RYDE SCHOOL
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Behaviour Policy

Policy date:	September 2026	
Date of next review:	Summer Term 2026-27	
Owner(s):	AGD/MRT	
Approval body:	Governors & Head Master	
Intended audience:	Pupils, parents and staff	
ISI Regulatory Paragraph No:	9(a) and 32(3)(d)	
Location (tick as appropriate):	Website	✓
	Parent Portal	✓
	Staff Portal	✓
	Inspection folder	✓

(Refer to Pupil Code of Conduct for Senior School and Prep. School and Golden Rules for Pre-Prep and Rainbow Rules in the Nursery)

This policy sets out the standards of behaviour required of pupils and outlines both the rewards used to encourage good behaviour and the sanctions adopted in the event of misbehaviour. Behaviour throughout the school should reflect the School's values of ambition, respect, responsibility and courage. In addition, the policy reflects the School's commitment to safeguard and promote the welfare of pupils in our care. In order to achieve this, the atmosphere in school must support the teaching and learning that takes place, thus enabling all pupils to realise their potential and thrive.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website and in the Parent Handbook.

The School is strongly committed to promoting an inclusive and anti-discriminatory culture, with equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.

INVOLVEMENT OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils (including boarders) treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils (including boarders and EYFS pupils) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

PROMOTING GOOD BEHAVIOUR

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils with details outlined in the rewards section of the policy below.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- Deterrence – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- Protection – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- Improvement - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

This policy acknowledges the value of the Department for Education (DfE) guidance **Behaviour in schools: advice for headteachers and school staff (February 2024)** and is informed by the statutory frameworks **School suspensions and permanent exclusions (June 2026)**, **Mobile phones in schools (June 2026)**, and **Restrictive interventions, including use of reasonable force, in schools (April 2026)**.

- Rewards
- Sanctions
- Senior School Code of Conduct
- Alcohol
- Drug Misuse
- Removal and Expulsion

The School also has the following related policies that are used in conjunction with this policy in guiding the behaviour of pupils.

- Child Protection and Safeguarding Policy
- ICT Acceptable Use Agreement for Pupils

a) Rewards

The School recognises the importance of praise and rewards in promoting good behaviour. We aim to reward good behaviour informally and also to acknowledge and praise achievements throughout the school. All achievements are logged on the School's database.

The School's system of rewards varies in the three sections.

Nursery and Pre-Prep

Children learn to respect and care for other people and the environment by keeping the Rainbow Rules (Nursery) and Golden Rules (Pre-Prep). These are discussed regularly in assemblies, circle times and whenever needed. These rules are:

The Rainbow Rules

- Say what really happened
- Listening ears
- Friendly faces
- Be gentle and kind
- Look after things
- Keep ourselves healthy and clean

The Golden Rules

Do	**Don't**
Be gentle	Hurt anyone
Be kind and helpful	Hurt people's feelings
Be honest	Cover up the truth
Work hard	Waste time
Look after property	Waste or damage things
Listen to people	Interrupt

Rewards

Happy children learn and we endeavour to always be positive in our management of behaviour and attitude towards learning. We believe in developing a growth mindset in our children and so strive to reward effort, strategic thinking and problem solving.

Rewards for children include verbal praise and positive reinforcement. Stickers and reward charts may also be used, though we encourage children to have a sense of pride in their achievements in themselves rather than for the expectation of reward. Research shows that stickers and reward charts can be detrimental in the long term.

We recognise that what drives one child may not drive another and so we work to nurture the individual and praise their efforts and successes in the ways which motivate them.

Certificates are given weekly in Celebration Assembly for children who deserve special recognition for their social, emotional or academic efforts. These are linked to our character education challenges set fortnightly which in turn are linked with the whole school values.

Children are awarded House Points for demonstrating character virtues and for individual hard work and achievement. They take pride in their own actions and efforts contributing to their House weekly total. The totals are shared weekly in our Celebration Assembly and the House Cup dressed in the winning colours and displayed in the Lower Prep foyer.

In KS1 classrooms, collective (whole class) efforts are rewarded with a marble in the class jar. When the jar is full, a whole class reward such as an extra playtime or free choice activity is awarded to celebrate collective efforts.

Prep School

House Point Tokens (Academic & Character)
These are awarded for praiseworthy academic achievements or for displaying one of the following character traits; Communicator, Risk taker, Knowledgeable, Caring, Reflective or Enquiring.

Ut Prosim Certificates
These are awarded for excellent service.

Distinctions
These are awarded by Heads of House at the end of each term. Each pupil receives one.

Head Master's Commendation
These are awarded for outstanding achievement.

Colours
These are awarded for extra-curricular achievement. Reference is made to the Procedure for awarding Colours in the Prep School which states the criteria for which they are awarded.

Prizes
Prizes are awarded for all-round excellence including the highest points total during that year, service, or for a particular subject. These prizes are presented to the pupils at the Prep School's Speech Day.

Senior School

House Point Tokens
These are awarded for praiseworthy achievements and/or efforts in any area of school life. House Points are physical tokens given to the student, a paper slip given to the student or a teacher can record them directly on

iSAMS. When a point token or paper slip is awarded the student gives it to their form tutor who then records the point on iSAMS.

Commendation and Merit (Sixth Form) Postcards
These are posted to pupils/parents by Heads of Year to recognise special effort, a special piece of work or a special contribution to school life. A Sixth Form Merit Postcard can also be upgraded to a Commendation at the discretion of the Head of Sixth Form.

Head Master's Commendations
For exceptional work which goes beyond the level expected for a Commendation is referred to the Head Master for his consideration. If the recommendation is agreed, the Head Master will award the commendation in person.

Star Awards (Years 7 – 11)
Each half term teachers nominate one pupil for a 'Star Award' for each class they teach. Awards are based upon positive attitude, hard work and determination. Collated results are tracked across the year with four levels of achievement being recognised: Bronze = 5, Silver = 10, Gold = 20 and Platinum = 30. Prizes will be awarded annually for the pupils with the highest Star Award totals.

Commendations and Certificates
The accumulation of points results in the pupil recognition as well as recognition of the overall House total. Commendation badges are awarded at 75, 150 and 250 points. The bronze commendation is awarded for 75 points and is presented in the Year Assembly whilst the silver award for 150 and gold for 250 are presented by the Head Master in the school assembly.

Prizes
Prizes are also awarded for all-round excellence including the highest points total during that year, service, or for a particular subject. Older pupils are awarded prizes for their contribution to the School or for success in public examinations. These prizes are presented to the pupil at the School's Speech Day.

b) Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The School undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection/Safeguarding Policy.

The system of sanctions varies in the three sections of the School.

Pre-Prep & Nursery

In the Nursery and Pre-Prep, we value mistakes as opportunities to learn. We also understand that poor behaviour can often be the result of outside influences, especially with young children. We take all of this into account when dealing with problems and difficult behaviour.

Playground issues are usually best resolved with all parties having the opportunity to offer their own explanation of what happened and why.

Children are encouraged to resolve problems with their friends with the guidance of the adult and offer apologies where required.

Children who display disruptive behaviour in class or break the Rainbow or Golden Rules are given two warnings after which appropriate sanctions will be put in place. If necessary, time out from an activity may be used.

Children are expected to apologise for their actions and make amends as appropriate.

An escalation of poor behaviour will require the involvement of the Head of Nursery and Pre-Prep and communication with parents/carers and will be recorded on iSAMS as a pupil note, behavioural concern. Behaviour flags are regularly monitored and reviewed in staff meetings.

Aggressive behaviour by a child of any age, such as biting, pinching, hitting and pulling out hair, are considered acts that breach the school's acceptable code of behaviour and will be dealt with in the context of the behaviour occurring.

A discussion will take place between the School and parents and appropriate support and action will be taken.

Method of referral:

Nursery:	Key Worker – Nursery Manager – Head of Nursery and Pre-Prep – Head Master
Pre-Prep:	Class Teacher – Assistant Head of Nursery and Pre-Prep – Head Master
Prep:	Class Teacher/Tutor – Head of House – Head of Prep (MRT) – Head Master

Penny Ong is the named Deputy Manager in charge of behaviour management in the absence of the Nursery Manager at Westhill. Vikki Lovell is the named Deputy Manager in charge of behaviour management in the Pre-Prep in the absence of the Head of Prep.

Exclusion from the school would only take place if all other avenues had been explored and exhausted.

Prep

In the case of minor disciplinary issues, a teacher may deal with them without using formal sanctions. Examples include a verbal reprimand or requiring unacceptable work to be repeated.

Staff can log incidents such as these as a Behavioural or Academic Concern/Flag on iSAMS for any pupil. These are automatically shared with all Prep staff and are monitored by the class tutor.

If a pupil receives three or more concerns/flags in a short period of time, the child's tutor staff (in consultation with the Head of House and Head of Prep) will meet with the child to discuss an appropriate Academic or Pastoral Support Card.

Support Cards

- A Support Card will set up to three clear targets for each lesson or playtime.

- The pupil hands the card to the teacher at the end of each session so progress can be reflected on.
- Support Cards may be short-term or long-term, depending on the pupil's needs.
- Parents are always informed when a Support Card is put in place.
- Support Cards are reviewed regularly (normally weekly) by staff with input from parents, to decide whether the card should continue, be adjusted or be concluded.

Serious Behaviour – Red Card

For serious bad behaviour (e.g. aggressive physical act, use of bad language, racism, bullying):

- A pupil is issued with a Red Card and reports to the Head of Prep after school.
- Parents are informed immediately.

Addition to Behaviour Policy: Anti-Bullying and Harassment

Cross-Reference: This section should be read in conjunction with the School's Anti-Bullying Policy.
While the Prep School uses a graduated system of rewards and sanctions, we recognise that bullying requires a specific and robust response. Bullying is defined as the persistent, intentional and repetitive desire to hurt, threaten, or frighten another person. At Ryde, we have a zero-tolerance approach to any behaviour that undermines a pupil's right to feel safe and respected.

1. Identifying and Recording
All reports of bullying, including cyber-bullying and prejudice-based bullying (related to protected characteristics such as race, religion, disability, or gender), are taken seriously and investigated immediately by the Form Tutor and the Head of Prep.

Tracking: All suspected or confirmed incidents are recorded on CPOMS (our safeguarding and pastoral log). This allows the Senior Leadership Group to monitor patterns over time, ensuring that "one-off" incidents are distinguished from persistent bullying.

Reporting: Pupils are encouraged to show Courage by reporting incidents through our "Worry Boxes," directly to any member of staff, or via their Peer Mentors.

2. Restorative Sanctions
When bullying is confirmed, the sanction will reflect the seriousness of the offence (typically a Red Card / Head of Prep Referral). However, our response is also restorative:

The Victim: Immediate pastoral support is provided, and a member of staff is assigned to monitor their well-being in the weeks following the incident.

The Perpetrator: Alongside formal sanctions, the pupil will undergo a period of "Reflective Practice" with the Head of Prep or Deputy Head (Pastoral) to understand the impact of their actions. This aims to foster Responsibility and long-term behavioural change.

3. Parental Involvement
In all confirmed cases of bullying, the parents of both the victim and the perpetrator will be informed on the same day. We work in partnership with families to resolve issues, but we maintain the right to use formal exclusion (suspension) where the safety or well-being of the community is at risk.

Senior School

In the case of minor disciplinary issues, a teacher might deal with them himself/herself without using formal sanctions: examples would be with a verbal reprimand or by requiring unacceptable work be repeated, etc. An issue of this nature may also result in the issuing of a minus point for the younger year groups, whilst a loss of privileges may be more appropriate for the older age groups. However, it is important that appropriate use is made

of the official School detention system, with reference to Form Tutors and Heads of Year. The following formal sanctions may be used as a punishment for misbehaviour:

Academic/Behaviour Flags
If a student produces work below the required level (appropriate to the individual) they may be issued an Academic Flag. Failure to complete prep, or complete to a satisfactory standard, they should be issued an Academic Flag. Flags are recorded via iSAMS by the teacher with notifications going to the student's tutor and Head of Year/Section.

Where a student has fallen below the expected level of behaviour a Behaviour Flag should be issued. This may happen in the course of a lesson, but also at other times in the school day. These flags are recorded on iSAMS in the same way as Academic Flags with similar notifications.

With both types of Flag the Head of Year/Section may escalate the matter to a more serious sanction if felt appropriate. The award of three behaviour flags or three academic flags in a half term will usually result in a Friday detention but this is at the discretion of the Head of Year/Section.

Lunchtime Detention
Monday to Wednesday lunchtime detentions operate for academic work. There are separate detentions for years 7 to 9 and Year 10 and above. These are supervised by a member of the teaching staff as part of the weekly duties. The purpose of these sessions is for students to complete any prep that has not been completed. At no point should these detentions be used for behavioural issues.

Departmental Detention
These usually take place at lunchtimes and are at the discretion of the department or individual teacher. These detentions are typically given for a single prep or behaviour offence.

Community Detention
Held at lunchtime, community detentions are typically given for offences such as litter or graffiti. The Head of Year will be informed and the pupils will be given community tasks/duties as required by the School Marshal, who will supervise the detention along with prefects.

After School (Friday) – Head of Year/Section Detention
A Head of Year detention is given either for repeated prep, behaviour or uniform offences. This detention can also be given for a single, more serious disciplinary offence. The detention is held after school on Friday and lasts for an hour. Parents will be informed automatically of the detention by iSAMS.

Gating
This sanction will be given for incidents of a serious nature e.g. repeated HM detentions, persistent disruption of lessons. This sanction involves the pupil reporting to the Head of Senior School or member of SMT before school, at morning break and lunchtime. They will be supervised at morning break and at lunchtime between (1.00 and 1.30pm). In certain circumstances it may involve working in isolation and parents will be informed via a letter from the Head Master/Head of Senior School.

House Gating (boarding only)
The Housemistress/Housemaster/Houseparent may 'gate' a pupil for a period of time for a variety of reasons including frequent lack of adherence to rules or for being off-site without permission/outside of allotted times, etc. This will result in the pupil being confined to the boarding house with a removal of privileges.

Older pupils in boarding have additional privileges which can be removed for a period of time for poor conduct. Details of these sanctions are detailed within the Boarding Handbook as well as displayed within the boarding houses.

Head Master's (Saturday) Detention
This detention takes place on Saturday morning and is accompanied by a letter to parents from the Head of Section. These detentions are reserved for either for very serious offences, e.g. smoking, truancy etc. or for a number of disciplinary offences which together constitute an unacceptable pattern of behaviour. The relevant Head of Year will consult with the Head of the Senior School if he/she feels that an incident reported to them might warrant a Head Master's Detention. This detention will be supervised by a senior member of staff.

Whole School Sanctions

Suspension
A pupil may be suspended from School for a very serious breach of the School Rules or for an unacceptable pattern of behaviour, often evidenced by a very concerning accumulation of sanctions. This sanction indicates to pupils and parents the extreme seriousness with which the School views the offence.

Internal Suspension
If the School deems a matter slightly below the level of a full suspension an internal suspension may be given instead. As with a full suspension, such a sanction is very serious as outlined above for suspensions.

Removal at the Request of the School
Parents may be required, during or at the end of a term, to remove a pupil, without refund of fees, temporarily or permanently from the School if, after consultation with a parent, the Head Master is of the opinion that the conduct or progress of the pupil has been unsatisfactory or if the pupil, in the judgement of the Head Master, is unwilling or unable to profit from the educational opportunities offered. The Acceptance Deposit will be refunded in the event of removal from the School and fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

Exclusion
A pupil may be permanently excluded at any time if the Head Master is reasonably satisfied that the pupil's conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School or to the safety of other pupils. The Head Master will act fairly and in accordance with the procedures of natural justice and will not expel a pupil other than in grave circumstances. The decision to exclude, suspend or require removal of a pupil and the manner and form of any announcement shall be in the sole discretion of the Head Master. There will be no refund of fees following exclusion (and all unpaid fees must be paid). The Acceptance Deposit will not be returned or credited, but fees in lieu of notice will not be charged.

Please see the School's Exclusion & Serious Disciplinary Cases Policy and Procedure for full details.

Access
A pupil who has been withdrawn, excluded, suspended, removed or expelled from the School has no right to enter school premises without the written permission of the Head.

Notice by the School
If it is in the opinion of the Head Master that the conduct of a pupil is consistently unsatisfactory or that they are unable or unwilling to profit from the educational opportunities offered, the Head Master may then give notice that the pupil should be removed. Normally a term's notice will be given, although in exceptional circumstances notice might be given in the middle of the term.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding & Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Use of Restrictive Interventions

The School's approach to the use of restrictive interventions is set out in the Restraint and Physical Intervention Procedure, available on the school website. The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm.

This policy explains how the School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

Reference is drawn to the School Procedure: Restraint and Physical Intervention Procedure.

Grievance Procedure

In the event of distress or concern over any aspect of school life, in case of the need to share an anxiety, state a grievance or register a complaint, then pupils may speak to any member of staff. The usual lines of communication are Form Tutor, Head of Year or Head of Section. It is to be hoped and expected that this sequential chain of referral will enable the great majority of concerns to be dealt with in a swift, effective and informal manner. Very occasionally, however, it may be that a pupil feels the need to make a formal written complaint. Pupils who wish to make a formal complaint should approach a member of staff of their own choice (tutor, subject teacher, Matron, Head of Year, Head of the Senior School, Deputy Head, Chaplain, counsellor) or an Independent Listener. They will normally be advised to consult their parents before proceeding, but should they be unable or unwilling to do so, the member of staff will assist them in preparing their written complaint and, if they so desire, will accompany them to any meeting or interview with the Head Master to act as their supporter and advocate. Any complaint that involves an allegation of serious abuse will be dealt with under the child protection procedures as set out in the Child Protection and Safeguarding Policy.

Pupil Code of Conduct (Senior School)

The Pupil Code of Conduct is set out on the pupil portal and a link is included in the handbook sent to all parents at the start of each academic year. It is also reproduced in other documents and can be found on the School website. Pupils are expected to have read the rules and are expected to abide by its rules and guidelines. The Code of Conduct rules and guidelines aim to ensure all pupils have the ability to work in surroundings which are calm, orderly and safe. They protect the reputation of the school community as a whole and protect school property and the wider environment. The Code of Conduct applies to all pupils when they are on the School premises, or in the care of the School, or wearing School uniform, or are otherwise representing or associated with the School in any way; on journeys to and from School, on school trips or during school-related activities at any time; during online activities associated with the school; it includes conduct that may occur away from School that affects the welfare of a member or members of the School community or which brings the School into disrepute.

Personal / Sexual Relationships

Open hearted friendliness is encouraged as being at the centre of a good community. The guiding principle on personal relationships for the whole community must be respect for others at all times. This includes respecting those who have different values and opinions. It also includes behaving in a considerate manner which considers the feelings of all: for this reason, excessive displays of affection are not allowed. During the School day pupils are expected to behave in a manner that reflects a professional/working environment.

It is expected that boarders may form relationships and reasonable displays of affection will be tolerated at the discretion of the Housemistress/Housemaster.

Sexual relationships of any sort or sexually rude behaviour between pupils are forbidden on the school site, including boarding houses (inclusive of pupils over the age of 16), in any circumstances. Those who overstep the boundaries may be excluded from the School, or subject to a serious disciplinary sanction. Consenting sexual relationships between pupils over the age of 16 is not normally deemed to be a school matter.

Smoking, Drinking, Illegal and Controlled Substances

It is important that young people understand the dangers of smoking (including vaping and e-cigarettes), alcohol and controlled illegal or harmful drugs and other substances. The School promotes awareness of these dangers through its Personal Development programme. Smoking materials, alcohol and controlled, illegal or harmful substances are banned from the School premises. Their use, even when allowed by law, is prohibited during the School day, during School activities and while travelling to and from School activities.

The School follows a set of procedures (as set out in the staff handbook) carefully drawn up to ensure natural justice, consistency and fairness when handling all disciplinary matters. In the case of incidents involving illegal or controlled substances various factors may be considered, including the seriousness of the offence, the influence on others, the dangers to the community, and the reputation of the School. Mitigating factors will be taken into account. Nevertheless, any pupil in possession of, or under the influence of illegal, controlled or harmful substances on the School premises, during school time, travelling to or from school or on a school trip or activity is likely to lose his or her place at Ryde School. This extends to include the use or possession or arranged purchase or sale of legal substances that replicate the effects of illegal drugs. If it is suspected that a pupil is under the influence of alcohol and controlled, illegal or harmful substances, then the School reserves the right to test a pupil. Such action would be taken in the interests of the safety and well-being of that pupil. Parents will be kept informed as far as practicable.

Further, any pupil guilty of involvement with such substances out of school at any time may well lose her or his place at the School should it be decided after due consideration of the facts that there was a threat to the welfare of others, or a danger to the community or to the reputation of the School. Alternative sanctions, depending on all the circumstances including the pupil's degree of involvement, are at the sole discretion of the Head Master after consultation with the Chairman of Governors. They may include a suspension or a serious warning and will almost certainly require random testing as a condition of return to school.

Our policy at Ryde School is to encourage pupils to discuss their anxieties about drugs or substances in confidence with a member of staff or other responsible adult. Matters brought into counselling in this way in circumstances that are genuine will not be the subject of disciplinary sanctions or adverse report.

Parents likewise are asked to inform the Head of Senior School/Head of Prep if they have any reason to think that their son/daughter may have been involved with drugs or other substances during the school holidays or at school. It is important that parents should not feel they have a conflict of interests in this respect.

Similarly, the School recognises the value of working in partnership with parents in relation to the education and welfare of young people. We aim to maintain effective communication at all times and will involve outside agencies (including the police), for support and advice, where appropriate.

Reference is drawn to the School's Drugs Procedure; Smoking and Alcohol Procedure.

Alcohol

It is school practice that at a school dinner or dance for sixth formers, there should be no alcohol available prior to assembly at the venue of the event, that all drinks should be served and not freely available on tables and that there must be no unrestricted access to a bar, even if pupils are over 18.

Use of the Internet, e-mail and other forms of digital technology

The School views very seriously any use of the Internet, e-mail and any other digital media or technology so as to conflict in any way with the School Rules, to bring the School's name into disrepute, to cause hurt or distress to others (cyber bullying), or to have a negative impact on the School community in any way. Any pupil found to have misused the above technology in such a manner faces sanctions as set out in the sanctions section of this policy and may face losing their place at Ryde School. The School's view applies whether or not a pupil is on the School premises, in the care of the School, wearing School uniform, on a school activity, and whether it is during or outside the school day, or term time.

Bring Your Own Device (BYOD)

Pupils bringing to school mobile phones, smart phones, iPads or other tablet computers, portable music and games systems or any other electronic equipment do so at their own risk. The School does not accept responsibility for any such items that are brought in. They are therefore advised to keep the device in a personal locker during games and activities together with any other valuables and to not to leave them unattended. Pupils in Nursery and Pre-Prep, the Prep School and years 7 to 11 in the senior school may not have their phones during the school day. Phones brought to School must be placed in the pupil's phone locker on arrival at school and collected at the end of the day. Pupils year 8 and above are only allowed to use the devices in lessons with the explicit permission of the teacher or as part of their SEND needs. Pupils in Year 7 are required to have their own Chromebook which is to be used at the direction of the classroom teacher. A failure to observe these rules may attract a sanction along with the device being confiscated. Further breaches of the code may result in an extension to this confiscation or a requirement for the parents of the pupil concerned to prevent their son or daughter bringing a mobile into school.

Social media and networking sites

The School does not discourage pupils' use of age appropriate social networking sites, providing this is done safely and with consideration for others, themselves and the School. Advice is periodically given to pupils on this subject via Personal Development lessons, assemblies and outside speakers. The School's Social Media Code of Conduct (devised by pupils) is recorded in pupil diaries and within the Senior School Parental Handbook. No pupil should post photos, video clips or comments that could in any way be considered as harassment or an invasion of privacy, or which are embarrassing and hurtful. In general, pupils should always ensure that they have secured the permission of anyone about whom they intend to post material. Equally, they should not post anything that could in any way conflict with the ethos and aims of the School or that brings the School into disrepute. Public access websites are occasionally monitored for content by the School.

SERIOUS MISBEHAVIOUR

The School's Exclusion and Serious Disciplinary Cases Policy & Procedure is available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Exclusion and Serious Disciplinary Cases Policy & Procedure may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious “one off” incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection & Safeguarding Policy and Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection & Safeguarding Policy and Exclusion and Serious Disciplinary Cases Policy & Procedure, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

REMOVAL FROM CLASSROOMS

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The School’s use of removal will allow for a meaningful continuation of the pupil’s education in a supervised setting.

When a pupil is removed from the classroom parents will be informed on the same day. As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to allow the pupil to regain calm in a safe space.

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The Schools will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

They School will work with the pupil, parents and other professionals to

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings of
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

SEARCHING

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances. It will balance the right of boarders to privacy with the need for the School to search a boarder or his/her possessions with consent, where there is a strong reason to do so.

Only, the Head, or a member of staff authorised by the Head, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding & Child Protection Policy.

The authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks; or
- Pornographic or offensive images

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection & Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy and the Discipline, Exclusions and Required Removal Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding / Child Protection Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School’s Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. Major sanctions for boarders are kept together with those for day pupils.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils, including within boarding houses, which may indicate that there are possible cultural issues within the School or boarding house which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's Personal Development lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff, pupils, parents and other stakeholders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Senior Leadership Group.