter-picking
- Agreeing a behaviour contract or individual pastoral support plan (PSP)
- Putting a student 'on report', to their Tutor, Head of Year, or a member of the Senior Leadership Team (SLT)
- Removal of the student from the classroom for a set period of time
- Time in the Inclusion Room:

If placed in the Inclusion Room to work, students are expected to work at a given desk, hand over their mobile phone at the beginning of the day, and to complete all work set to a high standard. A personalised daily program is provided for the student, which follows their usual timetable as far as possible, but also includes reflection and support work. For those students entitled to free School meals, arrangements are made for this as part of the personalised day. SEND and medical needs are also accounted for. Students will be expected to engage with and complete reflection and support work to help ensure a similar incident does not occur again; if appropriate, this may include a supervised restorative conversation with other students (and/or staff) that were involved in the original incident. Failure to meet the clear expectations of the inclusion room will result in the sanction being repeated or a further sanction (such as suspension) being applied.

- Twilight timetables
- Extended days, through an early start (8am) or a late finish (4.30pm)
- Direction of education to alternative provision, or another mainstream setting
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis.

Appendix 7 explains how incidents of misbehaviour in the classroom can be followed up.

7.5 CCTV

For the safety of staff and students, Ringwood School has CCTV operational in several key areas of the School. The CCTV system can also record audio in some places. Full details of the CCTV operated by the School can be found in the 'CCTV System' policy on the School website.

7.6 Use of restrictive intervention (including reasonable force)

7.6.1 – Definitions

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

7.6.2 – appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

7.6.3 – acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 7.6.12

7.6.4 – unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

7.6.5 – using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's [searching, screening and confiscation guidance](#)) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's [searching, screening and confiscation guidance](#)), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. Please see section 7.7 for more information on how we conduct searches.

7.6.6 -prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
 - Those identified on an EHCP, or an EP report, which are then shared with staff
 - Strategies selected alongside students to help them self-regulate
 - Issuing of Coping Cards

- Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

7.6.7 De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathetic listening and validation
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

7.6.8 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 7.6.7 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- **Is it necessary?**
 - Are there other more effective, less restrictive ways to manage the situation?
 - Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- **Is it proportionate?**
 - Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
 - If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
 - Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

7.6.9 – Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

7.6.10 – considerations for pupils with SEND

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual safety/well-being support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil

- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

7.6.11 – Training and risk assessments

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

7.6.12 – Recording and reporting arrangements

We have a legal duty to record and report all:

- Significant incidents involving force (see section 7.6.1 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents

Recording incidents

Our school has a clear process in place for recording the incidents listed above. Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan. The student will also be asked to write a statement about the incident.

For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - When and how parents/carers were contacted/informed about the incident
 - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

This information will be recorded on the student's Arbor.

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support
- When and how parents/carers were contacted/informed about the incident

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

Completed staff and student incident reports will be kept securely and retained in line with our data protection procedures.

Reporting incidents to parents/carers

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

The only exception to this is if a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy)

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with the following information:

- The time, date, location and approximate duration of the incident
- A brief explanation of why the seclusion/restraint was assessed as necessary in that situation

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

After an incident, follow up discussions will take place with parents/carers, to include:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

Reporting incidents to the local authority

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers).

7.6.13 – Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on our school website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance [Keeping Children Safe in Education](#).

7.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) (July 2022).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching a student

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student unless the student specifically requests an adult who is not of the same sex, and there will be another member of staff present as a witness to the search (any exceptions to this are detailed in Appendix 10).

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the School rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the School premises or where the member of staff has lawful control or charge of the student, for example on a School trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your blazer
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact an appropriate senior member of staff (the Headteacher, Designated Safeguarding Lead, or the Assistant Headteacher for Student Behaviour, Personal Development and Welfare) to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property, committing an offence or disrupting good order and discipline at the school or among students.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the School rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or blazer that is worn over a school shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the School rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded by the School (Arbor and/or My Concern).

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the School has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the School will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the School's Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on School premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

For full details of the protocols for strip searches, please see Appendix 8.

7.8 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School. This means misbehaviour when the student is:

- Taking part in any School-organised or School-related activity (e.g. School trips)

- Travelling to or from School
- Wearing School uniform
- In any other way identifiable as a student of our School

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

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

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

Please see Appendix 9 for our full School Visits Code of Conduct.

7.9 Online misbehaviour

The School can issue behaviour sanctions to students for online misbehaviour when:

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

Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, an appropriate senior member of staff (the Headteacher, DSL, or assistant Headteacher for student behaviour, personal development and welfare) will make the report.

The School will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The School's response will be:

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

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

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

Please refer to our child protection and safeguarding policies for more information.

7.12 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

7.13 Ringwood School is a drug free zone

The United Nations Office on Drugs and Crime defines a drug as:

"A substance people take to change the way they feel, think or behave"

This definition has been adopted by the Home Office and is the definition that applies within this policy and which therefore covers:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971 and those covered by the 2016 Psychoactive Substances Act)
- All legal drugs, including alcohol, tobacco, nicotine, volatile substances (those giving off a gas or vapour which can be inhaled), and alkyl nitrates (sometimes known as 'poppers')
- All legal medicinal drugs (including 'over-the-counter' and prescription medicines)

Ringwood School's Stance towards Drugs, Alcohol and Substance Misuse

Ringwood School is a drug, alcohol and illegal substance free zone and has a zero-tolerance approach to any of these on the School site. Possession or use of any illegal drugs or alcohol or any drug paraphernalia is not tolerated in our School; neither is any drug related behaviour which may damage the learning environment or endanger others in our community. The consequences of such conduct is suspension, even for a first time offence.

The School's jurisdiction covers students from the time they start from home to travel to School until they arrive home after School, and also covers all School-related events and visits. When the welfare of other

students and staff is compromised, this jurisdiction may also cover actions taken by students when they are not at School or a School related event.

While under the School's jurisdiction, no student may at any time be in possession of a classified drug, alcohol, tobacco or other substance or paraphernalia which may be similarly abused.

Management of Incidents

Drug Related Incident

If a student is suspected, observed or discloses to being under the influence of an illegal drug or in possession of an illegal drug (or any form of drug paraphernalia), the student and their property (including School property e.g. lockers) will be searched in line with our screening and searching policy (see section 7.7). Prior consent will always be sought from the student, however individuals must be aware and will be made aware that if consent is refused the School may wish to proceed with the search without their consent. Parents/carers will be informed at the earliest opportunity by the Headteacher (or designated member of staff) that the search has taken place.

Students selling or supplying illegal drugs will be permanently excluded.

In all cases of illegal drug possession or the possession of drug paraphernalia, the police will be notified and criminal action may result.

We recognise that a student who is abusing drugs needs support. We would therefore hope that the School and parents/carers can work together to support the young person involved. Emotional support in school or counselling through the School Nursing Team will be offered, as appropriate, or a referral to other drug based organisations such as Catch 22, FRANK or Reach.

Cigarettes, E-Cigarettes (Vapes), Tobacco, Lighters and Matches

Students are forbidden to bring cigarettes, e- cigarettes (vapes), lighters or matches on to the School premises. Students are also forbidden to smoke or vape on the way to or from School, whilst wearing School uniform, or on School visits. If found to be in possession of cigarettes, e-cigarettes (vapes), tobacco or matches, students will be issued with a Leadership Detention in the first instance and parents/carers will be contacted. The prohibited item will be confiscated and disposed of.

Further incidents; incidents where cigarettes, vapes or other smoking paraphernalia are supplied to others; or incidents where students are seen or found vaping or smoking on school site (or the balance of probability as a result of an investigation suggests they have been), may result in either time in inclusion, where further education on the risks involved with this behavior can take place, or a suspension. We recognise that any student who smokes or vapes needs support. We would therefore hope that the School and parents/carers can work together to support the young person involved. The student may be referred to the School Nurse or other appropriate support groups e.g. Action on Smoking and Health (ASH) for advice and support in giving up smoking or vaping.

Alcohol

Students are not allowed to bring alcohol on to the premises or to drink alcohol on the way to or from School or when representing the school in any way. If a student is suspected of being under the influence of alcohol or is caught in possession of alcohol, the student's parents/carers will be contacted. It is highly likely that the student will receive a sanction; this could include a suspension and in the event of a student supplying alcohol to another student, this could result in permanent exclusion from Ringwood School.

We recognise that any student who abuses alcohol, needs support. We would therefore hope that the School and parents/carers can work together to support the young person involved. The student may be referred to the School Nurse or other appropriate support groups e.g. Alcohol Concern, DrinkAware or ADFAM for support regarding alcohol abuse.

Medicines and Legal Medicinal Drugs

Students are forbidden to bring any medicines or legal medicinal drugs into School unless they are for medication. In this case a medical consent form must be completed (accessed on the School website and appendix 2 of our 'Supporting Students with Medical Conditions' policy) and must be prescribed medicines that are in date, labelled, provided in the original container as dispensed by the pharmacist and include instructions for administration, their dosage and storage. These will be stored in the Medical Room.

Where appropriate, students will always be expected to self-administer their medicine and are asked to take any medication within sight of a qualified first aider. Antibiotics should not need to be brought into School, except on the advice of a qualified medical practitioner.

We will only administer non-prescribed medicines that are in the original packaging with written consent on the "Medication Consent Form" e.g. eye drops, Feminax, Gaviscon, cough medicine. This will also only be on a short-term basis (where the School have concerns they will seek further guidance from their link School Nurse).

It is our policy (with reference to the 'Supporting Students with Medical Conditions' policy) to give age-appropriate doses of paracetamol, ibuprofen and anti-histamine to secondary age students as described on the packet, if written consent from the parents has been received in advance of administration. This is usually through the medical consent completed during transition to Ringwood School. We will check with the student that they have not previously taken any medication containing paracetamol or ibuprofen within the preceding 4 hours.

The School nurses have paracetamol, ibuprofen and antihistamine in School to eliminate the need for students to bring these onto the School site.

We will never administer aspirin to any student under 16 years old unless prescribed by a doctor.

All other pain relief medicine will not be administered without first checking maximum dosages and when previously taken.

For further information, please see Ringwood School's "Supporting Students with Medical Conditions" policy.

Drug, Alcohol and Substance Misuse Education and Hampshire Safe

Ringwood School is proud to be part of the Hampshire Safe program, working with 12 other local Schools and colleges to educate and protect our students from drugs. As part of the Hampshire Safe program, Ringwood School will routinely have detection dogs on site, working both passively and actively with their handler to ensure our site and the area around our site remains drug free and safe for all our students. There will be no prior notice given to students or parents/carers. Students will not have direct physical contact with detection dogs. Any student indicated by the detection dog will be searched in line with our policy and parents/carers informed.

Drug, alcohol and substance misuse education is embedded through the values and ethos of the School and Ringwood School recognises that drug education is a major component of drug prevention. It is taught at an age, ability, and maturity appropriate level across the School via the Science curriculum for students up to Year 11, through the Personal, Social, Health and Economic (PSHE) curriculum and also through assemblies, which may include external speakers. We believe that if young people are not given accurate information about drug, alcohol and substance misuse in School, then they may obtain potentially dangerous misinformation from elsewhere.

The drug, alcohol and substance misuse education syllabus is revised annually (and more often if advice changes), but always complies with the following principles, which all staff are required to follow:

- The legal context will be made clear, including prohibitions and maximum punishments
- The zero-tolerance stance of the School towards drug, alcohol and substance misuse while under the School's jurisdiction will be emphasised

- Realistic information on the effects and potential effects of drugs and other restricted or illegal substances, physical, psychological and social, will be given. Information about how drugs and other restricted or illegal substances are obtained or used will not be given.

Alongside this, work is completed to develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including promoting positive attitudes to healthy lifestyles, assessing, avoiding and managing risk, communicating effectively, resisting pressures and how to access help and support.

During the course of drug, alcohol and substance misuse education, students may be encouraged to research and debate issues, examining both sides of controversial questions, but staff, whatever their private opinions, will clearly uphold these principles.

8. Serious sanctions

8.1 Detentions

Any member of staff can issue a detention. Students can be issued with detentions during break, lunch, or after School.

Ringwood School recognises that strong relationships between School and parents/carers are vital to support improving behaviour. For After School Detentions (ASD) and Leadership Team Detentions (LTDT), we provide 24 hours notice of the detention to parents/carers. When the detention is set on Arbor, parents/carers will receive an automated email to inform them of the date of the detention and the reason for it being set. Appendix 4 explain the codes used in Arbor and what they stand for. The member of staff setting the detention may also contact the parent directly to explain the circumstances of the incident in more detail and why the detention was issued. Where appropriate and possible, parental approval may be gained by telephone to detain students earlier (e.g. on the same day). The School recognises that it does not legally require parental permission to keep students after School, however as we strongly value our relationships with our parents/carers and we recognise the courtesy of 24 hours notice to maintain these strong relationships. Where students travel using School transport (e.g. bus, taxi) parents are responsible for making alternative transport arrangements if students are required to stay after School.

In all cases of misconduct, including those outside of the School, the Assistant Headteacher will consider whether the police or Youth Crime Prevention (YCP) team should be notified of the incident and the disciplinary action taken. The police and parents/carers will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the public. Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's Safeguarding and Child Protection procedures will be followed.

Behaviour incidents are recorded on Arbor by staff and monitored by Tutors, Heads of Year, Subject Leaders and the Leadership Team to allow for early intervention.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the School may remove the student from the classroom for a limited time. Students may be sent by their teacher to work in a 'Buddy Room' (another classroom, usually a Sixth Form lesson within the department), for one lesson or for a fixed period of time. Alternatively, students may be placed in the Inclusion Room to work for a fixed period of time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted. Usually, students will have received a formal warning in the lesson, and then a second warning (at which point an after

School detention will also have been issued), prior to the decision being made for the student to be sent to the Buddy Room to work, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to self-regulate in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so; in the case of being sent to the Buddy Room, this will usually be the next lesson. The School will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour; this may include a supervised restorative conversation with the teacher.

Parents will be informed on the same day that their child is removed from the classroom. The sanction for being sent to the Buddy Room in a lesson is a leadership detention (after School on a Friday, 3.00pm – 4.30pm). If a student refuses to go to the buddy room, they will be assigned to work in the Inclusion room until 4.30pm the following day, or at the earliest opportunity after the incident.

The School will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with parents/carers and appropriate staff (ie. Head of Year, Subject Leader, SLT)
- Short term behaviour report cards
- Long term pastoral support plans
- Individual support strategies, eg. a coping card
- Referral for bespoke internal intervention (pastoral or academic)
- Referral to alternative provision
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal in the behaviour log.

8.3 Suspension and permanent exclusions

We seek to investigate serious incidents in an open and transparent manner and will decide whether or not a fact is true or an event has taken place 'on the balance of probabilities'. We will inform and involve parents/carers in these investigations as much as possible, though we ask parents/carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

The School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-School sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our 'Suspensions and Permanent Exclusions' policy for more information.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the School will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

Strategies for supporting students with SEND may include:

- Adjusting seating plans (eg. to allow a student with a visual or hearing impairment to sit in sight of the teacher)
- Training for staff in understanding certain conditions (ie. autism)
- The issuing of a coping card, to allow students time outside of the classroom to use previously agreed strategies to support them in self-regulating their emotions
- The use of Teaching Assistants and other support staff (ie. the Pastoral Support/On Call team)
- Interventions (eg. precision teaching, literacy or numeracy support, ELSA)

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the School will take into account:

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

The School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 Students with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the School will co-operate with the relevant local authority (depending on the child's home address) and other bodies.

If the School has a concern about the behaviour of a student with an EHC plan, it will make contact with the relevant local authority (depending on the child's home address) to discuss the issue. If appropriate, the School may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the School will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the School.

This could include measures such as:

- Reintegration meetings, particularly following suspensions
- Daily contact with key pastoral staff (eg. the Head of Year, or Assistant Headteacher for Student Behaviour, Personal Development and Welfare)
- A report card with personalised behaviour targets
- A supervised restorative conversation with other students or staff involved in the original incident
- A referral for emotional support in School (eg. from one of our trained ELSAs)
- Support from one of our sixth form Mental Health Ambassadors or our team of Anti-Bullying Ambassadors
- A 1:1 or small group session focused on educating the student(s) on a particular topic (eg. prejudicial language or the impact of bullying)

11. Student transition

11.1 Inducting incoming students

The School will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider School culture. This will include a student induction booklet, which outlines behaviour expectations and rewards.

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year and to ensure behaviour is continually monitored and the right support is in place, key information about students is shared with new teacher(s) at the start of the new academic year.

Our Head of Year 7 is a fixed member of staff; they work closely with our feeder Schools every year to ensure a smooth transition from Primary to Secondary School and have a transitional period at the end of the summer term whereby they work closely with the member of staff who will be the Head of Year 8 the following year (usually the outgoing Head of Year 11). Our other Heads of Year follow their year groups through from Year 8 to Year 11. Similarly, in Sixth Form, the Heads of Year 12 and 13 stay with their year groups for the two years.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- How to build positive relationships with students to create a sense of belonging
- De-escalation techniques in the classroom
- The use of restorative practice
- The needs of students at the School
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating School behaviour

The School will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance and punctuality
- Permanent exclusion and suspension
- Use of alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Use of physical intervention or restraint by staff
- Use of detentions and rewards
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the School behaviour culture

The data will be analysed termly by the Assistant Headteacher for Student Behaviour, Personal Development and Welfare, in liaison and dialogue with the Headteacher and Senior Leadership Team and through the Student Welfare Governor's Committee.

Heads of Year will analyse data for their year group's half termly to track trends and to ensure support is in place for individual students and/or sub-groups of students.

The data will be analysed from a variety of perspectives including:

- By year group
- By time (i.e. tracking trends across half terms)
- By sub-group (eg. LAC/PLAC, Young Carers, students with a social worker, ethnicity, etc.)
- Disadvantaged vs. non-disadvantaged students
- Students with SEND

The School will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the School will review its policies to tackle it.

13.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Headteacher and Student Welfare Governor's Committee at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Student Welfare Governor's Committee.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Attendance policy
- Child Protection and Safeguarding policies
- Communication policy
- Complaints policy
- Educational Visits policy
- Mental Health policy

- Prevention of Bullying policy
- Relationships and Sex Education policy
- SEND policy
- Student Smart Device Policy
- Supporting Students with Medical Needs policy
- Suspensions and Permanent Exclusions policy

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is understood by students and staff
- The Suspensions and Permanent Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the School and students' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: STARS Expectations



At Ringwood School we:

Start as we mean to go on:

On time, dressed correctly, with the right equipment.
When invited in, we enter sensibly and start learning quickly.

Are expected to:

Sit up, listen and engage.
Track the speaker at all times.
Ask and answer questions like a scholar.
Respond to instructions and requests from staff without question or comment.
Show respect – one voice at a time without disturbing the learning of others.

End well by:

Sensibly, quickly and quietly packing away all equipment. Ensuring our uniform is correct and that we have met all the requirements of the lesson. When asked to, we stand silently behind our work places until asked to leave.



Appendix 3: Student Incident Form – Template



STUDENT INCIDENT RECORD FORM



Student Name:		Tutor Group:	Date of incident:
Time of incident:	Other students/staff involved (full names):		
Location of incident:	Independent witnesses to incident (full names):		
Student's description of what happened. Please be as detailed as possible, using full names, the exact language used and any events leading up to the incident.			
What happened first?			
What happened next?			
How did the incident end?			
I agree that this is a full, accurate and truthful account of what happened (student signature):			Date:

At Ringwood School, we define bullying as: <i>'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.'</i>	
Has an incident like this happened before? Yes ☐ No ☐	
Would you define this incident/behaviour as bullying? Yes ☐ No ☐ Not sure ☐	
What do you think needs to happen next? (tick all that apply)	
☐	I would like a restorative conversation with the other student/staff member involved
☐	I/the other student(s) should have a sanction in line with the behaviour policy
☐	I would like some further support/an opportunity to talk about this further
☐	I/the other student(s) need some further education on the impact of my/their actions
☐	Other (please specify):

STAFF USE ONLY	
Statement taken by (staff name):	Can the incident be seen on CCTV? (if yes, please attach CCTV observation form)
Scribed? Yes ☐ No ☐	Yes ☐ No ☐ Partially ☐ N/A ☐
Additional information from student (if requested by a member of staff to clarify detail):	
Student signature (agreeing accuracy of additional information above):	
Next steps (sanction/support/intervention):	Parents/carers informed of incident and outcome? Yes ☐ No ☐
ASD – Date:	By (staff initials):
LTDT – Date:	Phone call ☐
1 Day in Inclusion – Date:	Phone call, message left ☐
Inclusion → 4.30pm – Date:	Email ☐
Suspension - No. of days:	Letter ☐
Restorative	Date:
1:1 Owing Your Words Intervention	
Anti-Bullying Workshop	
Emotional Support Referral	Seen by Medical? Yes ☐ No ☐
Tutor/HoY/AH Report Card	Incident recorded on Arbor? Yes ☐ No ☐
Other/Notes:	

Appendix 4: Communication to parents/carers about detentions – Arbor template and commonly used codes

Notification of Detention - automated email to parents/carers from Arbor:

Dear <Parent/Carer Name>,

<Student Name> has been given an **After School Detention** on **26 Aug 2022** 15:00 for **HL2**.

If you would like to discuss this in more detail, please contact <Teacher Name>, who set the detention, in the first instance. We are keen to ensure <Student Name> has the support they need to be able to move forward from this positively and to ensure they do not receive a similar detention in the future.

Thank you for your support.

Commonly used behaviour incident categories on Arbor and what they mean:

Code	Meaning	Outcome/Sanction
HL1	Student has not handed in a piece of home learning in a subject for the first time in a half term and has been told to hand it in the following day or lesson.	No outcome/sanction – student should hand the work in when requested.
HL1X	Student has not handed the piece of home learning following the HL1, despite the reminder and extension.	After school detention (3-4pm)
HL2	Student has not handed in a second piece of home learning in the same subject in the same half term	After school detention (3-4pm)
HL3	Student has not handed in a third piece of home learning in the same subject in the same half term	Leadership detention (3-4.30pm on a Friday)
STARS – Warning	Student has disrupted the learning of others in the classroom (not met STARS expectations) once in that lesson.	No immediate outcome – just a formal warning (5 formal warnings in a rolling week result in an after school detention)
STARS - ASD	Student has disrupted the learning of others in the classroom (not met STARS expectations) for a second time in the same lesson, despite the warning.	After school detention (3-4pm)
STARS – Removed to Buddy Room	Student has disrupted the learning of others in the classroom (not met STARS expectations) for a third time in the same lesson, despite the warning and ASD. Or, student has so severely disrupted the learning of others (eg. has put safety of themselves or others at risk) that they have been immediately asked to go to the buddy room.	Student sent to the buddy room to work Leadership detention (3-4.30pm on a Friday)
STARS – Refusal to go to Buddy Room	Student has refused to go to the buddy room despite being asked by the teaching member of staff	A day working in the Inclusion Room until 4.30pm
Defiance	Student has refused to follow a reasonable instruction given to them by a member of staff	Leadership detention (3-4.30pm on a Friday)
Truancy	Student has not attended a lesson or part of a lesson without permission.	Leadership detention (3-4.30pm on a Friday)

If a student receives 5 formal warnings in a rolling week, they will receive an after-school detention. The automated email will just have the 5th warning and the name of the member of staff that gave the 5th warning.

Dear <Parent/Carer Name>,

<Student Name> has been given an **After School Detention** on **17 Sep 2024** 15:00 for **Uniform - Skirt**.

Parents/carers can check the Arbor app to see what the other four warnings were for. Formal warnings can be given for: STARS warning, incorrect uniform (including jewellery, make-up and hair) incorrect/no PE

kit or performing arts kit, no equipment (stationery, book, apron or food tech ingredients), chewing gum, littering or swearing (overheard in conversation).

Appendix 5: House Mottos



Appendix 6: British Values at Ringwood School

At Ringwood School we actively promote *British Values* and recognise their place in our own expectations, vision and values:

 Keep an open mind <i>Respect</i> We look after each other and our school	 Be independent <i>Liberty</i> We are free to make choices	 Embrace diversity <i>Tolerance</i> We accept each other's differences	 Take responsibility <i>Rule of Law</i> We keep ourselves safe	 Embrace opportunities <i>Democracy</i> Our opinions matter in school
ARK club and other clubs Kindness promotion in school Show Racism the Red Card plus other awareness days PSHE events LGBTQ+ club Restorative conversations Tutor activities	GCSE and A Level choice Choice of food in canteen PE options House Values Careers Y9 creative choices Y10/11 GCSE subject choices Extra-curricular activities, sixth-form enrichment	EP lessons PSHE events Guest visitors in assemblies Display boards Diversity Week and other awareness raising I am different wall mural	STARS Uniform Attendance Punctuality Being an upstander 'Safeguarding, not snitching' Student leadership Restorative conversations	Rewards Student voice Student surveys House reps/captains House charities PE prefects Peer Mentors Mental Health Ambassadors Extra-curricular activities

Created by Year 10 students as part of their PSHE work

Appendix 7: How incidents of misbehaviour can be followed up

Formal Warning

- Can be given by any member of staff for: incorrect uniform, lack of equipment or PE/performing arts/drama kit, chewing gum, jewellery, hair/make-up, hoodies, littering
- 5 warnings in a rolling week = after school detention the following (or next available) day – parents/carers will be automatically informed via Arbor if an after school detention has been set

Lunchtime Detention (G&A Detention)

- Can be given for (but not limited to): being late to tutor (after 8.40) or late to lesson (after the lesson has started)
- This will be recorded on the system (Arbor) by the class teacher and the parent/carer will be automatically notified. If there is a genuine one-off reason for a student's lateness to school, parents/carers should contact the Attendance Officer as soon as possible; the sanction will be removed at the discretion of the school

After School Detention (ASD) 3-4pm, Tuesday - Friday

- Can be given for (but not limited to): HL1X (homework has not been handed in once in a subject in a half term and was not handed in the next day/next lesson as agreed with the class teacher); HL2 (homework has not been handed in for the second time in a half term in the same subject); STARS (continued disruptive behavior even after formal warning has been given); failure to attend G&A lunchtime DT
- After school detentions will be recorded on the system (Arbor) and the parent/carer will be automatically notified

Leadership Detention (LTDT) 3-4.30pm, Friday

- Can be given for (but not limited to): HL3 (homework has not been handed in for the third time in a half term in the same subject); truancy; defiance; STARS (persistent disruptive behavior in a lesson even after an ASD has been set – student will be sent to buddy room to work); graffiti; failure to attend ASD; misuse of mobile phone (second or subsequent confiscation in a term)
- Leadership detentions will be recorded on the system (Arbor) and the parent/carer will be automatically notified

A leadership detention is our most serious sanction before a day working in the Inclusion Room and/or Suspension from School. In recognition of the persistent disruption to learning and/or the negative impact on the safe and efficient running of the School if a student receives repeated leadership detentions, further sanctions will follow for this persistent disregard for the school behaviour policy. These are as follows:

- If a student receives three leadership detentions in a half term, they will directed by their Head of Year to spend a day working in the Inclusion Room. As part of the day, the student will have the opportunity to work 1:1 with a member of the pastoral team to reflect on the behaviour that has led to the day in Inclusion and to identify the steps that can be taken and the support that might be needed to avoid similar sanctions in the future.
- If a student does not respond positively to this support and they go on to receive four or more leadership detentions in a half term, it is highly likely the student will receive a fixed-term suspension from school for persistent disruptive behaviour.

Year 7-11 Behaviour Management in the Classroom:

	Student Behaviour	Consequence for Student	Action required from member of staff
1	First incident of disruption/lack of engagement with class work (failure to meet STARS expectations)	Teacher writes down student's name (note on teacher desk) Formal warning on Arbor	At the end of the lesson, record on Arbor as 'STARS – Warning'
2	Second failure to meet STARS expectations, following formal warning	After school detention the next day (or next available) 3.00-4.00pm (60 mins)	Tell student ASD has been set Record on Arbor as 'STARS – ASD' Arbor will automatically inform parents/carers of the detention via email, but will not give them details of the incident. It would be good practice to contact the parents/carers to discuss the behaviour seen to ensure

			both school and parent/carers are working together to support the student in not exhibiting the same behaviour again.
3	Persistent failure to meet STARS expectations, even after detention has been issued (in the same lesson)	Sent to department buddy room Student must return to their class teacher at the end of the lesson Leadership detention – Friday after school, 3.00-4.30pm (90 mins)	Tell student LTDT has been set Record on Arbor as 'STARS – Removed to Buddy Room' Arbor will automatically inform parents/carers of the detention via email, but will not give them details of the incident. It would be good practice for the member of staff or Head of Department to contact the parents/carers to discuss the behaviour seen to ensure both school and parent/carers are working together to support the student in not exhibiting the same behaviour again.
4	Refusal to go to the buddy room	Sent to on-call On-call will escort to buddy room Inclusion and extended day until 4.30pm	Notify student reception and On Call via email that student has been sent to on-call Log on Arbor as 'STARS – Refusal to go to Buddy Room' Head of Year will liaise with teacher and the Head of Department to set sanction and decide who is best placed to contact home

Sixth Form - Behaviour Management in the Classroom

	Student Behaviour	Consequence for Student	Action required from member of staff
1	Disruption/lack of engagement with class work (STARS)	Formal warning given and recorded on Arbor	Class teacher to discuss with student – either in class or at the teacher's convenience, but before the next lesson. Record on Arbor as 'Sixth Form – Behaviour Concern' and add details
2	In the same lesson, a further infringement of STARS expectations following initial warning.	Student will be asked to leave the lesson	Record on Arbor as 'Sixth Form – Behaviour Concern' and add details Add student to 'Sixth Form Clinic' intervention on Arbor (the following Thursday)

			Tell student they must attend Sixth Form clinic for the next Thursday Teacher to contact home (phone or email) to inform parents / carers.
In subsequent lessons	Subsequent poor behaviour / lack of engagement in lessons	Student will be asked to leave lesson.	Record on Arbor as 'Sixth Form – Behaviour Concern' and add details Add student to 'Sixth Form Clinic' intervention on Arbor (the following Thursday) Tell student that they must attend Sixth Form clinic for the next Thursday Head of Year to contact home to inform parents / carers and arrange meeting with student (clinic 2). Student placed on learning contract to Head of Year and will report daily to tutor.
	On going poor behaviour / lack of engagement in lessons that disrupts the learning of others	Student will be asked to leave lesson.	Record on Arbor as 'Sixth Form – Behaviour Concern' and add details Add student to 'Sixth Form Clinic' intervention on Arbor (the following Thursday) Tell student that they must attend Sixth Form clinic for the next Thursday Director of Sixth Form to contact home and meet with student (clinic 3). Inclusion and extended day (until 4.30pm). Second and final learning contract issued.

Appendix 8: Home Learning Sanctions

Full information on home learning is found within the 'Teaching and Learning and Assessment policy'.

Home learning sanctions reset every half term for Year 7-11.

For Year 7-11

	Student Behaviour	Consequence for Student	Action required from member of staff
HL1	First home learning failure for the subject in the half term	Bring completed work in for next day/lesson as agreed with class teacher HL1 logged on Arbor	Tell student when to hand work in. Log on Arbor as 'HL1' No detention set
		Failure to bring in work on the agreed day is recorded as a HL1X on Arbor and results in a ASDT automatically being set	Record on Arbor as 'HL1X' Tell student ASD has been set. <i>Automated email goes home to inform the parent/carers</i>
HL2	Second home learning failure for the subject in the half term	After School detention (next available day 3.00-4.00pm)	Record on Arbor as 'HL2' Tell student ASD has been set. <i>Automated email goes home to inform the parent/carers</i>
HL3	Third or subsequent home learning failure for the subject in the half term.	Leadership detention (next available Friday 3.00-4.40pm)	Record on Arbor as 'HL3' Tell student LTDT has been set <i>Automated email goes home to inform the parent/carers</i>

For Y12 and 13 – these do not reset each half term as in main School.

	Student Behaviour	Consequence for Student	Action required from member of staff
HL1	First home learning failure for the subject	Bring work in for next day/lesson as agreed with class teacher Logged on Arbor	Tell student Log on Arbor as 'Sixth Form – Home Learning Concern' No follow-up set
		Failure to bring in work transfers to Sixth Form clinic (Thursday 3.00 -4.00pm) and is recorded on Arbor as 'Sixth Form – Home Learning Concern'	Log on Arbor as 'Sixth Form – Home Learning Concern' Assign student to intervention on Arbor 'Sixth Form Clinic' (the following Thursday) Tell student <i>Teacher to contact home to inform the parent/carer</i>
HL2	Second home learning failure for the subject	Sixth Form clinic (Thursday 3.00 -4.00pm)	Log on Arbor as 'Sixth Form – Home Learning Concern' Assign student to intervention on Arbor 'Sixth Form Clinic' (the following Thursday) Tell student <i>Teacher to contact home to inform the parent/carer</i>
HL3	Third or subsequent home learning failure for the subject	Sixth Form clinic (Thursday 3.00 -4.00pm)	Log on Arbor as 'Sixth Form – Home Learning Concern' Assign student to intervention on Arbor 'Sixth

			Form Clinic' (the following Thursday) Tell student Head of Year to contact home to arrange meeting and Learning Contract issued
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Appendix 9: School Visits Code of Conduct

It is a privilege to be given the opportunity to join a School visit offsite. All members of the Ringwood School community are expected to follow this Code of Conduct when offsite to ensure the safety of all group members and to maximise the learning opportunities. Students are ambassadors of the School at all times and their behaviour offsite must always reflect the high standards of learning behaviour expected at Ringwood School.

1. All present on the visit must be respectful of each other and their property at all times.
2. Students must follow all instructions from School staff and any accompanying adults immediately and without question.
3. Students are responsible for making sure that they have the necessary learning materials, food (as appropriate) and any medication, which they are permitted to carry with them, before leaving the School site (e.g. inhaler or EpiPen). Students who require medication must check in with an appointed member of staff before the transport departs.
4. Students are expected to display an excellent attitude to their study and courtesy towards members of the public.
5. Standards of dress must be decent and appropriate to the activity and occasion. Specific guidelines on dress code required for a particular visit will be issued by the Visit Leader.
6. If prior to a visit, behaviour in School gives cause for concern and the Visit Leader is not happy to take responsibility for the individual off site, monies paid may be forfeited if payments have already been made to venue/transport/ travel company.
7. In the event of poor behaviour on a visit, parents/carers will be contacted as soon as possible during or directly after the visit. If necessary a parent / carer will be asked to come and collect the child immediately. This could result in the student being banned from further visits.
8. Students are to adhere to the School Mobile Phone Policy and are not permitted to use mobile phones on visits that take place during the School day. However, for longer journeys and for all other visits it is at the discretion of the School and the Visit Leader to issue guidelines as to if and when mobile phones are permitted (for example for music, photos). As within School, if students do not adhere to these guidelines, phones will be removed by staff during the visit and stored in a secure place.

Appendix 10: Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on School premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into School, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on School premises, the decision on whether to conduct a strip search lies solely with them. The School will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into School to act as the student's appropriate adult. If the School cannot get in touch with the parents/carers, or they are not able to come into School to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The School will keep records of strip searches that have been conducted on School premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student

- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the School will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the School's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 11: Student IT Acceptable Use Statement

1. Aim

This policy outlines our purpose in providing access to the Internet, e-mail and other communication technologies at Ringwood School.

Students are responsible for ensuring they use school IT facilities in an appropriate manner.

2. THE FOLLOWING ARE NOT PERMITTED ON SCHOOL SYSTEMS AT ANY TIME

1. Storing, sharing or viewing inappropriate messages or images that do not directly relate to school work and/or are for the purpose of causing upset to others
2. Use of obscene language
3. Harassing or insulting others
4. Damaging computer hardware or software systems
5. Violating copyright laws or plagiarising works
6. Using, or attempting to use, another person's password
7. Accessing, or attempting to access, other student's folders, works or files
8. Attempting to install or use any form of malware on the school systems including the use of VPNs
9. Installing any form of software without the approval of the IT Support Team
10. Intentional deletion of other students' work

3. INTERNET AND EMAIL

- The internet is provided to support learning and conduct research
- Email systems are provided to allow communication between members of the school community
- Use of email and the internet is a privilege, not a right. They must both be used appropriately and professionally, for school activities only
- The use of VPNs on school devices or the school network to get around school filters or securities is not allowed and could lead to losing network access or other sanctions.

4. PRIVACY

Staff may review a student's files and communications to ensure that use of the school system is appropriate and responsible. Students should not share anything on the network that is not school related work for example: images, music or videos unrelated to school activities.

Anything saved on school systems, including cloud-based systems, is the property of Ringwood School.

5. APPROPRIATE MATERIAL

At Ringwood School our network, including our WIFI, is protected by filtering systems that protect students from accessing inappropriate content and we advise that at home parents should consider doing the same through their Internet Service Provider.

6. Use of Artificial Intelligence (AI)

As a school we will provide students with access to Microsoft 365 CoPilot as it is designed for enterprise and education environments, and offers GDPR-compliant, enterprise-grade security that is tightly integrated with your Microsoft 365 environment.

Students may use approved AI tools to support learning, research, and creativity. When using AI, students must follow these expectations:

- **AI must be used responsibly and honestly.** Students must not use AI to cheat, plagiarise, or complete work that is meant to show their own understanding.
- **All AI-generated work must be checked and acknowledged.** If AI is used to help with an assignment, students must follow their teacher's guidance on how to reference or declare its use.
- **AI tools must not be used to create or share inappropriate, harmful, or misleading content.** This includes generating offensive material, fake images, deepfakes, or information designed to deceive others.
- **Students must protect personal data.** No personal or sensitive information about themselves or others may be entered into AI systems without permission.
- **AI use must follow school rules and the law.** Any attempt to bypass filters, restrictions, or safeguards on AI systems is not allowed.
- **Misuse of AI will be treated seriously.** Inappropriate use may lead to loss of access to school systems and other sanctions in line with the behaviour policy.

7. RESPONSIBILITY

Students are fully responsible for their choices, behaviour, and communications, whilst using the school computer systems.

8. SANCTIONS

- Violation of the above rules may result in temporary or permanent removal of access to school computer systems; email, internet, computer access
- Offences will be reported to a member of the Leadership Team and IT Manager
- Parents will be contacted and in the case of damaged items, you may be asked to pay for damages
- In serious cases parents may be asked to make an appointment with Head Teacher
- Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour

- In matters relating to e-safety or other criminal offences, the school safeguarding team, the police or local authorities will be involved
- In extreme cases, students caught misusing the school systems risk suspension or even permanent exclusion from school. If a student or user account breaches the above rules, their account may be inspected, and their access stopped. A breach may also put you at risk of suspension and/or exclusion.