



RYECROFT
C.E. MIDDLE SCHOOL

RMS Behaviour Policy

Innovate2Educate Partnership is committed to calm, safe and supportive schools where high expectations, positive relationships and consistent routines enable every child to learn and thrive. This Behaviour Policy establishes the Trust-wide principles and minimum expectations that apply across i2e, alongside clearly identified school-specific arrangements.

This policy was approved as follows:

Approver:	Board of Trustees	Date:	TBC
Owner:	Education / Safeguarding	Version:	V1.0 Draft
LAC adoption date:	Required - local arrangements to be completed	Review frequency:	Annually

Status:

Mandatory

Next review date:

August 2027

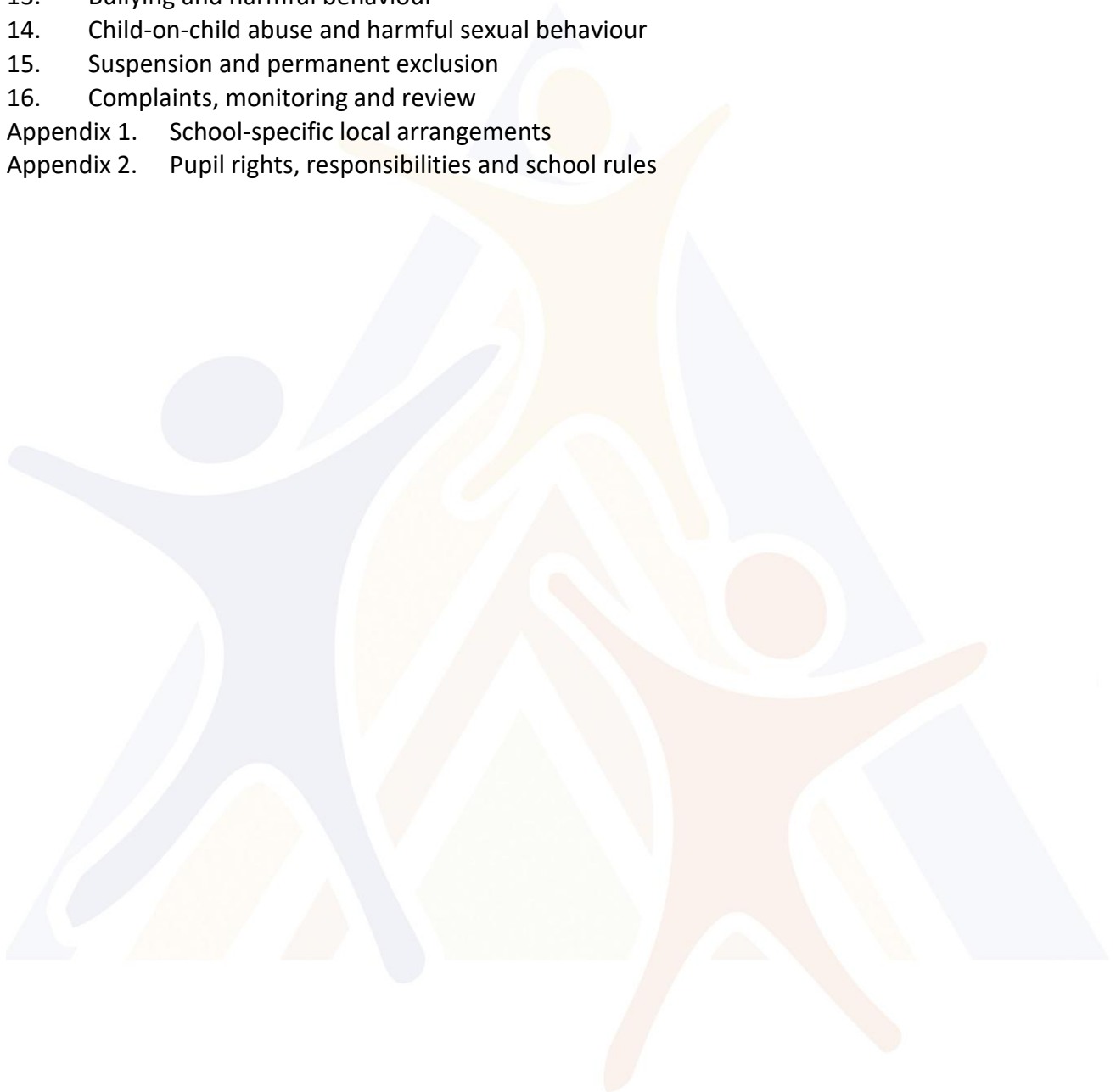
Document History

Version	Version Date	Author	Summary of Changes
V1.0 Draft	August 2026	Education / Safeguarding	New Trust-wide Behaviour Policy adapted for i2e, incorporating current 2026 guidance and clearly identifying school-specific local arrangements. Ryecroft CE Middle School local arrangements populated from the school's Behaviour for Learning Policy; unresolved local confirmations remain highlighted.



Contents

1. Introduction and Trust principles
 2. Aims and objectives
 3. Application of the policy
 4. Roles and responsibilities
 5. School-specific behaviour framework
 6. Rewards and recognition
 7. Responding to behaviour and sanctions
 8. Pupils with SEND and other vulnerabilities
 9. Investigating incidents
 10. Searching, screening and confiscation
 11. Mobile phones and electronic devices
 12. Restrictive interventions, including reasonable force
 13. Bullying and harmful behaviour
 14. Child-on-child abuse and harmful sexual behaviour
 15. Suspension and permanent exclusion
 16. Complaints, monitoring and review
- Appendix 1. School-specific local arrangements
- Appendix 2. Pupil rights, responsibilities and school rules



1. Introduction and Trust principles

Innovate2Educate Partnership (i2e) is committed to creating calm, safe and supportive learning environments in which every pupil can learn, belong and succeed. High expectations of behaviour are a shared responsibility across our first, middle and high schools and are rooted in positive relationships, predictable routines, fairness and inclusion.

Our approach reflects the Partnership values:

- We Love - we treat pupils with dignity, care and respect and seek to understand the needs behind behaviour.
- We Listen - we hear pupil and family perspectives, while maintaining clear and consistent boundaries.
- We Learn - we use behaviour information, professional reflection and evidence to improve practice.
- We Grow - we help pupils develop self-regulation, responsibility, resilience and the skills to repair relationships when things go wrong.

This policy establishes the Trust-wide minimum expectations for behaviour. Each school will apply these principles through age-appropriate local routines, rewards and sanctions that reflect its phase, context and community. School-specific arrangements are identified in yellow throughout this document and summarised in Appendix 1.

This policy should be read alongside the Trust Safeguarding and Child Protection Policy, SEND Policy, Suspension and Permanent Exclusion Policy, Staff Code of Conduct, Online Safety/Acceptable Use arrangements and any relevant school-specific anti-bullying, mobile phone or uniform arrangements.

The policy has regard to current Department for Education guidance, including Behaviour in Schools, Searching, Screening and Confiscation, Mobile Phones in Schools, statutory guidance on suspensions and permanent exclusions, the April 2026 guidance on restrictive interventions including reasonable force, and Keeping Children Safe in Education 2026 from 1 September 2026.

2. Aims and objectives

By setting high and consistent expectations, i2e and its schools aim to:

- create calm, safe and supportive environments in which pupils can learn effectively;
- promote positive relationships and mutual respect between pupils, staff and the wider community;
- help pupils understand the impact and consequences of their behaviour and take increasing responsibility for their choices;
- maximise learning time and protect the entitlement of all pupils to a high-quality education;
- ensure responses to behaviour are fair, proportionate, predictable and consistently applied;
- recognise the importance of safeguarding, SEND, disability, mental health, trauma and other contextual factors when understanding behaviour;
- use prevention, early intervention, de-escalation and restorative approaches where appropriate;

- celebrate positive behaviour, effort, contribution and improvement; and
- work in partnership with parents, carers and external agencies where additional support is required.

3. Application of the policy

This policy applies to pupils while on school premises, taking part in school-organised or school-related activities, travelling to or from school, wearing school uniform or otherwise identifiable as a pupil of an i2e school. Schools may also respond to behaviour outside school, including online behaviour, where it is reasonable to do so and where the behaviour could affect the orderly running of the school, pose a threat to another pupil or member of the public, cause harm, or adversely affect the reputation of the school or Trust.

When considering behaviour outside school, staff will take account of the seriousness and context of the behaviour, any safeguarding implications, the pupil's age and needs, and the connection between the behaviour and the school community.

School behaviour recording system: Ryecroft CE Middle School records positive achievement points and behaviour/consequence information on Arbor. Parents/carers can monitor behaviour, attendance and progress through the Arbor parent app and are also contacted by telephone/text where appropriate. Searches and restrictive intervention incidents are recorded on My Concern.

4. Roles and responsibilities

4.1 Board of Trustees

The Board of Trustees will set the Trust's strategic expectations for behaviour, ensure this policy is compliant with statutory duties, monitor its effectiveness and hold the CEO to account for implementation across the Partnership. Trustees will receive appropriate information about patterns in behaviour, suspensions, permanent exclusions, searches and restrictive interventions, including any disproportionate impact on groups of pupils.

4.2 Chief Executive Officer and central Trust team

The CEO will promote consistent Trust-wide expectations while recognising that first, middle and high schools require age-appropriate local arrangements. The CEO and central team will support school leaders with quality assurance, professional development, safeguarding, SEND and inclusion, and will report significant themes and risks to Trustees.

4.3 Local Academy Committees

Local Academy Committees will monitor the local implementation of this policy, receive appropriate behaviour information from the Headteacher, provide challenge and assurance, and consider whether practices such as removal, searching, suspensions or restrictive interventions are falling disproportionately on particular groups.

4.4 Headteachers

Headteachers are responsible for establishing and maintaining the school culture, communicating expectations, ensuring staff are trained and supported, and ensuring rewards, sanctions, searches, removals and restrictive interventions are used lawfully, fairly and consistently. Headteachers will ensure that local arrangements in Appendix 1 are completed and reviewed annually.

4.5 Staff

All staff will:

- model calm, respectful and professional behaviour;
- communicate and teach expectations explicitly and reinforce routines consistently;
- use praise and recognition to reinforce positive behaviour;

- respond promptly and proportionately to disruption, bullying, discrimination, aggression and derogatory language;
- use preventative and de-escalation approaches where appropriate;
- make reasonable adjustments for disabled pupils and take account of SEND and other vulnerabilities;
- record behaviour incidents and sanctions in accordance with school procedures;
- consider whether behaviour may indicate a safeguarding, SEND, mental health, attendance or wider welfare need;
- work constructively with parents/carers and relevant professionals; and
- undertake relevant training and contribute to the consistent improvement of behaviour practice.

How expectations are routinely taught/reinforced: expectations are reinforced through daily routines, classroom practice, form time, assemblies, staff modelling and the consistent use of Ryecroft's values of Respect, Responsibility and Resilience. Staff CPD and practice sessions reinforce core routines, behaviour strategies and inclusive approaches for pupils with SEND.

4.6 Parents and carers

Parents and carers are expected to support the school's expectations, work constructively with staff, share relevant information that may affect their child's behaviour, ensure attendance and punctuality, and participate in meetings and support plans where reasonably requested.

4.7 Pupils

Pupils are expected to follow school rules and reasonable staff instructions, respect others and their property, contribute positively to learning, take responsibility for their behaviour and seek help when they need it. Age-appropriate rights and responsibilities are set out in Appendix 2.

5. School-specific behaviour framework

The Trust sets common principles, but each school will define the routines and graduated responses appropriate to its age range and context. These local arrangements must remain consistent with this policy and current statutory guidance.

School behaviour expectations / rules: pupils are expected to demonstrate Respect, Responsibility and Resilience; be punctual, fully equipped and ready to learn; wear the correct uniform; work hard and complete learning to the best of their ability; listen without interruption; respond positively to staff; be kind and considerate; care for the school environment; and keep themselves and others safe.

School behaviour curriculum / routines: pupils are explicitly taught expectations for lessons, corridors and social times. In corridors pupils walk on the left in single file, avoid unnecessary physical contact, use inside voices, follow adult instructions and move promptly with pace and purpose. Expectations apply in school, during Trust/school activities, travelling to and from school, while in uniform and whenever pupils are identifiable as Ryecroft pupils.

Recording and communication: achievement points and behaviour/consequence information are recorded on Arbor and shared with parents/carers through the Arbor parent app. Staff record incidents on the day wherever possible. Form tutors are the first point of contact for routine concerns, with escalation to the Behaviour/Pastoral Lead, Head of School and Executive Headteacher as appropriate. Searches and restrictive intervention incidents are recorded on My Concern.

6. Rewards and recognition

i2e believes that positive behaviour should be noticed, reinforced and celebrated. Rewards should be age-appropriate, inclusive and used consistently to recognise positive conduct, effort, contribution, improvement and demonstration of school and Trust values.

Local rewards and recognition: Ryecroft regularly recognises pupils who demonstrate Respect, Responsibility and Resilience, positive attitudes to learning, attainment/progress and good attendance. Achievement points are recorded on Arbor and shared through the Arbor parent app. Rewards include verbal praise, positive messages/phone calls home, subject certificates, praise letters/postcards, Friday celebration assemblies, termly Bronze/Silver/Gold awards, House and form rewards, Head of School recognition, Governors' star awards and other celebration activities.

7. Responding to behaviour and sanctions

Where behaviour falls below expectations, the first priority is to maintain safety and restore a calm learning environment. Staff may use de-escalation and preventative strategies before or alongside a sanction where appropriate. Any sanction will be reasonable, proportionate and lawful, taking account of the pupil's age, SEND/disability, religious requirements, safeguarding context and any other relevant circumstances.

Responses may serve one or more purposes: deterrence, protection and improvement. Schools may use a graduated range of responses including verbal correction, restorative conversation, loss of privileges, completion/repetition of work, school-based community contribution, removal from class, detention, report or monitoring arrangements, internal alternative provision, suspension and, in the most serious cases, permanent exclusion.

Sanctions will never be degrading, humiliating or discriminatory. Corporal punishment is prohibited.

Local sanctions / stepped response: Ryecroft uses a stepped consequence system designed to give pupils opportunities to correct their behaviour. C1 is a verbal/written warning; C2 is a second warning with a classroom move or short time-out where appropriate; C3 can result in a 30-minute after-school detention, with more serious/repeated C3 behaviour leading to a 60-minute detention; the most serious behaviour may result in internal suspension, suspension or permanent exclusion in accordance with Trust policy. Staff always consider context, SEND and reasonable adjustments when applying sanctions.

Ryecroft consequence points and response framework

Consequence Level	Teacher actions	Pupil action and examples of Behaviour	Restorative actions
Informal verbal Warning-Opportunity to remind of school rules and support to correct			
C1	-1 point Support given to engage in learning.	I am not doing as I have been asked. - Lack of equipment. - Off task behaviour. - Uniform breach. - Failure to respond to verbal warning. - Late to lesson (less than 5 minutes).	Listen and act on advice offered. Apologise and be respectful for the rest of the lesson. You may be asked to move seats to help you focus.
C2	-2 point Restorative time with class teacher	My attitude to learning has not improved and I have not corrected my behaviour. - Failing to respond and correct following C1. - Repeated not following of staff instructions. - Class/Homework incomplete. - Behaviour disrupting other learners. - Not following school/classroom rules. - Truancy of 1 lesson (5 minutes or more of lesson missed).	Listen and act on advice offered. Take a moment to consider how your behaviour is impacting others negatively.

C3	-3 behaviour/incident points 30-minute afterschool detention (logged and communicated by class teacher via Arbor with specific and relevant information).	My behaviour is disrupting my learning and that of others and is disrespectful. - Failing to respond and correct following C2. - Removal from a lesson - Entering a 'no go' area. - Use of Inappropriate language or rudeness to staff. - Repeated incomplete classwork/homework - Inappropriate behaviour at lunch or break - Truancy of 2 lessons in the same day (5 minutes or more of lessons missed). - Full lesson truanted.	Listen and act on advice offered. Consider strategies that you may have to prevent this happening again. Complete detention set.
C4	-4 behaviour/incident points Logged and communicated by reporting staff. Senior leadership 60 minutes' afterschool detention and/or internal exclusion	My behaviour is not allowing me or others to make progress or positive opportunities. - Failure to attend C3 sanction - Repeated entry of a 'no go' area. - Fighting/Verbal abuse of staff/students - Repeated non-cooperation. - Racist/homophobic/transphobic/misogynistic/sexual comments. - Bullying - Damage to property. - Failure to attend C3 sanction. 3 removals from a lesson in one day.	Complete restorative questions on the reflection from and be honest and reflective in how you can resolve the situation. Engage in reflective work in detention or internal exclusion.
C5	-5 behaviour/incident points Suspension	- My behaviour is extreme, and I am impacting the school community negatively. - Failing to respond and correct following C4. - Vaping/Smoking - Assault of staff. - Unprovoked assault on another student. - Verbal abuse directed at staff. - Dangerous conduct/Vandalism. - Other non-compliance with behaviour policy.	Attend the reintegration meeting willing to reflect on the incident and agree targets to support improvement.

Ryecroft applies the framework proportionately. The point value indicates the seriousness/escalation level of the behaviour response; it does not remove professional judgement. Staff will consider context, SEND, safeguarding needs and reasonable adjustments, and serious incidents may move directly to a higher consequence where appropriate.

7.1 Removal from the classroom

Removal from the classroom for more than a short period will be used only when necessary and for no longer than necessary. It may be used to maintain safety and restore stability following serious disruption, to continue education in a managed environment, or to allow a pupil to regain calm. Pupils will remain supervised and continue to receive meaningful education where practicable. Parents/carers should be

informed on the same day where a pupil is removed for a significant period, and reintegration/support will be considered.

Local removal arrangements: Ryecroft uses a supervised internal exclusion for serious behaviour incidents. The Head of School will supervise any child who is internally excluded and work will be provided by the school. A readmission/reintegration meeting is held after internal suspension or where needed, involving parents/carers, pastoral staff and senior leaders.

7.2 Detentions

Detentions may be used where reasonable. Before an out-of-hours detention, staff will consider the pupil's safety, known caring responsibilities, religious requirements, medical appointments and reasonable travel arrangements. Schools are not legally required to obtain parental consent for a detention, but local communication arrangements should be clear and proportionate.

Detention arrangements: Ryecroft operates an after-school detention system in line with its behaviour and consequences policy. A 30-minute detention may be issued for C3 behaviour, incomplete independent learning tasks, or repeated uniform breaches. A 60-minute detention may be issued following non-attendance at a 30-minute detention, failure to complete a 30-minute detention, or where a pupil receives two C3 incidents in one day which will result in a C4. All after-school detentions are recorded and communicated to parents/carers. Whilst parental consent is not required for a lawful detention, the school will take reasonable account of any safeguarding, travel, or other practical arrangements when setting a detention. Detentions provide an opportunity for pupils to reflect on their behaviour, repair relationships where appropriate, and consider strategies to prevent future occurrences.

7.3 Support alongside sanctions

A sanction may be accompanied by support designed to reduce recurrence. This may include targeted discussion, restorative work, mentoring/coaching, increased parental engagement, report cards, pastoral or SEND support, early help/family help, external agency involvement, or an individual support plan.

Local support-plan terminology: Ryecroft uses form tutor and pastoral support, the Behaviour/Pastoral Lead, senior leadership intervention, managed moves, alternative provision and off-site direction where appropriate. Persistent or escalating concerns may be supported through individual plans and multi-agency work. Form tutors are always the first point of contact for routine behaviour concerns, with escalation through the pastoral and senior leadership structure.

8. Pupils with SEND and other vulnerabilities

The Trust recognises that behaviour can be a form of communication and that persistent or sudden changes in behaviour may indicate unmet SEND, disability, mental health, safeguarding, attendance, family or other needs. Schools will not assume that SEND explains behaviour in every case; decisions will be based on the individual circumstances.

Schools will comply with the Equality Act 2010 and make reasonable adjustments for disabled pupils where required. Staff will consider whether a sanction needs adapting because of disability and will seek to anticipate likely triggers of dysregulation. Preventative measures may include movement breaks, sensory adjustments, seating changes, communication supports, personalised routines and specialist advice.

Where behaviour is persistent or concerning, schools will consider whether further assessment, SEN support, an Education, Health and Care Plan review, early/family help or other multi-agency involvement is appropriate.

9. Investigating incidents

Behaviour incidents will be investigated fairly and proportionately. Staff will use open, non-leading questions and consider all available information. Where accounts differ and the facts cannot be established with certainty, the school may reach a decision on the balance of probabilities, using professional judgement.

Where police wish to question a pupil, the school will follow safeguarding requirements concerning appropriate adults and will inform parents/carers as appropriate. A safeguarding concern identified during an investigation will be referred immediately to the Designated Safeguarding Lead or deputy.

CCTV: Ryecroft does not currently operate a CCTV system on site. Should CCTV be introduced in the future, its use will comply with relevant data protection legislation and a separate CCTV policy and privacy notice will be made available. Behaviour incidents are managed through staff supervision, witness accounts, and established school procedures.

10. Searching, screening and confiscation

Headteachers and staff authorised by them will follow the current Department for Education Searching, Screening and Confiscation guidance. Searches will be lawful, proportionate and sensitive to the age, SEND, disability and safeguarding needs of the pupil.

Staff should first seek the pupil's cooperation. A search without consent may be carried out where statutory powers permit. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and articles that have been or could be used to commit an offence or cause injury or damage. School rules may identify additional items that may be searched for under the applicable legal powers.

A search without consent will normally be conducted by a member of staff of the same sex as the pupil and with another member of staff present, subject to the urgent serious-harm exception in statutory guidance. Pupils must not be required to remove clothing other than outer clothing. Strip searches may only be carried out by police under the relevant legal framework; school staff retain a duty of care and should involve the DSL before police are called unless there is an immediate risk.

The DSL or deputy will be informed without delay of searches where a prohibited item is suspected or where a safeguarding risk is identified. Searches will be recorded and parents/carers informed as required by current guidance.

If an electronic device may contain an indecent image of a child, staff must not intentionally view, copy, print, share, store or save the image. The device should be secured and the matter referred to the DSL in line with safeguarding procedures.

Additional banned items: mobile phones when used contrary to school rules; earphones/headphones; smart watches; MP3 players/personal game players/cameras; non-regulation jewellery including body, nose and tongue studs/retainers; hats/bandanas other than any agreed cold-weather exception; cigarettes, cigarette papers, lighters, matches, e-cigarettes and vapes; controlled drugs and substances including so-called legal highs; alcohol; stolen items; knives/weapons and items intended to cause harm; and any item judged harmful, unsafe or detrimental to good order and discipline.

Screening arrangements: Ryecroft does not currently conduct routine screening of pupils using metal detectors or other screening equipment. If circumstances arise where screening is deemed necessary, the school will act in accordance with relevant legislation, statutory guidance, and its safeguarding responsibilities.

11. Mobile phones and electronic devices

The Trust supports schools in restricting pupil access to mobile phones and other personal electronic devices during the school day where this supports calm, safe and focused learning. Local rules may differ by age and

phase, but must be clear, published and consistently applied. Confiscation as a sanction must be reasonable and proportionate, taking account of the pupil's individual circumstances including age and SEND.

School mobile phone/device rules: mobile phones, earphones and smart watches must not be used on site. Phones must be switched off and stored in lockers – phones are “never seen, used or heard”. Any phone, earphones or smart watch seen or used will be confiscated and returned at the end of the school day; subsequent confiscations will require parent/carers collection.

12. Restrictive interventions, including reasonable force

The Trust's starting point is prevention and de-escalation. Restrictive interventions should be used only where necessary, proportionate and in the pupil's best interests, with the least restrictive intervention capable of achieving the required outcome. Staff retain the lawful power to use reasonable force in circumstances permitted by law, including to prevent a pupil committing an offence, injuring themselves or others, damaging property, or prejudicing good order and discipline.

Appropriate physical contact that is not a restrictive intervention may include first aid, age-appropriate guidance or escort, comforting a distressed pupil, congratulating a pupil, or demonstrating a physical technique in PE, sport, music or another curriculum activity.

12.1 Principles

- Necessity - consider whether a less restrictive option can achieve the same purpose and whether intervention may escalate the situation.
- Proportionality - use the minimum intervention necessary, considering the pupil's circumstances and protected characteristics.
- Welfare and dignity - take account of the pupil's communication, SEND, language, emotional state, context and right to be treated with dignity.
- Prevention - use known strategies, adjustments, positive relationships and de-escalation to reduce the likelihood that restrictive intervention will be required.

12.2 Restraint and seclusion

Restraint or seclusion will not be used as a punishment. Where either is used as a safety measure, it will last only for as long as the immediate risk requires and the pupil will be appropriately supervised. Schools will follow the April 2026 DfE guidance on restrictive interventions, including requirements relating to recording, reporting to parents and post-incident review.

12.3 Recording and reporting

Every significant incident involving reasonable force, and every incident of restraint or seclusion that falls within current recording requirements, will be recorded on the school's designated safeguarding/incident system as soon as practicable and normally on the same day. Records should include the people involved, date/time/location/duration, relevant pupil needs, what led to the incident, prevention/de-escalation strategies attempted, the intervention used, why it was necessary, any injuries or adverse impact, the pupil's account and witness information, and post-incident support.

Parents/carers will be informed in accordance with current statutory requirements and DfE guidance. Schools will review incidents to identify patterns, learning, disproportionate use and opportunities to reduce future reliance on restrictive interventions.

Recording system / trained staff: restrictive interventions and significant use of reasonable force are recorded on My Concern and parents/carers are informed in writing. Staff follow the DfE 'Restrictive interventions, including use of reasonable force, in schools' guidance (April 2026) and consider pupils' SEND, mental health, medical needs and other vulnerabilities.

13. Bullying and harmful behaviour

Bullying is not tolerated within i2e. Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group and often involves an imbalance of power. It may be physical, verbal, emotional, discriminatory, sexual, relational or online.

Schools will take allegations seriously, investigate promptly, support the pupil who has experienced harm, address the behaviour of the pupil(s) responsible, involve parents/carers where appropriate, and apply proportionate sanctions and support. Restorative approaches may be used where safe and appropriate but will not be imposed on a victim of harm.

Online behaviour, including use of social media, gaming platforms, AI-generated or manipulated content, fake images and other digital communications, may be addressed under this policy where it causes harm or affects the school community.

Anti-bullying arrangements: Ryecroft addresses bullying and child-on-child abuse through its safeguarding, behaviour and relevant school policies. Concerns are reported to staff and pastoral leaders and, where there is a safeguarding element, to the DSL. Sexual harassment/violence, discriminatory behaviour and online incidents are taken seriously, investigated and managed on a case-by-case basis with support and proportionate sanctions.

14. Child-on-child abuse and harmful sexual behaviour

Sexual violence, sexual harassment and harmful sexual behaviour are never acceptable and will not be dismissed as banter, part of growing up or an inevitable part of school life. The Trust recognises that harmful sexual behaviour may occur online, face-to-face or both and may include non-contact behaviour as well as contact behaviour.

Any report or concern will be dealt with in accordance with the Trust Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026. The DSL or deputy will lead or advise on the safeguarding response, including risk and needs assessment, support for all children involved, consideration of external referrals, and appropriate behavioural response. Behaviour sanctions may run alongside safeguarding action but will never replace it.

Staff will challenge inappropriate sexualised, misogynistic, homophobic, transphobic or discriminatory language and behaviour and will intervene early where behaviour may be escalating.

15. Suspension and permanent exclusion

Suspension and permanent exclusion will be used only in accordance with current statutory guidance and the Trust's Suspension and Permanent Exclusion Policy. Permanent exclusion is a serious decision and will normally be used only in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Schools will consider reasonable adjustments, SEND, safeguarding and relevant contextual information before making exclusion decisions, while maintaining the safety and education of the wider school community. Reintegration following suspension will be planned to support a successful return and reduce the likelihood of recurrence.

Behaviour That May Result in Suspension or Permanent Exclusion

The school is committed to maintaining a safe, respectful and orderly learning environment. Suspension or permanent exclusion may be considered where behaviour constitutes a serious breach or persistent breaches of the Behaviour Policy. The following examples are not exhaustive and do not imply that a particular behaviour will automatically result in suspension or permanent exclusion. Each incident will be

considered individually, taking account of its seriousness, the circumstances, the available evidence and the pupil's individual needs.

Behaviour that may result in suspension or permanent exclusion includes:

Physical assault against a pupil, including fighting, or physical assault against an adult.

Verbal abuse, intimidation or threatening behaviour towards pupils or adults.

Racist abuse or discriminatory behaviour relating to race, religion or belief, disability, sex, sexual orientation, gender identity or any other protected characteristic.

Bullying, including serious or persistent bullying, cyberbullying and harassment.

Sexual harassment, sexual violence or other sexual misconduct, including unwanted sexual touching, sexualised comments or the sharing of sexual images.

Instigating, encouraging or organising violence or serious misconduct.

Possession, use or supply of drugs, alcohol or other prohibited substances, including the misuse of legal substances.

Vaping or smoking, including possession or use of vaping or smoking products in breach of school rules.

Possession of a weapon, replica weapon or any item intended or used to cause harm or intimidation.

Theft, including the possession, handling or selling of stolen property.

Arson, deliberate damage to property or serious vandalism.

Dangerous or reckless conduct that places the pupil or others at risk of harm.

Deliberate misuse of fire alarms, fire safety equipment or other safety systems.

Serious or persistent defiance of reasonable staff instructions or challenges to authority.

Persistent disruption of learning or repeated failure to comply with the Behaviour Policy, despite appropriate support and intervention.

Serious breaches of the ICT Code of Conduct, including unauthorised access to systems, cyberbullying, online threats or the misuse of school technology.

Inappropriate or harmful use of social media or online technology, including the creation, possession or sharing of abusive, threatening, discriminatory or sexually inappropriate content.

Recording, photographing or sharing incidents of violence, bullying or other serious misconduct where this constitutes a breach of the Behaviour Policy.

Making a malicious allegation against a member of staff or another pupil, where the allegation is determined to have been deliberately invented or made with malicious intent.

Inciting others to breach school rules or participate in serious misconduct.

Serious breaches of safeguarding arrangements or risk assessments that place others at risk.

Wilful and repeated breaches of measures introduced to protect public health.

Behaviour outside school, including online behaviour, where it is relevant to the school's behaviour expectations, poses a risk to members of the school community or may bring the school into disrepute.

Suspension and Permanent Exclusion

Suspension and permanent exclusion will be considered in accordance with the current Department for Education statutory guidance and the school's Suspension and Permanent Exclusion Policy.

Permanent exclusion is a last resort. **A decision to permanently exclude a pupil will only be taken:**

In response to a serious breach or persistent breaches of the school's Behaviour Policy; and

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils, in the school.

In exceptional circumstances, a single serious incident may warrant permanent exclusion. The Headteacher will consider each case on its individual merits, taking account of the available evidence, relevant circumstances, the pupil's individual needs and the school's statutory duties.

The decision to suspend or permanently exclude a pupil will be made by the Headteacher, or the person lawfully acting as Headteacher, in accordance with the applicable statutory guidance. The school will follow the required procedures for notification, recording, review and reintegration, and will consider appropriate support and reasonable adjustments where relevant.

The school will not suspend or permanently exclude a pupil simply because it is unable to meet their additional needs or disability. Any decision will be lawful, reasonable, fair and proportionate, and will have regard to relevant safeguarding, SEND and equality duties.

For further information, please refer to the school's Suspension and Permanent Exclusion Policy and the current Department for Education statutory guidance.

16. Complaints, monitoring and review

Concerns about the application of this policy should normally be raised with the school in the first instance and may be progressed under the Trust Complaints Policy where appropriate. Statutory review procedures apply to suspensions and permanent exclusions and are separate from the complaints process.

Headteachers will monitor behaviour patterns, sanctions, removals, searches, suspensions, permanent exclusions and restrictive interventions. Schools and the Trust will consider the impact on pupils with protected characteristics, SEND and other vulnerable groups, identify disproportionality and take action where needed.

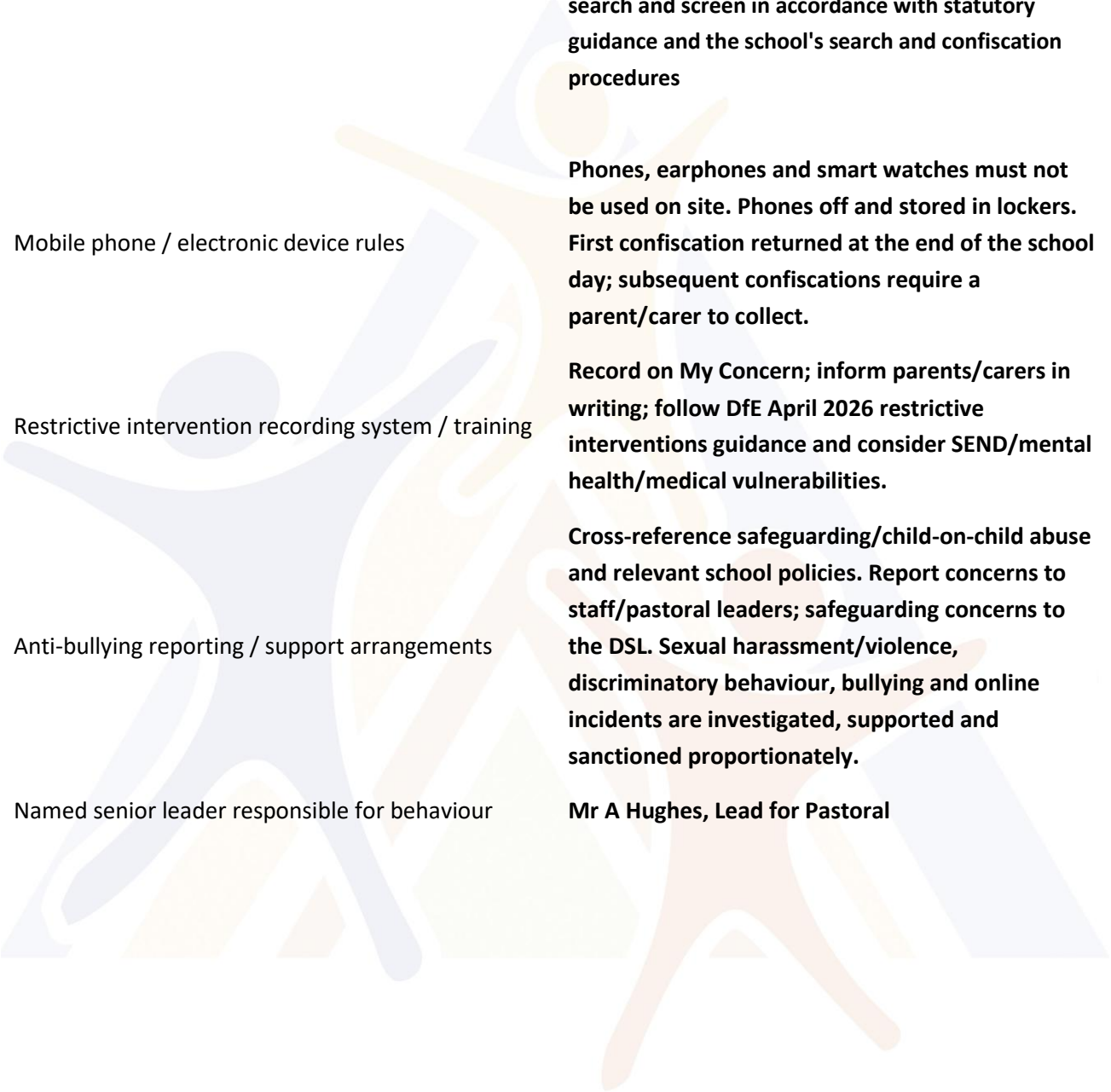
This policy will be reviewed annually, or earlier where there is a significant change in legislation or statutory guidance. Local school arrangements in Appendix 1 must also be reviewed at least annually.

Appendix 1: School-specific local arrangements

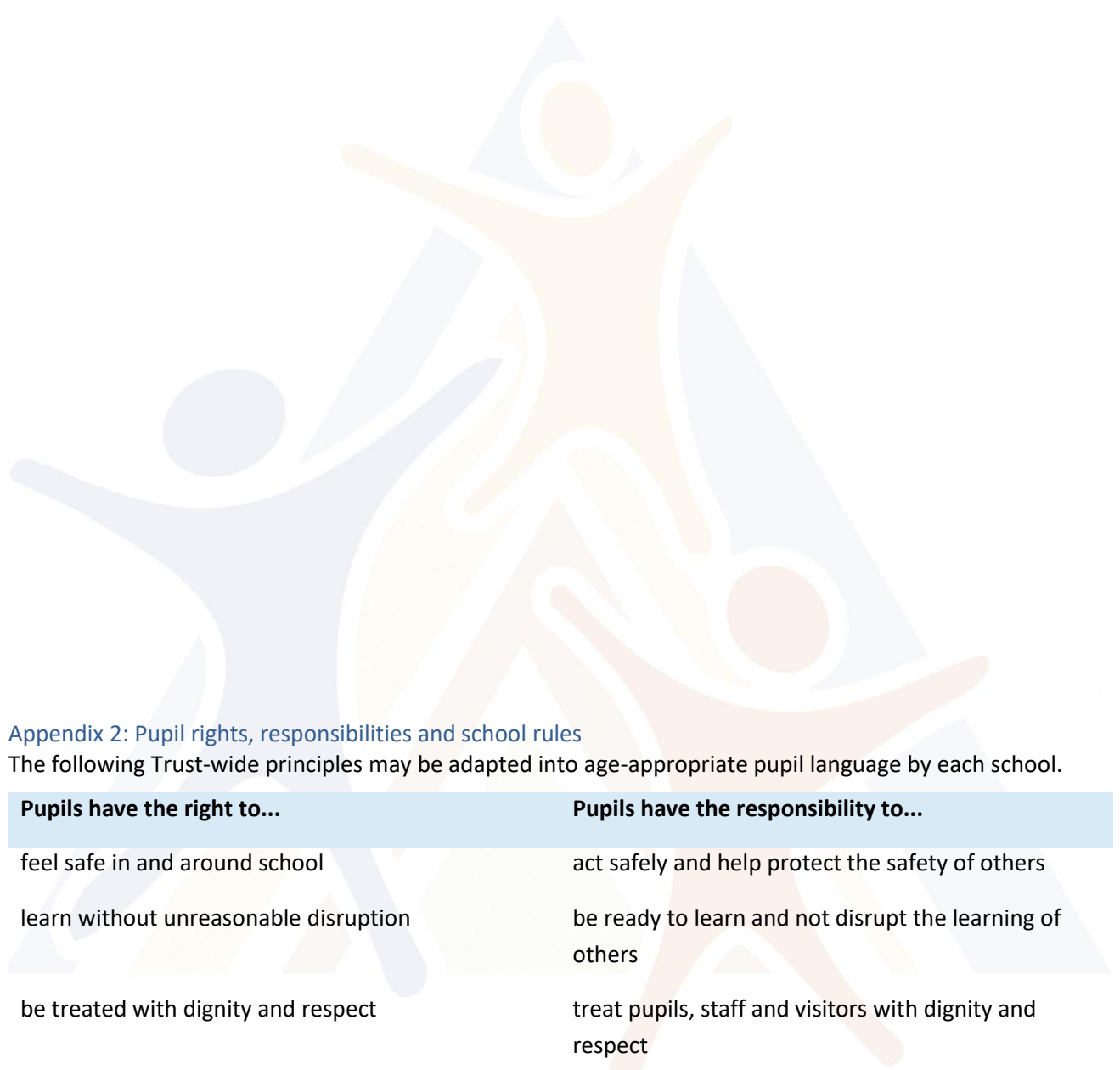
All yellow-highlighted fields below must be completed by each school before local adoption/publication. The Trust-wide wording above should not be removed unless agreed centrally.

Local requirement	School-specific information
School name	Ryecroft CE Middle School
Headteacher	Mrs A Grattage, Executive Headteacher
Date locally adopted	Autumn 1, 2026

Behaviour recording system	Arbor for achievement/behaviour records; Arbor parent app for parent/carer access and communication; My Concern for searches and restrictive intervention/safeguarding records.
How expectations are taught	Daily routines, classroom practice, form time, assemblies, staff modelling and the school values of Respect, Responsibility and Resilience, supported by regular staff CPD/practice sessions.
Core school rules / expectations	Demonstrate Respect, Responsibility and Resilience; be punctual, equipped and ready to learn; wear correct uniform; work hard; listen and respond positively; be kind and considerate; care for the environment; keep self and others safe.
Rewards and recognition	Achievement points on Arbor; positive calls/messages home; subject certificates; praise letters/postcards; Friday celebration assemblies; termly Bronze/Silver/Gold awards; House/form rewards; Headteacher and Governor recognition.
Sanctions / graduated response	Stepped consequence system: C1 warning; C2 second warning/classroom move or short time-out; C3 30-minute after-school detention, escalating to 60 minutes for repeated/serious C4 behaviour; internal suspension/suspension/permanent exclusion where appropriate.
Removal arrangements	For serious behavioural incidents, pupils may be placed in supervised internal exclusion and provided with appropriate work. A reintegration meeting involving parents/carers and relevant staff may be held to support a successful return to lessons.
Detention arrangements	Detentions: 30 minutes for C3; 60 minutes for non-attendance/failure of 30-minute detention or two C3 incidents in one day resulting in a C4 given.
Individual support-plan terminology	Form tutor and pastoral support; Behaviour/Pastoral Lead; senior leadership intervention; individual support planning; managed moves; alternative provision and off-site direction where appropriate.
CCTV	Not currently used at school.



Additional banned items	Mobile phones used contrary to rules; earphones/headphones; smart watches; MP3 players/personal game players/cameras; non-regulation jewellery/piercings; hats/bandanas (subject to cold-weather exception); cigarettes/lighters/matches/vapes; drugs/legal highs; alcohol; stolen items; knives/weapons and harmful/unsafe items.
Screening / metal detector	Ryecroft does not operate routine screening arrangements. Where there are reasonable grounds to suspect that a pupil may be carrying a prohibited item, authorised staff may exercise their powers to search and screen in accordance with statutory guidance and the school's search and confiscation procedures
Mobile phone / electronic device rules	Phones, earphones and smart watches must not be used on site. Phones off and stored in lockers. First confiscation returned at the end of the school day; subsequent confiscations require a parent/carer to collect.
Restrictive intervention recording system / training	Record on My Concern; inform parents/carers in writing; follow DfE April 2026 restrictive interventions guidance and consider SEND/mental health/medical vulnerabilities.
Anti-bullying reporting / support arrangements	Cross-reference safeguarding/child-on-child abuse and relevant school policies. Report concerns to staff/pastoral leaders; safeguarding concerns to the DSL. Sexual harassment/violence, discriminatory behaviour, bullying and online incidents are investigated, supported and sanctioned proportionately.
Named senior leader responsible for behaviour	Mr A Hughes, Lead for Pastoral



Appendix 2: Pupil rights, responsibilities and school rules

The following Trust-wide principles may be adapted into age-appropriate pupil language by each school.

Pupils have the right to...

feel safe in and around school

learn without unreasonable disruption

be treated with dignity and respect

receive help and support

Pupils have the responsibility to...

act safely and help protect the safety of others

be ready to learn and not disrupt the learning of others

treat pupils, staff and visitors with dignity and respect

seek help appropriately and engage with support offered

be listened to and treated fairly

listen to others and follow reasonable staff instructions

have positive effort and contribution recognised

accept praise, feedback and proportionate consequences

be treated as an individual

take responsibility for their behaviour and choices

School rules for pupils – Ryecroft CE Middle School:

- **Demonstrate Respect, Responsibility and Resilience at all times.**
- **Be polite, kind and considerate; listen to others without interruption and respond positively to adults.**
- **Attend school and lessons punctually, fully equipped and ready to learn.**
- **Wear the correct Ryecroft uniform and take pride in your appearance.**
- **Work hard, persevere when learning is challenging and complete work to the best of your ability.**
- **Keep yourself and others safe and follow staff instructions promptly.**
- **Move around school calmly: walk on the left in single file, use inside voices and respect other people's personal space.**
- **Take pride in the school environment and equipment.**
- **Bring the required equipment, including appropriate stationery, PE kit, water bottle and reading book.**
- **Do not use mobile phones, earphones or smart watches on site; phones must be switched off and stored in lockers.**
- **Do not bring prohibited, unsafe or banned items onto the school site.**
- **Follow the same high standards on school/Trust activities, travelling to and from school, while in uniform and whenever identifiable as a Ryecroft pupil.**