Ranelagh School

Behaviour Policy

Date updated by SLT Designated lead (HLS)	Autumn 1 2026
Date approved by Governing Body	Autumn 2 2026
Date of next review	Autumn 2 2027
Published	School website Staff shared area (Q; Subject areas; Policy documents)

Ranelagh School Vision

Though we are many, we are one body. [Eucharistic Prayer, Common Worship]

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

Rationale

At Ranelagh School, behaviour is understood as an expression of our Christian vision. We believe that every person is uniquely created in the image of God, known and loved by Him, and therefore deserving of dignity, respect and belonging. As a Church of England school, we are committed to educating for life in all its fullness and to enabling every member of our community to flourish academically, socially, emotionally and spiritually.

Our approach to behaviour is rooted in the Church of England vision of wisdom, hope, community and dignity. We seek to foster a culture characterised by kindness, responsibility, service, hospitality, forgiveness and mutual respect. We recognise that behaviour is never simply about compliance with rules, but about the choices we make, the relationships we build and the contribution we make to the flourishing of others.

As members of one body, we share responsibility for creating a safe, calm and purposeful environment in which all members of our community feel welcomed, valued and able to thrive. Through positive encouragement, restorative practice and clear accountability, we support students in developing the character, resilience and self-discipline necessary to make wise choices and contribute positively to society.

Where mistakes occur, we seek to respond in ways that promote learning, restoration and growth. Whilst maintaining high expectations, we are committed to forgiveness, reconciliation and opportunities for positive new beginnings.

Aims

This policy confirms our aims to:

- Promote a behaviour culture that reflects the Christian vision and values of Ranelagh School
- Enable every member of the school community to flourish and experience life in all its fullness
- Foster dignity, belonging, hospitality and inclusion for all
- Encourage self-discipline, personal responsibility and wise decision-making
- Promote positive relationships characterised by kindness, compassion and mutual respect
- Celebrate achievement, effort, leadership and faithful service
- Ensure consistency and fairness in behaviour expectations and responses
- Use restorative approaches to repair harm and strengthen relationships
- Provide a safe, calm and purposeful learning environment
- Develop young people who contribute positively to their communities through service and courageous advocacy

Policy context

This policy reflects the vision of the school and should be read in conjunction with the following documents.

- Anti-Bullying Policy
- Home-School Agreement
- Equality Policy
- Behaviour Protocols
- On-Call Support Protocols
- Reintegration Following Suspension Policy
- Suspension and Exclusion Policy
- Student Mobile Phones and Smart Technology in School Policy
- A Form Tutor's Guide to Flourishing

The school believes that excellent behaviour is fundamental to creating a supportive, stimulating and secure environment in which all members of the community can flourish. Good behaviour enables high standards of teaching and learning, promotes well-being and supports the development of positive relationships.

Behaviour principles

At Ranelagh School, we encourage all members of the community to:

- Be respectful, recognising the dignity and value of every individual and treating others with courtesy and consideration
- Be responsible, taking ownership of decisions, actions and their consequences
- Be ready to learn, engaging positively in learning and support the learning of others
- Be compassionate, showing kindness, empathy and understanding
- Be restorative, taking responsibility when things go wrong and seek to repair relationships
- Be of service, using individual gifts and talents to contribute positively to the flourishing of the community
- Be hopeful, recognising that mistakes can become opportunities for learning, growth and new beginnings

Approach

A culture of encouragement is central to the promotion of positive behaviour. Staff seek to build strong relationships with students and create an environment in which every individual feels welcomed, valued and able to succeed.

Positive behaviour will be actively taught, modelled and celebrated through:

- Praise and encouragement
- Use of the reward system
- Leadership opportunities
- Recognition of contribution and service
- Positive communication with parents and carers
- Celebration of academic, personal and wider achievements

Students will be encouraged to understand that behaviour affects both individual flourishing and the well-being of the wider community. As members of one body, we share collective responsibility for creating a positive environment in which all can thrive.

Restorative practice

Restorative practice is a central feature of our behaviour culture. It reflects our commitment to dignity, accountability, forgiveness, reconciliation and new beginnings.

When behaviour falls below expectations, students may be supported to reflect on:

- What happened?
- Who has been affected?
- How have they been affected?
- What responsibility do I have?
- How can I repair the harm?
- How can I make a better choice in the future?

The purpose of restorative conversations is not simply to address poor behaviour but to strengthen relationships, build understanding and support personal growth.

Sanctions and accountability

At Ranelagh School, we believe that consequences play an important role in helping students learn from their choices, take responsibility for their actions and contribute positively to the flourishing of the whole community. Sanctions are therefore used not simply as a punishment, but as part of a wider approach that promotes accountability, restoration and personal growth.

- Any sanction must be justified, appropriate and clearly linked to the behaviour that has occurred
- Sanctions will always be reasonable, proportionate and applied fairly, taking account of individual circumstances where appropriate
- Students will be helped to understand why a sanction has been applied, the impact their behaviour has had on others and the changes required to prevent similar incidents in the future
- Wherever appropriate, sanctions will be accompanied by restorative conversations and opportunities to repair relationships and restore trust
- A range of sanctions will be used in response to behaviour that falls below expectations, with escalating consequences for repeated or more serious incidents. This may include detentions. When issuing a detention, staff will ensure that it is reasonable and does not compromise a student's basic needs; for example, students must be given reasonable time to eat, drink and use toilet facilities
- Parents and carers will be informed and involved where appropriate, recognising the importance of partnership between home and school in supporting positive behaviour and success
- All sanctions will be consistent with the school's commitment to dignity, respect, inclusion and the well-being of every member of the community

Behaviour beyond the school site

The Headteacher has a statutory power to regulate student behaviour outside the school premises to such extent as is reasonable. This power will be exercised in a manner consistent with the school's vision, high expectations and commitment to safeguarding the well-being of all members of the school community.

As ambassadors of Ranelagh School, students are expected to demonstrate the same high standards of conduct, responsibility and respect when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Representing the school in any capacity

- Engaging in online activity that affects members of the school community
- In any other circumstances where they are identifiable as students of Ranelagh School

In all these contexts, students are encouraged to act in ways that reflect our vision of being *one body*, demonstrating respect, responsibility, compassion and service to others, and contributing positively to the reputation and well-being of the school community.

Supporting positive behaviour, character and personal growth

At Ranelagh School, we recognise that positive relationships are at the heart of a flourishing school community. Staff use their professional judgement and knowledge of individual students to build supportive relationships and respond appropriately to individual circumstances. When making decisions regarding behaviour, consideration will be given to any relevant mitigating or aggravating factors, ensuring that responses are fair, proportionate and centred on both individual and community needs.

We believe that positive behaviour is best nurtured through an engaging curriculum, high-quality teaching and learning, and opportunities for every student to experience success. By recognising and developing individual strengths, interests and talents, we seek to foster confidence, engagement and a love of learning.

The school monitors academic progress, attendance and behaviour in order to celebrate success, identify emerging needs and provide timely support. This information enables staff to work collaboratively with students and families to promote well-being, achievement and positive behaviour.

We seek to nurture young people who are reflective, resilient and able to make wise choices. Through high expectations, positive relationships and a culture rooted in dignity and belonging, students are encouraged to take responsibility for their actions, develop self-discipline and grow in confidence and character. They are supported to understand the impact of their behaviour on others, learn from experience and contribute positively to the life of the school and wider community.

We are committed to creating an environment in which every individual is welcomed, valued and treated with respect. Humiliation, degradation and ridicule have no place within our community. Instead, we seek to foster a culture in which every student feels a sense of achievement, knows that their voice matters and is encouraged to develop their unique gifts and talents.

All members of the school community are expected to treat one another with courtesy, kindness and respect. Through encouragement, affirmation and positive relationships, we actively promote confidence, self-worth and well-being.

Responsibilities and actions

As members of the Ranelagh community, we all share responsibility for creating a culture in which every individual is welcomed, valued and able to flourish. Working together as one body, we seek to build positive relationships, uphold high expectations and contribute to a safe, respectful and inclusive environment for all.

Students

Students are encouraged to:

- Take responsibility for their behaviour, actions and choices
- Contribute positively to a safe, calm and purposeful learning environment
- Treat others with dignity, respect and kindness
- Recognise the impact of their behaviour on the well-being and flourishing of others
- Use their gifts, talents and opportunities in faithful service to the school community
- Report incidents of bullying, harassment, discrimination, violence or behaviour that may place themselves or others at risk

- Engage positively with restorative processes when relationships have been harmed
- Respect and value the diversity of the school community and contribute positively to an environment in which all feel welcomed, safe and included

Parents and carers

Parents and carers play a vital role in supporting the school's vision and behaviour expectations. They are encouraged to:

- Work in partnership with the school to promote positive behaviour and well-being
- Support their child in taking responsibility for their actions
- Reinforce the school's values and expectations at home
- Communicate constructively with the school when concerns arise
- Support interventions designed to help their child flourish and succeed

Staff

Staff are responsible for creating a learning environment in which all students feel welcomed, valued and able to thrive. They will:

- Model the values and behaviours expected within the Ranelagh community
- Apply this policy consistently, fairly and with professional judgement
- Build positive relationships based on dignity, respect and mutual trust
- Create high-quality learning environments that promote engagement and success
- Teach, model and reinforce positive behaviour and responsible decision-making
- Support students in learning from mistakes and repairing relationships
- Work collaboratively with colleagues, parents and carers to ensure the best outcomes for students

Where possible, staff will apply the trauma-informed practice toolkits to de-escalate situations, focussing on restorative conversations.

Headteacher

The Headteacher is responsible for the strategic leadership, implementation and day-to-day management of this policy. The Headteacher will ensure that appropriate systems, support and guidance are in place to maintain high standards of behaviour and to support both students and staff in promoting a positive school culture.

Governing Board

The Governing Board will support the school in maintaining high standards of behaviour that reflect the school's Christian vision. Working alongside the Headteacher and staff, governors will monitor the implementation and impact of the policy, ensuring that it is applied fairly, consistently and in accordance with equality legislation.

Governors will seek to ensure that all members of the school community are treated with dignity, respect and fairness, regardless of background, culture, faith, disability, sex or any other protected characteristic.

Training and professional development

Ranelagh School is committed to fostering a culture in which all members of the community can flourish. To support this, staff will receive appropriate training and professional development in behaviour, relationships, restorative practice and safeguarding. Training will enable staff to maintain high expectations, build positive relationships and respond consistently, fairly and effectively to behaviour, in line with the school's vision and values.

Partnership with outside agencies

We recognise that some students may require additional support in order to thrive. The school works proactively and collaboratively with a range of external agencies and professionals to ensure that students

and families receive appropriate support when needed. This may include educational, pastoral, safeguarding, health and other specialist services. Through these partnerships, we seek to identify barriers to success, promote well-being and provide timely interventions that enable students to flourish and achieve their potential.

Suspension and permanent exclusion

Ranelagh School is committed to providing a safe, calm and inclusive environment in which every student is welcomed, valued and able to flourish. We seek to nurture a culture of dignity, responsibility, respect and belonging, underpinned by our vision that, although we are many individuals, we are one body.

Our approach to behaviour is rooted in encouragement, support, accountability and restorative practice. Wherever possible, students will be supported to reflect on their actions, repair relationships and make positive changes so that they can continue to succeed as members of the school community.

Suspension and permanent exclusion are serious sanctions and will be used only when necessary. They will normally be considered where a student's behaviour represents a serious breach of the Behaviour Policy, or where allowing the student to remain in school would seriously affect the education, safety or well-being of others.

Before suspension is considered, the school will seek, wherever appropriate, to provide support, intervention and opportunities for improvement. This may include pastoral support, restorative approaches, behaviour monitoring, parental engagement and, where appropriate, involvement from external agencies. However, the school recognises that there may be occasions when the seriousness of an incident makes suspension or permanent exclusion necessary.

Throughout any suspension or exclusion process, the school will seek to balance accountability with compassion, maintaining high expectations whilst remaining committed to the dignity, well-being and future flourishing of every student. In keeping with our Christian vision, we believe that mistakes should be addressed honestly and that, wherever possible, young people should be supported to learn, grow and make positive new beginnings.

Legal framework

The school will act in accordance with current statutory guidance issued by the Department for Education, including School suspensions and permanent exclusions, and relevant legislation including:

- The Education Act 2002
- The Education and Inspections Act 2006
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- The Equality Act 2010
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Any subsequent legislation, regulations or statutory guidance relating to behaviour, suspension and permanent exclusion

The school recognises that suspension and permanent exclusion are important behaviour-management tools that may be necessary to maintain high standards of behaviour and safeguard the well-being of the school community. Decisions will always be made fairly, lawfully, reasonably and proportionately, with careful consideration given to the individual circumstances of the student concerned.

Types of exclusion

Suspension

A suspension is a temporary removal from school for a fixed period in response to a serious breach of the

Behaviour Policy. A student may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. Lunchtime suspensions count as one half of a school day.

Permanent exclusion

Permanent exclusion is the removal of a student from the school roll and is used only in the most serious circumstances. It will normally be considered where there has been a serious breach, or persistent breaches, of the behaviour expectations and where allowing the student to remain in school would seriously harm the education, welfare or safety of the student or others in the school community.

Decision making

Only the Headteacher (or acting Headteacher) may suspend or permanently exclude a student. Decisions will be made on a case-by-case basis, taking account of all relevant circumstances, including:

- The nature and seriousness of the incident
- The student's age and stage of development
- Any special educational needs or disabilities
- Safeguarding considerations
- Previous support and interventions
- The impact on other members of the school community
- The school's legal duties under equality legislation

Decisions will always be lawful, fair, reasonable and proportionate.

Students with SEND and other vulnerabilities

In line with statutory guidance, particular consideration will be given to students with SEND, students who have a social worker, looked after children and previously looked after children. The school will work collaboratively with relevant professionals and agencies to ensure that appropriate support has been considered before a decision is made.

Before making a decision to suspend or permanently exclude a student, the school will consider whether the behaviour may be linked to:

- Special educational needs or disabilities
- Unmet educational needs
- Social, emotional or mental health needs
- Safeguarding concerns
- Other factors affecting the student's welfare

The school will consider whether additional support, reasonable adjustments or alternative interventions are required and will ensure that its duties under the Equality Act 2010 have been fulfilled before any decision is made.

Reasons a student may be suspended

A suspension may be used where a student seriously breaches the behaviour expectations. Examples include:

- Physical assault against another student or a member of staff
- Threatening behaviour or intimidation
- Bullying, including online bullying
- Racist, sexist, homophobic or other discriminatory behaviour
- Swearing or verbal abuse directed at staff
- Bringing prohibited items into school
- Damage to school property
- Persistent disruptive behaviour in lessons
- Refusing to follow reasonable instructions from staff
- Fighting or aggressive behaviour

- Behaviour that puts the safety of others at risk
- Serious misuse of technology or social media related to the school

This list is not exhaustive. Other serious incidents may also lead to suspension.

A suspension or permanent exclusion may be considered where behaviour outside school:

- Puts the safety of students or staff at risk
- Harms relationships between members of the school community
- Involves bullying or harassment of a student or member of staff
- Could damage the reputation of the school
- Could affect the orderly running of the school

Reasons a student may be permanently excluded

Permanent exclusion is used only in very serious circumstances. Examples include:

- Serious physical assault on a student or member of staff
- Bringing or using a weapon in school
- Supplying illegal drugs
- Serious bullying or harassment
- Repeated serious breaches of the Behaviour Policy
- Behaviour that seriously threatens the safety or well-being of others

Each situation will be considered carefully and the school will take account of the individual circumstances before making a decision.

Notification to parents if a student is suspended

- Parents / carers will be informed immediately, usually on the same day and usually by phone.
- The school will then confirm the decision in writing, explaining:
    - The reason for the suspension
    - The length of the suspension
    - The date the student should return to school
    - How to make representations

Parents / carers must ensure that their child is not in a public place during school hours during the first five days of a suspension unless there is a reasonable excuse.

Where a suspension is longer than five school days, the school will arrange suitable full-time education from the sixth school day.

Returning to school after suspension

The school will normally arrange a reintegration meeting with parents/carers and the student before or shortly after the student returns to school. The purpose of the meeting is to support a successful return, identify any support required and establish clear expectations moving forward. In keeping with the Christian vision of the school, reintegration reflects our commitment to accountability, forgiveness, reconciliation and opportunities for positive new beginnings. Students are supported to learn from mistakes, repair relationships where appropriate and move forward positively whilst maintaining high expectations and ensuring the safety and well-being of the wider community.

A student will not be prevented from returning to school if a meeting cannot take place immediately.

Exclusions committee review

The governing board reviews:

- Permanent exclusions

- Suspensions exceeding 15 days per term or affecting exams
- Suspensions of 6–15 days where parents have made representations

Reviews consider parental input, student attendance, and may uphold or direct reinstatement. Independent Review Panel appeals are available if permanent exclusion is upheld.

Reviews can be in person or remote and parents and students may attend with a supporter. Decisions are communicated in writing.

Off-site direction and managed moves

As part of a planned intervention, the school may direct a student off-site to an alternative educational setting to improve behaviour, support engagement and reduce the likelihood of suspension or permanent exclusion. Any use of off-site direction will be undertaken in accordance with current statutory guidance and in partnership with parents/carers where appropriate.

A managed move may also be considered where it is believed that a fresh start in another educational setting would be in the best interests of the student and the wider school community. Managed moves will only take place with the agreement of parents/carers, the student where appropriate, and the receiving school.

Recording and monitoring

Suspensions and exclusions will be recorded in accordance with statutory requirements, including reasons, duration and relevant pupil characteristics. The Governing Board will monitor patterns and trends to ensure that decisions are fair, proportionate and free from unlawful discrimination.

The school will also monitor the use of suspension and permanent exclusion among different groups of students to identify any disproportionality and to ensure that appropriate support and intervention are in place.

Dissemination

All staff, parents/carers and students will be reminded of this policy and its procedures on a regular basis, at least annually.