



RATTON SCHOOL

SECONDARY PHASE BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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| Date approved by Trustees | November 2025 |
| Date of Next Review | July 2026 |
| Status | Statutory |

All our policies support our vision and are based on our core virtues

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| Develop happy, confident children who communicate well and use these virtues to reach their potential | • Compassion |
| | • Respect |
| | • Creativity |
| | • Teamwork |
| | • Effort |
| | • Responsibility |

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, before and after school, break and lunchtimes and when on trips or representing the school off site
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform
- Truancy including in school truancy
- Not upholding the school virtues

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting or physical assault
- Smoking including vaping, use of other tobacco products
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Snus
 - Vapes
 - Energy drinks
 - Piercing or tattooing kits
 - 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 pupil)

4. Bullying

The school has a zero-tolerance approach to child-on-child abuse.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Online or Cyberbullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

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|---|-----------------------------|
| Protected characteristics (specifically): age gender reassignment being pregnant disability race including colour, nationality, ethnic or national origin religion or belief sex sexual orientation | Written, verbal or gestural |
|---|-----------------------------|

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Board of Trustees

The Board of Trustees is responsible for monitoring this behaviour policy’s effectiveness and holding the executive headteacher to account for its implementation.

5.2 The Headteacher with support from Executive Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents

The Leadership Team will support staff in responding to incidents of poor behaviour.

5.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the Tutor or Year Team promptly

5.5 Pupils

Pupils are expected to:

- Arrive to school and all lessons on time
- Arrive to school ‘Ratton Ready’ wearing full school uniform and have all their learning equipment with them
- Complete all schoolwork including homework to the best of their ability
- Behave in a way that does not disrupt their learning or the learning of others
- Use the toilet and fill their water bottle in break times so that learning time is not interrupted

- Turn mobile phone and other electronic devices off and these items must always be kept in bags whilst they are on the school site
- Understand and complete all behaviour consequences and understand that these will be escalated as a result of non-compliance
- Not present any behaviour which can be seen as bullying, intimidating or discriminatory

6. Uniform 2025-2026

- School blazer
- School Tie
- Optional V neck school jumper with purple trim
- White shirt or blouse
- Black trousers
- Black shoes or black trainers
- Any cultural head garments such as hijabs, turbans or durags must be plain block colour in black or purple only.

The following items must not be worn:

- Hats, caps, scarves or gloves
- Non-religious head wraps/scarfs; bandannas are not to be worn in school
- Hooded sweatshirts
- Coats or jackets within the school building
- Nail extensions, nails must be natural with clear or nail colour polish only
- Piercings in any area of the body apart from one pair of studs in the ear lobe only

If a Pupil is not in uniform the expectation is that they:

1. Borrow some from school (in exchange for a phone/bus pass etc. which they will get back upon return of the borrowed item). If they refuse;
2. Parent/carer is contacted and agrees to bring in correct uniform or agrees for the student to return home to change into uniform.
3. If they refuse, then the student will be internally isolated* for the day and parents/carers will bring them in appropriately dressed the next day for a meeting with the Year Team
4. If they refuse to engage with this process and follow the instructions of SLT / Year Team, arrangements will be made to send them home to return the next day.

*internal isolation where possible in the Ratton Ready room, where this is not possible students will go straight to step 4

7. Pupil code of conduct

Pupils are expected:

- To be in the right place, at the right time, doing the right thing
- To arrive punctually at the start of the day, to line up, to tutor time, to lessons, in a calm manner ready to learn, lining up if required, so not to block the corridor
- To enter and leave in a quiet and orderly manner
- To have all equipment including handbook out on the desk at the start of the lesson and only pack away when instructed by the class teacher

- To be listening and silent when the teacher, another adult or another pupil is speaking to the class
- To raise their hand to ask a question or to ask for help or clarification on any work
- To attempt all work and be resilient if the first attempt is not correct
- To present all work to their potential and to exceed the minimum expected work
- To have a positive attitude towards their learning
- To only discuss the work during lesson time and avoid out of classroom topics
- To speak in a polite manner
- To always remain in the lesson, with break and lunchtimes being used for the toilet and filling water bottles
- To report any pastoral issues outside of tutor time and lesson time
- To remain in the seating plan drawn up by the teacher unless told to move
- To be responsible for keeping the environment clean and placing all rubbish in the bins provided

8. Rewards and consequences

8.1 List of rewards and consequences

Positive behaviour may be rewarded with a range of rewards, including:

- Praise
- House Points
- Wows of the Week
- Certificates
- Virtue Badges
- Communication home to parents/carers
- Valediction

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Official reminder with signature in handbook
- Relocation to another classroom or another part of the room/school
- Break time detention
- After school detention
- Agreeing a Behaviour Contract/support plan
- Putting a pupil 'on report'
- Isolation in the Ratton Ready room
- Alternative School Day
- School to School placement
- Directed placement to another school*
- Suspension
 - Permanent exclusion
 - Pupils who do not attend a given detention are given an escalated sanction.

We may use the Ratton ready room in response to serious or persistent breaches of this policy.

* As an alternative to Permanent Exclusion, the school will seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, East Sussex Academy or other alternative provision provider.

8.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, or anywhere when dressed in their Ratton uniform. All trips and events representing the school should be seen as a privilege by the students and not a right. Student behaviour will be considered for students applying to go on trips and representing the school. Students who are suspended/ or placed in the Ratton Ready room will not be able to represent the school at fixtures/events for a period of time. The duration of the non-representation will be dependent on the behaviour demonstrated by the student. The school reserves the right to withdraw students from trips, school events, fixtures based on serious behaviour incidences/accumulative behaviour incidents and/or poor attendance.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our whistleblowing and safeguarding policies for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil Code of Conduct and supporting classroom materials e.g., the 3 Rs
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils 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
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on a Restrictive Physical Intervention Form (RPI) and reported to parents/carers

Physical restraint is conducted in line with the DfE [latest guidance on use of reasonable force in schools](#).

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils or parents/carers.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents/carers, if appropriate.

At Ratton School:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not suspended the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- Schools are not required to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out their pockets or for the teacher to look in the pupil's bag or locker and for the pupil to verbally agree to this.
- The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to the rule above. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- The school will use metal detectors wands where staff believe the student may have a prohibited item on their person.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- There is no legal requirement to make or keep a record of a search.

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

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

The school will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to Ratton School for Year 6 pupils they will have transition sessions with their new tutor. In addition, staff members hold transition meetings with Primary Schools.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour and safeguarding issues will be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including de-escalation strategies, restorative approaches and using scripts.

Behaviour management is part of continuing professional development for all staff at Ratton.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and the Board of Trustees every 2 years. At each review, the policy will be approved by the Executive Headteacher.

13. Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Whistleblowing Policy
- Equalities Policy
- Teaching and Learning Policy

Appendix 1: Written statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is regularly shared with the whole school community
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The school actively works with external partners and training providers to support and improve behaviour

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

Appendix 2: 3 Rs Supporting Classroom Behaviour



1. Reminder

Positive behaviour
reminder



2. Reprimand

Choice offered
Grid signing



3. Relocation

1 hour same day detention
with restorative
conversation

Appendix 3: Staged Behaviour Sanctions



Staged Behaviour Sanctions

(This list is not exhaustive and does not serve as a complete list of behaviours which may result in a sanction)

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| <p>Stage 0 – Signature in student handbook</p> <p>Lack of respect Missing equipment Missing uniform or incorrectly worn uniform Wearing prohibited items e.g., jewellery, nail extensions, hoodies etc. Chewing gum 5 minutes late to lesson Out of bounds</p> |
| <p>Stage 1 – 15-minute same day 1st break detention (Room 136)</p> <p>Missing student handbook Late to School before 8:45am</p> |
| <p>Stage 2 – 1-hour same day after school detention (Refresh)</p> <p>Late to school after 8.45am Relocation from a lesson 5 Signatures Swearing 6+ minutes late for a lesson Truancy (Including Tutor & Line up) Inappropriate toilet use including use of accessible toilet without permission Bringing an energy drink into school Not attending or failing a Stage 1 detention</p> |
| <p>Stage 3 – Ratton Ready Room Detention 90 minutes</p> <p>Discriminatory Comments Mobile Phone being <i>seen</i> in school (phone is confiscated until 4:30pm) More than one truancy in a week Not attending or failing the Stage 2 detention</p> |

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| <p>Stage 4 – Ratton Ready Room or short-term school to school (from 1-3 days)</p> <p>2 on calls or truancies in the same day (in day admission to Ratton Ready room)</p> <p>Vaping or in possession of a vape</p> <p>Repeated mobile phone seen in school (Parent will need to collect phone after 4:30pm)</p> <p>Smoking or in possession of any tobacco products</p> <p>Swearing at staff</p> <p>Repeated incidents of poor behaviour in same week</p> <p>Setting off the fire alarm</p> <p>Vandalism to school or others property</p> <p>Theft</p> <p>Refusal to follow instructions of any staff member after take up time has been given</p> <p>Not attending or failing the Stage 3 detention</p> |
| <p>Stage 5 – Fixed term suspension (1-10 days based on the incident/school decision) or medium-term school to school placement</p> <p>Physical aggression towards any member of the community</p> <p>Repeated verbal abuse or bullying/intimidating behaviour</p> <p>Behaviour that causes significant disruption to the learning of others</p> <p>Behaviour that causes physical or psychological harm to others</p> <p>Bringing a prohibited item onto school property</p> <p>Repeated refusal to follow instructions or to relocate to a classroom or Ratton ready room when instructed by a staff member</p> <p>Posting online or sharing with others any photos/videos/audio recorded on the school site that contains images of staff or other students</p> |
| <p>Stage 6 – Long term school to school placement/application to alternative provision/permanent exclusion</p> <p>Any incident that poses a risk of significant harm to self or others</p> <p>Sustained disruption to the learning, safety and/or well-being of others</p> |

Appendix 4: Staged Behaviour Support



Ratton Staged Behaviour Support

| <p style="text-align: center;"><u>Stage 1</u></p> <p style="text-align: center;">20+ Staged Behaviour Points</p> | <p style="text-align: center;"><u>Stage 2</u></p> <p style="text-align: center;">30+ Staged Behaviour Points</p> | <p style="text-align: center;"><u>Stage 3</u></p> <p style="text-align: center;">40+ Staged Behaviour Points</p> | <p style="text-align: center;"><u>Stage 4</u></p> <p style="text-align: center;">60+ Staged Behaviour Points</p> |
|---|---|--|---|
| <ul style="list-style-type: none"> • Tutor meets with student to identify successful strategies, and these are shared with all teachers of the student. This may include pre-planned scripts. • Classroom seating plans looked at by teachers and keep aways identified. • Student is placed on tutor report for a 2-week monitoring period. | <ul style="list-style-type: none"> • Assistant Year Leader places student on a positive report. • Trusted adult identified and regular check ins offered. • Assistant year leader works with student to rag rate timetable and identify triggers. Just Right profile created. • Strategies discussed and agreed with student/parent/carers. | <ul style="list-style-type: none"> • Year Leader meeting with student/parent carer and additional needs plan completed or updated. • Year Leader weekly analysis of behaviour/on call data for this student and shared with student/parents/carers. • Student is placed on Year Leader report for a 2-week monitoring period. | <ul style="list-style-type: none"> • SLT places student on report for a 2-week monitoring period. • SLT link to contact parents weekly for what is working well and identify areas for improvement. • SLT weekly analysis of behaviour/on call data for this student and shared with student/parents/carers. |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Parents/Carers contacted weekly by tutor to highlight what went well and areas for improvement. | <ul style="list-style-type: none"> • Assistant Year leader has weekly contact with parents/carers to highlight what went well and areas for improvement. • Assistant year leader has weekly analysis of behaviour/on call data for this student, and this is discussed with student/parents/carers at regular intervals. • Support offered e.g., 4 O'clock club, small group intervention, youth fairy, behaviour mentoring, referral to in-school support/interventions. | <ul style="list-style-type: none"> • Year leader has weekly contact with parent/carers highlighting what went well and areas for improvement. • Student conference called with all teaching staff to share additional needs plan face to face. • Behaviour mentoring put in place with regular review. • Risk assessment put in place if appropriate. • Mental health/counselling referral offered if appropriate. • Refer to Team around school and setting/external support services explored. | <ul style="list-style-type: none"> • Review of the ANP/agree any additional strategies. • Modify timetable where appropriate e.g., Hive/longer term school to school placement/work experience. • Referral to external support services if not already in place e.g., TASS, CAMHS, CLASS. • Referral to inclusion partnership. |
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