



# RIDGEWAY

SECONDARY SCHOOL

**Ridgeway Secondary School**  
**Behaviour for Learning Protocols Policy 2021-22**  
**Policy Responsibility: JW**



## **Ridgeway Secondary School Behaviour for Learning Protocols Policy 2021-2022.**

**Policy Author: JW**  
**Policy Approved by: Governing Body**  
**Review Date: January 23**

### **Introduction**

Our aim is to establish the highest possible standards of behaviour at Ridgeway Secondary School. Our ethos is to develop the whole person through Ridgeway 360°: academically, socially, mentally and physically. The policy below will enable students to flourish in all areas of school life by conducting themselves in a calm, purposeful and courteous manner.

We feel that the peer culture is an important factor in a student success at school. If our students value the culture of hard work and good behaviour, they will learn more and go on to have improved life opportunities. Unsurprisingly, research has shown that students who practise, put effort into tasks, are motivated and have good attitudes make better progress than those who do not. The converse is true. Where there is a culture of failure or of opting out, this needs to be turned around, so that becoming more intelligent is seen as desirable.

It is important that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student can meet them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work, and everyone benefits.

Our behaviour for learning system has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear, and the consequences need to be consistent for this to work and that is our aim in implementing this system.

## Student Code of Conduct

At Ridgeway Secondary School and in the local community, students do whatever it takes to help create a safe school and local community, which respects the rights of others by:

- listening to members of staff and following instructions politely and calmly;
- walking in single file, not running or shouting, and being calm in corridors;
- going straight to lessons and holding doors open for others when the corridors are busy;
- never damaging school property, defacing the building, dropping litter or spitting;
- never insulting, undermining or swearing at anyone;
- remembering they are always ambassadors for Ridgeway Secondary School. Leaving school and making their way home in an orderly, responsible way; and
- When travelling on public transport, students will respect those around them, speaking to teammates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to their local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

Students must understand that there will be consequences if they do not observe the code of conduct. Ridgeway Secondary School is based upon mutual respect. In order to support students to reach our expectations, we expect students to follow the guidance below.

- Students are polite and welcoming.
- Students say “sir and miss” to teachers. They say “thank you”. They say, “Excuse me”. They say “please”. They smile when they greet people, both inside and outside school.
- Teachers give rewards for the right behaviour choices, and they take action to remind students of the consequences of the wrong choices.
- Every time a teacher gives a consequence, they are reminding students of the behaviour they really want and the behaviour they cannot allow students to hold onto.
- If somebody drops something, students help him or her pick it up. If someone trips up, they check to see they are alright. Students should not laugh at other people, they should help them. If students hear about anybody being unkind to another student, they tell a teacher immediately; otherwise, the unkindness will continue and increase.
- Students work hard and are kind to one another.
- Students always refer to teachers as “Sir” or “Miss”. It is a sign of respect. It is polite. Teachers will treat students with respect and are polite. Students will treat all teachers with respect and be always polite.
- In school, students and staff hold doors open for one another. Students do not barge past and they politely let people pass. Students pass books along carefully, efficiently, politely, in silence. They queue for lunch politely and efficiently, in single file. These are all signs of mutual respect. Staff and students are a team working together.
- Students are especially polite and respectful in corridors, on the stairs and when queuing. They remain in single file. Students do what they have to do very smoothly and efficiently. They are polite to classmates, students we do not know, and to all members of staff. That includes office, site, canteen and cleaning staff. There are no exceptions.

## Classroom Expectations

Every second is precious. Students turn up to lessons on time. If they are two minutes late to each lesson every day that equates to 50 minutes per week and over 32 hours per academic year. Following our classroom expectations is vital so that more time can be spent learning. In order to support students to reach the expectations, teachers guide them to follow the strategies below.

### Students will:

- Sit up straight and focus.
- Follow instructions the first time of asking.
- Follow the behaviour for learning protocols, allowing teachers to teach and students to learn.
- Work in silence when instructed to do so.
- Stay on task and work hard even when they find work challenging.
- Complete their homework as specified, to a good standard and on time.
- Produce their best work; otherwise, they will do it again.
- Ensure books/folders to be neat and tidy e.g. no pieces of paper will stick out/fall out of books.
- Include the title and date and underline them.
- Not graffiti/doodle on their books/folders or other work.
- Make corrections to their work where highlighted and improve their work after feedback.

Teachers have a seating plan and students sit at the seat they have been allocated.

When they are not writing or reading, they sit up straight. They listen to the teacher carefully. Students especially listen to instructions very carefully.

When students ask and answer questions, they will be asked to by the teacher. They must wait for the teacher. Calling out is not permitted. Even if they have their hand raised, they have to wait for the teacher to choose them by name. If they didn't do this people would be interrupting the teacher all of the time. If they are confused, or unsure what to do, they should let the teacher finish what he/she is saying and then put up their hand up to ask a question. When students ask and answer questions, they should speak confidently.

Teachers are the person who controls the classroom. Students never interrupt their teacher when he or she is talking.

Sometimes students will receive detentions. Sometimes they may even be put into the Reflection Room. This will be because their teachers have decided that their actions were rude or damaging to their education or others. Students may think the teacher was unfair. The teacher's decision is final. Students never answer back.

Students should stay focused on the teacher whenever he or she is talking. They should not turn around. Students look at the board, listen and read. Deliberate practice (application of knowledge) should be in silence. Students deliberately try to understand and to memorise the information and the processes they have been taught.

### **The beginning and end of lessons**

Every second is precious. It is essential that students make their way very quickly and efficiently between classes.

At the start of a lesson students will enter the classroom calmly greeted by the teacher and start the recap activity. Teachers will use the last 2 minutes of each lesson to pack away and get students ready to go off to their next lesson. Students pack away as instructed. They remain focused on the task of packing away and then focus on the teacher. When packed away, students stand behind their chairs in silence. Teachers will dismiss students' row by row.

This helps a smooth and prompt start to the following lesson. Lessons start and end very efficiently and calmly at Ridgeway Secondary School.

When they get to the next lesson. They never enter a room without the teacher's instruction. Being on time is a sign of politeness. Being late is rude and disrespectful. Students move along corridors in single file, students move very quickly, efficiently and politely between lessons. They remain in single file and wait if another class is passing in front.

### **Start of Lesson**

Teacher Routine	Student Routine
Meet and greet at the door/corridor	Move around school and arrive to lesson calmly
Have RECAP activity ready	Arrive to lesson before lesson start bell
Have books/folders ready for students	Enter calmly, sit in correct seat, get equipment out and start RECAP activity
Complete register while students are doing RECAP	

### **End of Lesson**

Teacher Routine	Student Routine
Give students clear instructions to pack away	Listen silently to instructions from teacher
Tell students to stand quietly behind their chair	Carry them out calmly and quickly
Dismiss students a row at a time when they are ready	Wait silently behind chairs ready to be dismissed

### **Toilet visits**

Students without medical needs should not use the toilet during single lessons. Every second is precious. If students visit the toilet once a day for five minutes that equates to 25 minutes per week and over 16 hours per academic year. Students are expected to go to the toilet at the following times:

- Before school (8.15am-8.40am)
- At break-time (11.05am-11.25am)
- At lunchtime (13.25pm-14.00pm)

During double lessons, students may use the toilet, with permission from the teacher, between the end of the first and start of the second hour.

## What is meant by good behaviour?

Good behaviour is not simply the absence of 'poor behaviour'. Good behaviour includes aiming towards students' flourishing as well-rounded individuals. The following are examples of what we mean by good behaviour:

- Being ambitious and wanting to do as well as possible. Students should seek to extend themselves through additional effort, reading, research and target setting;
- Being motivated to improve and achieve. For example, asking questions to further knowledge, acting as a role model and accepting responsibility;
- Being caring towards others for example demonstrating politeness, care, concern and respect for all other members of Ridgeway Secondary School and for members of the general public;
- Being attentive and looking others in the eye when they are talking;
- Being courageous in the face of adversity for example having several more attempts if students think they have failed, attending school even if they feel a little under the weather;
- Being determined to succeed even when things get difficult, for example following instructions, speaking when spoken to and not challenging instructions;
- Being friendly towards others, always saying 'please' and 'thank-you'; holding the door open for others to pass without being prompted to do so;
- Being sympathetic towards others for example asking how they are;
- Being positive, even when things are tough;
- Being open minded to the views, religions and cultures of others; and
- Playing their part in keeping the school buildings, furnishings and site in good order, in particular, free from graffiti and litter for example emptying pockets of rubbish before running around at break or lunchtime.

## Developing Student Character

Student character is developed through our ethos of Ridgeway 360°. We are what we repeatedly do. Schools do influence students' characters with a combination of high expectations, accountability and modelling. Staff feel the best way to reach resilience is to give students challenging work to do; the best way to teach respect and politeness is to model it; the best way to teach students how to be functional, happy citizens is to set up systems which hold them to account for their behaviour. Here are some practical ways to develop student character:

- Teachers encourage positive responses to our questioning and not accepting "I don't know," to encourage resilience.
- Time for deliberate practice activities.
- Time to struggle during lessons so students develop independence.
- Reading books/tasks that are challenging.
- Reading aloud in class to develop student confidence and improve comprehension.
- Responding positively to academic failure and disappointment encourages the attitude 'I've not failed; I've just found ways that don't work'.
- Teachers do not accept poor responses to consequences and they deal with secondary behaviours to develop discipline.
- Teachers reinforce the importance of demonstrating politeness, care and concern for all other members of Ridgeway Secondary School and for members of the public.
- Teachers ensure students uphold and adhere to all rules and routines without question, even when they may feel hard done by.
- Assemblies based on positive character traits and positive role models.
- Teachers define good behaviour.
- Extra-curricular activities and house activities to develop support and competition between students and houses.
- Charity work to develop empathy for others.

## Teaching manners: we have a clear set of ideas on what good manners look like

Most schools rightly hold 'respect' as a key tenant of their ethos. We give students a clear set of guidelines on how they should act and speak throughout the school day. Our aim is to help students become the friendliest, kindest and most confident version of themselves.

- Using Miss or Sir
- Saying please and thankyou
- Speaking calmly

## 321 - Teachers should stick to using a 3 second countdown to regain class focus.

## Outside of school

Even when students are outside of school, they still represent Ridgeway Secondary School. They should think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- **After school:** Students are in our uniform. They are representing Ridgeway Secondary School. If teachers hear of disrespectful behaviour outside of school, those concerned will receive a consequence. They should use thank you, excuse me, please and they should be polite outside of school and in. They are especially polite to shopkeepers and bus drivers.
- **The internet and social media:** Students must not be nasty about other people on social media. They should be polite and kind online, just the same as when in school. If they are bullying, rude, or disrespectful online, they may receive a consequence in the same way as if it had taken place in school. They should think about how much time they spend online and whether they could make better use of time. This could also be referred to the police.

## Rewards

We acknowledge and celebrate achievement in all its forms, including academic success, sporting success and attitude to learning and operate a comprehensive rewards system through awarding achievement points and positive acknowledgements: postcards and letters home, headteacher's awards, rewards trips and rewards lunches. We do not believe it is appropriate to give rewards for good behaviour day-to-day; we should learn to behave well as a matter of principle, not in response to short-term incentives.

A rewards report/letter is sent home each term for every student showing the total number of achievement points awarded for attendance, punctuality, attitude to learning, academic achievement and effort for that term. Parents/carers are able to view their son/daughter's reward points on the EPraise Parent App.

Students can earn reward points for academic achievement, effort, attendance and punctuality.

## Rewarding academic achievement and effort

- Students will be awarded an achievement point each time a staff member recognises their academic achievement and effort.
- Students will be eligible to be nominated for the half-termly headteacher's award, which is awarded based upon nominations by teaching staff for students who have worked hard during the half term and/or shown academic excellence. All students nominated for the award will receive three achievement points and the winner will receive three extra achievement points and a prize.
- Students with the highest number of achievement points are invited to a reward lunch each term and are presented with a certificate to recognise their achievements.
- At the end of each academic year, a letter is sent home to the parents/carers of those students whose effort has been outstanding.
- A letter will be sent home each half term to the parents/carers of those students who have received no EPraise behaviour points in that half term.
- All year groups have rewards trip each academic year.
- Once every half term, teachers nominate a minimum of two students from each class in every subject to receive a postcard home for outstanding achievement and/or effort.
- Each term the top ten students in each year group for achievement and progress are awarded a certificate to recognise their achievements.
- Year 11 students who reach the end of the year whose effort has met our expectations will be invited to attend the school prom.

## Attendance and Punctuality

- An achievement point is automatically awarded every week for all students who have achieved 100% attendance during the week.
- All students who achieve 100% attendance during a half term, or whose attendance improves dramatically, will receive a certificate to celebrate this achievement and 10 achievement points. Adjustments will be made to ensure students with medical conditions are not disadvantaged.

## What do students gain for their reward points?

100 achievement points = Bronze certificate  
350 achievement points = Silver certificate  
500 achievement points = Gold certificate

## Stationery and equipment for lessons

We place high importance on personal organisation and getting the 'basics' right. It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for every student. Therefore, not having the expected equipment results in a consequence. All students in Years 5-11 are expected to bring the equipment below:

- exercise books/folders

- pencil case
- black pen
- pencil
- ruler
- protractor
- rubber
- glue stick (the first one will be provided by the school-students should bring their own thereafter)
- scientific calculator

In addition to the equipment above, we expect every student in Years 5-11 to bring the following:

- Subject specific equipment including PE kit (details found on the website), compass, and cooking ingredients.
- Other useful equipment but not specified in the 'basics' would be coloured pencils and a highlighter.

### The Behaviour for Learning System

The behaviour for learning system is underpinned by three core standards:

1. Ready
2. Respectful
3. Safe

Code	Recurring behaviours	Consequence	Behaviour
1 - Warning	2 x 1 = 2	Warning (Name on Board)	Not listening Off task behaviour Calling out or talking out of turn Poor effort
2 – Move Lunchtime Detention	2 x 2 = 3	20 Minute Lunchtime Detention Room 22 KS4 Room 23 KS2/3	A poor response To being given a 1 - Warning e.g. shrugging shoulders, answering back, tutting, smirking etc. Not bringing the correct stationery and equipment. Eating in a lesson Uniform not worn correctly. Mobile phone seen/heard at any time during the school day. In possession of a fizzy drink. Late mark to school or lessons without a medical note or note from a parent/carer. Excessive makeup.
3 – Remove Afterschool detention	2 x 3 = 4	30 Minute Afterschool Detention Room 22 KS4 Room 23 KS2/3	Disturbing an exam Foul/sexual language Persistent Disruption to learning. Being out of bounds Chewing gum or in possession of chewing gum Third late mark to school or lessons without a medical

			note or note from a parent/carer.  <b>Incomplete homework.</b>
<b>4 – Internal exclusion</b>	<b>2 x 4 = 5</b>	<b>Internal Exclusion Student Services 8:40 – 3pm</b>	<b>Defiance. For example- walking away when being spoken to by any member of staff, refusal to follow instructions etc.</b>  <b>Truancy from lessons or school</b>  <b>Harassment or bullying (including cyber-bullying).</b>  <b>Threatening behaviour.</b>  <b>Verbal abuse towards a student or member of staff</b>  <b>Recording on mobile phones</b>  <b>Vandalism, damage to property or theft</b>  <b>Dangerous behaviour</b>  <b>Smoking, including e- cigarettes.</b>
<b>5</b>	<b>(Discretionary) Exclusion is a last resort.</b>	<b>External Exclusion Duration to be specified with SLT and HT authorisation.</b>  <b>In certain circumstances: Longer Internal Exclusion Alternative provision PSP Managed Move Permanent Exclusion</b>	<b>Serious actual or threatened violence against another student or a member of staff.</b>  <b>Racist, sexist or homophobic language.</b>  <b>Sexual harassment.</b>  <b>Sexual violence.</b>  <b>Bringing the school into disrepute.</b>  <b>Serious actual or threatened violence against another student or a member of staff.</b>  <b>Racist, sexist or homophobic language.</b>  <b>Sexual harassment.</b>  <b>Sexual violence.</b>  <b>Bringing the school into disrepute.</b>

**Description of Systems and Additional Scenarios:**

<b>Code</b>	<b>Notes</b>
<b>1 – Warning</b>	<b>A first warning, firmly given. This is a signal warning a student that their behaviour is unacceptable, is affecting learning, and therefore needs to be changed. For a 1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken.</b>
<b>2 – Lunchtime</b>	<b>This indicates that the student has repeated some disruptive behaviour and is continuing to affect the learning taking place in the classroom. Again, the student's name is listed, and they are</b>

<p><b>Detention</b></p>	<p>expected to serve a 20-minute lunchtime detention the following day in the designated classrooms from 13.30pm-13.50pm. The incident is recorded in EPraise. All students will be expected to arrive on time for their 2 detentions, and they may eat their lunch whilst they complete the detention. We will act if students contact their parents/carers during the school day in order to protest about their detentions. This will undermine the system. All 2 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read. The SLT and HOKS will supervise 2 detentions. If the student does not attend a 2 detention, a 3 detention (after school) will be issued. If a student receives two 2 detentions in one day, then they will also be issued with a 3 detention. If a student receives more than two 2 detentions in one day, then a day a 4 will be issued.</p>
<p><b>3 – After School Detention</b></p>	<p>All 3 detentions will take place the following day in the designated classrooms 22 and 23 from 2.55pm-3.30pm. Students will be issued a 3 for the behaviours listed above in box 3. Students will be issued a 3, removed from the classroom and expected to serve a 30-minute detention. The incident is recorded in EPraise.</p> <p>Parents/carers will be informed of the 3 (after school) detentions by ePraise. Logs will be made as soon as we can to give as much notice as possible.</p> <p>Parents/carers should inform the school immediately if their contact details have changed.</p> <p><b>For a 3 - Removal</b> A member of staff will be called, and the student will be taken to the reflection room. During this time, the student is expected to do silent work using their work from the lesson. Generally, they will return to lessons the following lesson having been spoken to by the member of staff in the room. Any student who is removed from a lesson twice in one day will remain in reflection or go straight to the Internal Exclusion in student services and not return to lessons that day.</p> <p>This will also result in a phone call to the parents/carers.</p> <p>We will act if students contact their parents/carers during the school day in order to protest about their detention. This will undermine the system.</p> <p>The incident is recorded in EPraise. Parents/carers will be informed of the 3 detention by text message. The text message will be sent as soon as we can to give as much notice as possible. We will assume that parents/carers have received the text message. Parents/carers should inform the school immediately if their contact details have changed. We will take action if students contact their parents/carers during the school day in order to protest about their detention. This will undermine the system.</p> <p>Any 3 detentions that are issued always take precedence over other activities (e.g. after-school clubs or fixtures) and appointments.</p> <p>All 3 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read. SLT or HOKS will supervise 3 detentions. If the student does not attend a 3 detention this will be repeated the following day. If they do not attend for a second time, a day in Internal Exclusion will be issued. If a student receives two 3 detentions in one day for persistently or significantly disrupting learning, a day in the Internal Exclusion will be issued.</p> <p>If a student receives three or more 3's in a week for persistently or significantly disrupting learning this will result in a day in the Internal Exclusion Room.</p> <p>Please note that the reception closes at 4.30pm. If you wish to contact a member of staff to check your son/daughter's attendance at a detention, please call 01527 892867.</p>
<p><b>4 – Internal Exclusion</b></p>	<p>This is a very serious sanction and signifies that the student has made choices that are unacceptable within our community. It will result in time in our Internal Exclusion under strict supervision.</p> <p>Students will be required to sit in the Internal Exclusion from 8.45am-3.00pm, work in silence and complete the work set. The time in the Internal Exclusion gives them a chance to reflect on the choices they have made. The incident is recorded on EPraise. If the incident happens during a lesson, the student will be taken straight to the Internal Exclusion. This sanction will involve a phone call to the parents/carers or possibly a meeting with the Head of Key Stage.</p>

	<p>Every effort will be made to contact parents/carers to explain why this sanction has been issued, but if contact cannot be made the student will still be expected to complete the sanction. Whilst inconvenient there is an expectation that parents/carers make themselves available to attend a meeting if this is deemed necessary. If a student is referred to the Internal Exclusion 5 times in one term, then, despite any other strategies already in place, they will be referred to the behaviour panel, led by the Deputy headteacher.</p> <p>In this meeting, a review of the student's behaviour and interventions used to date, their success will be discussed, and a plan put in place to identify further strategies to support the student. The member of staff who witnesses the incident will report any 4 incident verbally or via email to the Head of Key Stage straight away. The Head of Key Stage will discuss the incident with their line manager (DHT) and the student will be placed into internal exclusion immediately. The incident will then be reported in EPraise by the member of staff who witnessed the incident. Students who misbehave during their time in the Internal Exclusion or refuse to complete a 4 sanction can receive a fixed term exclusion or another period in the Internal Exclusion room. The system followed in Internal Exclusion will be 1 – Warn , 2 – Move, 3 – Repeat. This will refresh for each lesson of the day.</p>
5 – Internal / External Exclusion	<p>Could result in a longer period in the Internal Exclusion, a fixed term exclusion (combined with days in the Internal Exclusion), a PSP, a reduced timetable, governor behaviour panel, alternative provision and a managed move to another school or permanent exclusion. The member of staff who witnesses the incident will report any 5 incident verbally to the Head of Key Stage straight away. The Head of Key Stage will discuss the incident with their line manager (member of the Senior Leadership Team) and the student will be placed into isolation immediately. The member of staff who witnessed the incident will then report the incident in EPraise.</p>

### Report system

Autumn Term Reports	Thresholds	Spring Term Reports	Thresholds	Summer Term Reports	Thresholds
Green	20	Yellow	30	Yellow	40
Amber	30	Amber	40	Amber	50
Red	40	Red	50	Red	60

### Report Cards

1. Actions that do not relate specifically to poor behaviour in or out of class will not accrue behaviour points.
2. The thresholds at which a report will be issued will be increased each term to reflect where we are in the academic year-see above. The points will not default to zero but the threshold will be raised at the start of the spring and summer terms.
3. All students on report at the end of a term must successfully complete the report before being taken off.
4. Heads of Key Stage may use discretion when evaluating the appropriateness of a student being placed on report.
5. The behaviour of students on report should be exemplary. The consequences are stated on the report cards.

### Punctuality and arrival to school each day

All students must arrive to school and all lessons on time.

- School begins with a bell at 8.42am. If the weather is poor before this students can use the school hall when directed by a member of staff on duty, students may keep dry in the hall. When the bell goes at 8:42am students should make their own way to their tutor rooms they should arrive no later than 8:45 unless a reason is provided by parents.
- Students enter the buildings. Students who are late are issued with a 2 - 20-minute lunchtime detention.
- If a student arrives late to school or to a lesson without an appropriate reason (for example a medical appointment, supported by a letter or appointment card), they will be expected to serve a 2 detention.
- If a student is marked as late twice in a week to school or lessons, then they will be placed in a 3 detention. After that the student will be placed in a 3 - 30 minute after school detention every time that week they are marked as late to school or lessons.

### Uniform

For information about the school uniform, please see the school website. Hoodies or any other clothing that is non-school uniform should never be worn under blazers on the school premises. These items can be confiscated by teachers and will be returned to students at the end of the day. If this is repeated parents will be asked to collect the item of clothing.

The school keeps a stock of uniform and shoes. If students attend school dressed inappropriately, they will be expected to borrow items and change. If this is not possible, we reserve the right to place students in after school detention until the issue has been rectified and our expectations have been met.

**Warning Bells:**

Towards the end of the lesson a warning bell will sound signifying the time to leave classrooms and move to the next lesson, these will happen 3 minutes before the end of each lesson, the times are set out below:

**Warning Bell 1: 9:02**

**Warning Bell 2: 10:02**

**Break Time Warning Bell: 11:22**

**Warning Bell 4: 12:22**

**Lunchtime Warning Bell: 13:57**

## **Prohibited Items**

There are several items, which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see consequence table above). To encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place.

- Chewing gum
- Energy/fizzy drinks as they are linked to obesity, tooth decay and high blood pressure resulting in poor concentration
- Matches
- Lighters
- Cigarettes
- Electronic cigarettes (also known as 'e-cigarettes', vapes or 'e-lites')
- Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in school time)
- Illegal substances
- Weapons

Please note there may be other items that are prohibited.

## **Mobile phones**

It is our policy to allow students to have a mobile phone with them in school should they choose to do so. However, they should always be turned off and not used for any purpose. If there are instances where a phone is used in school this will be a 2 – 20-minute lunchtime detention and the phone will be confiscated. There are no excuses. Students will be able to contact home if needed through reception or student services. Parents should contact the school not students during the school day to avoid a further sanction.

## **Discretion**

No behaviour policy or set of protocols can cover all eventualities. The headteacher reserves the right to use discretion to help Ridgeway Secondary School students make better choices and learn the right lessons in and outside of school.

## **Reasonable adjustments**

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

## **Supporting our students to meet expectations**

We will support our students to meet the high expectations by offering the following:

- Report cards;
- Pastoral support plans to improve their chances of successfully climbing the pyramid;
- Part-time timetables (for a designated period of time) to reintegrate back to a full-time timetable;
- Students who persistently fail to complete their homework are supported with compulsory homework club after-school.
- Additional pastoral support from the student services team.
- Regular meetings with parents/carers;
- Additional careers advice and guidance from a specialised careers advisor;
- Mentoring from our Trauma informed mentor.
- Restorative conversations with the teacher who gave students the consequence;
- Reflection letters to members of staff as part of restorative justice;
- Counselling from a trained NHS counsellor;
- Behaviour panel meetings if a student has been in isolation 5 times or more during a half term; and
- An alternative provision placement or managed move. See the 'Offsite/Alternative Provision Policy'.

Students should...

1. Neither take part in or tolerate bullying nor any form of discrimination.
2. Treat other members of the school community with respect.
3. Be correctly dressed in the school uniform.
4. Be on time to school and all lessons.
5. Walk on the left along corridors and on stairs.
6. Behave in lesson time
  - Queue up outside the classroom until the member of staff gives permission to go into the room.
  - Wait until they are invited to speak in the classroom and not shout answers out.
  - Respect the teacher's and other students' contributions and not talk while others are giving feedback.
  - Ensure the classroom is an orderly environment to learn in and not get out of their seat, unless given permission to do so.
  - Not eat but may drink (only) water – with the teacher's permission.
  - At the end of the lesson wait behind your place until you are dismissed.
7. Bring the correct stationery and equipment to all lessons.
8. Remain on the school premises throughout their break and lunch times (if they are in Years 5-11).
9. Only eat food in the designated areas.
10. Stay 'in bounds' during break and lunch times.
11. Follow school rules regarding mobile phones.
12. Not bring in prohibited items. For example:

*Chewing gum*

*Energy drinks*

*Matches*

*Lighters*

*Cigarettes*

*Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites')*

*Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in contravention of the*

*'Mobile phone, MP3 player and Games Console Policy')*

*Illegal substances*

*Weapons*

## Appendix B

### Lunchtime Protocols

#### Lunchtime Protocols:

- All food purchased from the dining areas must be eaten in the annexe, playground or on the picnic benches next to the annexe.
- Bags should be placed under the table, not on the tables
- Chairs should be tucked under the tables before leaving.
- Tables and chairs will be left out until lunchtime ends at 1:57pm.
- Students should be polite to one another, and members of staff saying please and thank you where necessary.
- All litter must be put into the bins provided and not left on the tables.
- All students can use the playground, but no food should be left on it.
- There should be no eating or drinking in the corridors.
- Student can use the library (LRC) to complete homework, reading or revision tasks.
- Students should listen for the warning bell at 1:57pm and move when this sounds to lesson 5.
- During wet lunchtimes, students may use their tutor rooms.

#### Breaktime Protocols:

- All food purchased from the dining areas must be eaten on the playground or on the picnic benches next to the annexe.
- Bags should be placed under the table, not on the tables
- Students should be polite to one another, and members of staff saying please and thank you where necessary.
- All litter must be put into the bins provided and not left on the tables.
- All students can use the playground, but no food should be left on it.
- There should be no eating or drinking in the corridors.
- Students should listen for the warning bell at 11:22 and move when this sounds to lesson 3.
- During wet lunchtimes, students may use their tutor rooms.

## Appendix C

### Detention Protocols

*Detentions always take precedence over other activities such as after-school clubs or fixtures.*

*Detentions will take place in: Room 22 for KS4 / Room 23 for KS2/3*

**2 (Lunchtime) detentions: 13:30pm- 13:45pm**

**3 (Afterschool) detentions: 2.55pm-3.30pm**

- Students are collected for their after-school detentions by a member of staff during lesson 5.
- Students line up in silence outside the classroom, waiting to enter.
- A member of the senior leadership team or head of key stage will support in ensuring students are settled.
- Students are invited to enter the room and stand silently behind a chair.
- Students are seated when told, by the member of staff on duty.
- Students must work silently on either: quizzing, homework, a task given to them by the member of staff on duty, or reading.
- If a student disrupts a 2 detention, they will receive a 3 detention for the following evening.
- If a student disrupts a 3 detention, they will re-sit the detention the following day.
- If you are concerned about your son/daughter and wish to contact school to find out whether he/she is in detention, please call
- Students will not be allowed to use a computer.
- If students wish to ask a question, they must raise their hand and wait for a member of staff to come to them.
- Before the students leave, they must stand silently behind their places and wait to be dismissed. Students are dismissed a row at a time in silence.