



BEHAVIOUR & ATTITUDES POLICY

Lead

Deputy Principal

Reviewed

Autumn 2025

Approved by Governors

Autumn 2025

Links to Other Policies

[Searching, Screening & Confiscation Policy](#)

1. Introduction

This policy sets out the ways in which school leaders and staff create a safe, calm, orderly and positive environment and the impact that this has on the behaviour and attitudes of pupils. Where this policy refers to teachers, it should be understood that this is referring to all members of staff.

A full OFSTED inspection of Riddlesdown Collegiate in March 2023 judged overall effectiveness to be **OUTSTANDING** and made the following statement:

'Behaviour in the school is exemplary. Pupils are kind and caring towards each other. Leaders address any concerns, including bullying, effectively on the rare occasion they may occur.'

2. Aims and Objectives

Riddlesdown Collegiate is an academy comprising a set of small schools, known as Colleges, through which we are implementing "human scale" education on a large campus of over 2000 learners. Our ambition for the Collegiate, as set out in our Vision Statement, is:

To be a consistently outstanding academy where we:

- uphold our values
- provide inspirational and innovative experiences within and beyond the classroom
- value, support and develop staff
- deliver successful outcomes and positive futures for all of our students.

The wellbeing of students and staff is supported by this policy, which outlines a clear set of expectations for behaviour, the importance of sanctions when behaviour is less than acceptable and the mechanisms to support students and staff in ensuring consistently outstanding behaviour. A successful behaviour policy requires the commitment and consistency of practice of all staff to ensure that learners know the standards expected of them.

In particular, this policy sets out measures which aim to:

- Promote good behaviour, positive wellbeing, self-discipline and respect
- Encourage, recognise and reward
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students
- Create a safe learning environment

3. The Riddlesdown Commitment

The Riddlesdown Commitment, which all students subscribe to on admission to the Collegiate, underpins our approach to work and school life.

Our Ethos

To be a community in which all members are valued and value each other.

We are all leaders of the Riddlesdown community, responsible for our learning and our School. We work together to maximise our own achievements and those of others.

V – value each other

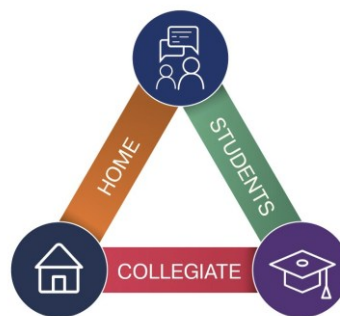
A – aim high

L – lead by example

U – use and develop your talents

E – excel in your efforts

S – stick at it



Our VALUES are at the core of our students developing positive attitudes and commitments to their education. They support the consistent respect for all, aspiration for personal and academic growth, resilience in the face of challenge and difficulty and the impactful contribution to school life and the wider community.

Our Standards

To live by our VALUES, we are all committed to:

- ✓ *Being **kind** and **respectful** to all*
- ✓ *Being **proud** of our appearance and our environment*
- ✓ *Being **ambitious** for ourselves and for others*
- ✓ *Being **positive role models** and **ambassadors**, inside and outside of The Collegiate*
- ✓ *Being **determined** to give our best efforts in all we do and **striving for excellence** every day*
- ✓ *Being **resilient** and **perseverant**, even in the face of challenges*

4. Expectations

Behaviour & attitudes at the Collegiate are rooted in our VALUES and the setting of clear routines and expectations for students across all aspects of school life, not just the classroom. Positive attitudes to learning have a long-term impact on the quality of learning across the educational journey and result in a positive and respectful school culture in which staff know and care about students. As a result of outstanding behaviours and a collaborative culture, underpinned by *Unconditional Positive Regard*, students feel safe and secure in their relationships with peers and with adults. As a very large school we benefit from a diverse cohort of students and staff body. Through consistently high levels of respect for others, we value and nurture difference, identify and celebrate commonality and do not tolerate bullying, discrimination or harassment of any description. Through supportive pastoral care, consistent demonstration of high expectations, positive role modelling and world class teaching, students are taught to behave in an outstanding manner at all times.

Our expectations for standards of behaviour are expressed in general terms in The Riddlesdown Commitment. This was written by students, staff and parents; it is displayed in each classroom and is a key part of the Student Planner.

5. Approach and Response to Unacceptable Behaviour

Outstanding behaviour by all members of the Collegiate community is the key way in which we demonstrate that we value each other and so our actions should always promote, reinforce and commend this. However, occasionally, for a variety of complex reasons, behaviour can go wrong. In these cases, staff must maintain a calm and professional approach by:

- focusing on the behaviour, not the student
- not considering the behaviour as a personal affront to their work
- not becoming angry or aggressive with the student
- responding in a calm and measured tone, not shouting unless there is a need to use the voice as a means of managing the situation
- framing language positively, with a focus on reminding students of required behaviour

When dealing with any aspect of unacceptable behaviour, our immediate aims must be:

- i. to prevent behaviour impacting negatively on safety or wellbeing of staff or students
- ii. to prevent behaviour impacting negatively on students' learning
- iii. to prevent behaviour impacting negatively on the maintenance of an orderly environment
- iv. to understand the cause(s) of the unacceptable behaviour
- v. to help the student to understand why the behaviour was unacceptable
- vi. to educate the student(s) to prevent the repetition of such behaviour and repair any damaged relationships

On some occasions, this will mean that a student will receive a sanction. Where possible and appropriate, this sanction should relate to the unacceptable behaviour, e.g. litter picking in response to dropping litter, community service in response to an offence against the community. Sanctions should never humiliate or degrade a student; teachers should seek to correct behaviour whilst maintaining positive relationships and being careful not to damage self-esteem. On all occasions, the response should seek to be restorative and should ensure that the student understands clearly the possible consequences of further transgressions. This is particularly important in cases of bullying and harmful behaviour towards others. All such reported cases should be recorded in Arbor under the appropriate category - bullying, racist incident, homophobic incident. Any patterns or emerging concerns should be considered. Comments on Arbor must be factual, written in full sentences and in a professional manner; other students' names should not be included. All harmful sexual behaviour, including child-on-child abuse, sexual harassment, online sexual abuse and sexual violence must be recorded on CPOMS. Further information on managing harmful sexual behaviour can be found in the Safeguarding Policy. This policy can be accessed on our website by clicking [here](#).

In order to support an investigation into a significant incident, it may be appropriate for a student to be kept out of lessons, supervised by a member of staff. During this time, students may be asked to provide written statements to enable staff to reach a judgement based on the balance of probabilities.

Teachers need to make professional judgments at particular times about how to manage an example of unacceptable behaviour. No two instances are the same and it is not wise to set down a rigid set of requirements. Our consistency in behaviour management is rooted in our culture and ethos rather than in our responses or the consequences for individual students. Put simply, our intention is for students always to “do the right thing” – to act with courtesy, respect, integrity and independence.

6. Behaviour in Lessons

Outstanding behaviour in lessons is far more likely to be secured where teaching and learning is of high quality. Quickly establishing productive routines is vital to maintaining effective classroom management and engaging students in learning as soon as possible. The Staff Handbook provides guidance on effective planning and delivery of outstanding teaching and learning, but the key features relating to behaviour are:

- Teacher has presence, is in control, has high expectations and sets clear boundaries that are consistently applied and has established good relationships with students
- Clear routines, in line with the Collegiate non-negotiables, are consistently implemented
- Opportunities for learning should be presented from the very start of the lesson. As students enter the room there should be an engaging task, activity or question ready for them to sit down and start working on straight away
- Explanations and instructions are clear and relevant
- Work is interesting, varied and pitched correctly
- Students should be expected to join in with discussions and encouraged to ask questions. They do not call out, but are invited to speak by the teacher
- Students are regularly receiving feedback on their attitude to learning, including *‘catching them being good’*

Teachers should be at the classroom door to welcome students as they arrive to the lesson and to ensure orderly movement in the corridor. Students must not be required to line up at the door unnecessarily before entry; the corridors are narrow and this impacts on the good order of movement to lessons. This means that teachers must be at their classrooms in good time. If a student arrives late to a lesson, they should receive a ‘Late to Lesson’ Behaviour Point. It might be appropriate to ask the student to wait outside the classroom to prevent disruption to a lesson that has already started, however, this should only be for a short period of time, before inviting the student to join the lesson at an appropriate point.

Sometimes, despite effective planning and preparation, there will still be an incidence of unacceptable behaviour in a lesson. The most common examples are: refusing to work, off-task talking, repeated calling out, refusing to follow other reasonable instruction (e.g. seating plan), argument with another student. In such cases, teachers should follow a “three strike” approach:

1. **Reminder** – Students will be reminded of the expected behaviours and informed that a continuation of unacceptable behaviour will result in the issuing of a Behaviour Point.
2. **Warning** – If the unacceptable behaviour continues, appropriate behaviour management strategies will be implemented, e.g. change of seats, change groupings, speak with student 1:1 outside of the classroom. The student will be told they have received a warning and a Behaviour Point added to Arbor under the appropriate category.
3. **On-Call** – If the unacceptable behaviour continues, the on-call process will be implemented and a senior member of staff will visit the lesson to support a resolution and the correction of behaviours. The intention of the on-call visit will be to facilitate the student staying in the lesson. If it is deemed that a student remaining in a lesson will negatively impact on the learning of others, that student will be removed by the member of the on-call team and added to Whole School Detention.

Parents will be informed of any serious incidences of defiance, disruption of learning and removal from lessons.

If a student is removed from a lesson, they will be escorted to The Ulysses Room by a member of the on-call team. Students will remain in The Ulysses Room for 3 periods from the point of removal. During this time they will have the opportunity to complete some reflection work on the cause of their removal, discuss the incident with a member of staff and have some time to complete curriculum and/or online work. At the discretion of the member of staff in The Ulysses Room, students will then return to lessons with a renewed sense of focus and purpose.

It is important that when such incidences have occurred, the teacher makes the time to follow this up with a discussion with the student in order to address points iv. – vi. in paragraph 5. Teachers are responsible for taking action to address and, as far as possible, resolve issues, seeking support from relevant colleagues (e.g. Curriculum Leader, Senior Tutor), if necessary.

7. **Bullying**

Bullying can be defined as, *'hurtful behaviour, repeated over a period of time, with the intent to cause physical or emotional harm'*. It is important to understand that bullying is not a one-off incident.

At the Collegiate, we adopt a preventative approach to bullying and through our Personal Development Curriculum, assembly programme, PHSCE curriculum and other aspects of our pastoral support, seek to continuously educate our students on the importance of **Valuing Each Other** and the power of kindness.

On the rare occasion when bullying occurs at the Collegiate, we take a strong and swift approach to resolve the issue. As with all our approaches to unacceptable behaviour, the approach here will be motivated by educating children on the impact of their actions and supporting a restorative approach for the parties involved. A key part of our response on these rare occasions is to ensure that the victim feels safe and secure and confident that their concern has been responded to.

8. Behaviour outside of Lessons

As far as possible, any incidences of unacceptable behaviour outside of lessons should be dealt with by the teacher on hand, who will need to inform the student's Tutor of such an incident at a later time. By actively supervising students during break and lunchtime duties, using the time to build positive relationships with individuals and groups of students, we can be confident that outstanding behaviour can be maintained outside of lessons. All staff have a professional responsibility to arrive promptly for duties and to remain active in the supervision of students at all times. Tutors should use the daily contact they have with students to demonstrate an active interest in all aspects of students' work and school life, acknowledging achievements and encouraging through adversity.

Students are expected to demonstrate the same high standards of behaviour outside of the Collegiate, as well, both whilst on off-site educational visits and activities and more generally whilst travelling to and from the Collegiate in the local community. The Collegiate adopts the same views towards unacceptable behaviour, whether inside or outside of the Collegiate (including the misuse of social media), and, in cases where antisocial or criminal behaviour has led to the involvement of the police or other external agencies, the Collegiate is committed to supporting law enforcement and will work with determination to tackle and eliminate wrongdoing. Teachers have the authority to act in the interests of students' wellbeing and in support of good behaviour outside of the Collegiate, at any time.

Our mobile phone stance – **On Site, Out of Sight** – is very clear and motivated by providing students with an opportunity to stay focussed on learning and avoid the distractions that mobiles can bring. Upon entry to school, a student's phone must be turned off and placed in their bag. If a phone is seen or heard whilst on site, it will be confiscated and placed in the school safe for five school days.

9. Reasonable Adjustment

Riddlesdown Collegiate is an inclusive school and prioritises the need for an equitable education. We acknowledge some students may at times require adults in the school to make reasonable adjustments when applying our behaviour policy, in order to support individual needs. Examples of such students might include:

- a. Students with SEND
- b. Children who are Looked After
- c. Students with English as an additional language
- d. Students who act as young carers
- e. Minority ethnic and faith groups, travellers, asylum seekers and refugees
- f. Any student experiencing adverse circumstance outside of the Collegiate

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as excuses for behaviour that falls outside of our Collegiate VALUES. All students are expected to adhere to the Riddlesdown Commitment at all times and will be supported to do so by all adults within the school.

10. Leadership and Management

The small school's model at The Collegiate supports College teams by allowing them to develop strong and deep relationships with students and families. The day-to-day oversight of behaviour &

attitudes for individual students is the responsibility of their College Head and the College SLT. This includes the effective implementation of whole school systems and sanctions.

College leaders are supported by the Deputy Principal, Behaviour & Standards, who will oversee pastoral support across the Colleges.

Any decisions regarding suspension or permanent exclusion will be made by the Principal, or the Deputy Principal in their absence.

The Local Governing Body (LGB) are informed of any permanent exclusion that takes place and provided with a termly behaviour analysis at LGB meetings.

11. The Role of the Tutor

The Tutor plays a key role in monitoring behaviour and working to improve behaviour with all members of his/her Tutor Group. The daily contact that Tutors have with students enable them to quickly identify any changes in patterns of behaviour and the strong relationships that they, in particular, have with parents mean that they are well-placed to work in partnership with students' families where there are concerns. Tutors should monitor achievement, attendance and behaviour through Arbor, taking direct action to address any emerging concerns through, for example, discussions with students, monitoring students' behaviour through a report, discussions with parents, liaising with subject teachers over particular difficulties and seeking additional support from the College Senior Team, where necessary.

12. Communication

Effective and timely communication between members of staff, in particular Tutors, and between the Collegiate and parents is a vital aspect of securing good behaviour and working to improve it, where necessary. Tutors should always be informed of any emerging concerns and parents should also be informed early so that, through effective partnership, issues can be tackled and resolved.

Communication should always remain professional and seek to inform and make progress, not to place blame or rebuke.

13. Rewards

There are a range of options and rewards to promote and praise good behaviour. The reinforcement of good behaviour in all contexts is a key part of improving behaviour overall and teachers should refer to the guidance on rewards in the Staff Handbook to encourage all students to always aim high and excel in their efforts. Regular recognition of student's efforts and contributions during lessons can be given through the awarding of '*Achievement Points*' on Arbor. All students who receive 5+ achievement points across a week have recognition correspondence sent home each week. In half-termly assemblies, students receive rewards for both effort and academic achievement in the form of certificates and badges. In addition, students are awarded for their wider contributions to the life of the Collegiate. Colleges will also present awards for specific behaviours linked to bespoke College approaches, e.g. *The Phoenix Way, Aquila Stars, Pegasus Perfect and Orion Hunters*. On a weekly basis during tutor time, achievement points are reviewed and recorded in student planners.

14. Strategies for Improving Behaviour

The Collegiate uses a number of behaviour improvement strategies. These should not be confused with sanctions, but may be used in addition to or in conjunction with a sanction. Strategies used

include: a report card to monitor behaviour, a College Support Plan (CSP), intervention through inclusion services co-ordinated by Mackay College, respite at another educational provider, an internal College move or an off-site direction to another school. The purpose of all strategies must be to secure an improvement in behaviour so, for example, when setting the targets on a report or a College Support Plan, the mechanisms that will be used to support the student must also be included. A description of the desired behaviour without any such supporting detail is insufficient and is unlikely to prevent further deterioration. Behaviour approaches are tailored to individual students and focus on improving relationships, academic issues, teaching coping and resilience skills.

Behaviour management and strategies for improving behaviour, both generally and with particular groups of students and/or individual students, form a key part of the Collegiate’s ongoing professional development programme. Early Career Teachers (ECTs) in particular, have significant training on these issues, both as part of their pre-start induction and during the course of their first year.

15. Sanctions

The main functions of any sanction should be to:

- Provide a consequence for acting in an unacceptable fashion
- Act as a deterrent for further transgressions
- Reinforce the ethos of the Collegiate and uphold The Riddlesdown Commitment

Where deemed appropriate and necessary, the following sanctions may apply (this is not an exhaustive list of responses):

<i>Verbal Reminder</i>	Reminders should be straightforward, describing the inappropriate behaviour, why it is unacceptable and focussed on what replacement behaviour should occur to behave more in keeping with our VALUES. Reminders should be delivered immediately and consistently so students know what is expected of them –they should not humiliate the student.
<i>Detention</i>	Student is actively supervised by a teacher during break/lunchtime or after school (there must always be an opportunity for the student to use the toilet and to eat; students may be detained for up to 10 minutes after school without prior notice.
<i>Social Supervision</i>	<p>If a student’s behaviour during social time is inappropriate or they are persistently falling below Collegiate standards, they may be placed in Social Supervision during break and lunch. Parents will be contacted the day before and it is the responsibility of the student to bring a packed lunch. FSM students will be provided with food.</p> <p>Reasons a student may be placed in Social Supervision include: <i>taking food out of diner, poor social time behaviour, persistent lateness to lessons, poor report scores</i>. This is not an exhaustive list.</p>

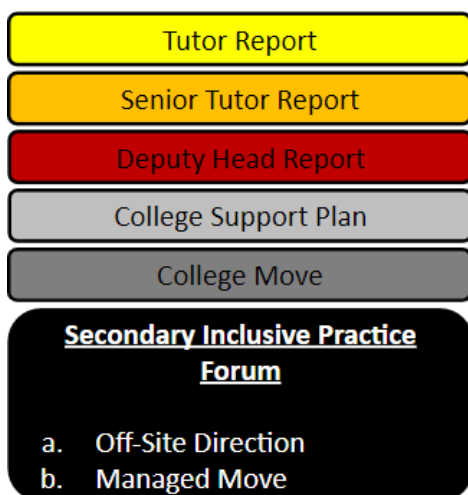
<p><i>Whole School Detention</i></p>	<p>If a student is late to school with no valid reason, e.g. a verified appointment, or is removed from a lesson, they will be in receipt of a 45min Whole School Detention on the same day.</p> <p>In addition, if a student accumulates 3 negative Arbor points, they will receive a 45min whole school detention on the same day that the 3rd point is received.</p> <p>Parents will be contacted at 13:30 each day to inform them. Other reasons a student could receive a WSD might include, <i>missing another detention, truancy, poor behaviour in social supervision or failure to attend social supervision</i>. This is not an exhaustive list.</p> <p>If an incident resulting in WSD occurs after 13:30, the detention will take place the following day.</p>
<p><i>Deputy Principal Detention</i></p>	<p>If a student fails to attend their Whole School Detention, they will be placed in a 90min Friday detention.</p>
<p><i>Loss of privileges</i></p>	<p>Student is not allowed to participate in trips, extra-curricular activities or use the Diner for a fixed period – decision made by Senior Tutor.</p>
<p><i>Community Service</i></p>	<p>Student is required to undertake an activity on the Collegiate site to demonstrate regret for a particular transgression. Tasks could include picking up litter; tidying a classroom; helping clear up the Diner after meal times; or removing graffiti – decision made by Senior Tutor</p>
<p><i>Internal Suspension</i></p>	<p>Student spends a period of time (usually 1-2 days) in the <i>Ulysses Room</i>, working independently out of lessons – decision made by College Head in liaison with Deputy Principal.</p>
<p><i>External Suspension (fixed term)</i></p>	<p>Student spends a period of time (usually 1-5 days) at home as a result of a serious incident of poor behaviour or a series of ongoing incidents of poor behaviour – decision made by Principal (or Deputy Principal)</p>
<p><i>Permanent Exclusion</i></p>	<p>Student is permanently excluded from the Collegiate as a result of a very serious incident or an ongoing pattern of unacceptable behaviour which is having a major impact on the learning or safety of the Collegiate community – decision made by Principal</p>

The Collegiate follows the statutory guidance published by the Department for Education:

It is important to recognise that sanctions in themselves will not automatically “fix” behaviour; in order for behaviour to improve, a student must learn to recognise why their actions may have been wrong and build a determination to act with greater consideration in the future. Clearly, alongside parents, all members of staff in the Collegiate have a responsibility towards teaching and modelling outstanding behaviour at all times.

16. Behaviour Journey

Our behaviour journey is set out to offer clarity around the escalation of sanctions in the event of continued behaviours that are in breach of this policy and do not adhere to the Collegiate VALUES.



At each stage of this journey, partnership with families is crucial in discussing support and strategies to improve behaviour. This journey is intended as a guide and not as a definitive approach. We understand that a student’s journey is an individual one, and therefore our approach will always be personalised and take into account any relevant factors or circumstances.

Following any incident of behaviour that is not in keeping with our VALUES, alongside any appropriate sanction, we will consider what support is needed through a range of available strategies that make up our **Reintegration Toolkit**. An illustration of the range of support on offer is outlined below. This is not an exhaustive list and the judgement of appropriate strategies to implement will be made by senior pastoral leaders. It is always preferable to make these decisions in conjunction with parents/carers, however our decision making will always be driven by our professional views on what is in the best interest of the child.



An **Off-Site Direction** is a decision we can make to require a student to attend another educational setting to improve their behaviour. If previous interventions have not been successful in improving a student’s behaviour, off-site direction can be used to arrange time-limited placements at an alternative provision or another mainstream school. During any off-site direction, students will be dual registered. The length of time and structure of any off-site direction will depend on circumstance. The decision to make an off-site direction does not require parental consent and any non-attendance to the provided setting will be classified as unauthorised absence.

A **Managed Move** is used to initiate a process whereby a student moves to another mainstream school or educational setting on a permanent basis. This may be the outcome of a previous off-site direction or may be an action in itself. Managed moves should be voluntary and agreed with all parties involved, including the parents/carers and the admission authority of the new school.

17. Suspensions and Permanent Exclusion

In response to a significant breach, or repeated breaches of the behaviour policy, it may be deemed that a suspension or permanent exclusion is appropriate. Any suspension that is issued, is an essential behaviour management tool and may be used to provide a clear signal of what is unacceptable behaviour and demonstrate to a student that their current behaviour is putting them at risk of permanent exclusion.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal will apply the civil standard of proof, i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’.

An internal suspension will result in a student spending a period of time in our Ulysses Room. During this time, a student will have the opportunity to complete some reflection work and will then

have access to their normal curriculum work, primarily via Google Classroom. At all times, students in the Ulysses Room are supervised by an adult and for the majority of the time, this will be our Behaviour Support Officer.

A suspension is when a student will be removed from the collegiate temporarily. During this time, school work will be provided. Parents/Carers will be written to formally and invited to attend a reintegration meeting with the Principal or Deputy Principal.

Following a period of internal exclusion or suspension, College leaders will consider how to utilise the ***Reintegration Toolkit*** to support effective transition back into mainstream lessons. Reintegration will always be preceded by a meeting with parents/carers to discuss what support is needed in order to move forwards and avoid repetition of poor behaviours and therefore further sanction.

A permanent exclusion means that a student is no longer allowed to attend the collegiate. This decision will only be taken:

- in response to a serious breach or persistent breaches of this behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Bringing the Collegiate into disrepute
- Bullying
- Child on child abuse of a sexual nature
- Damage to school property
- Drug or alcohol related incident
- Misuse of social media
- Physical assault against an adult
- Physical assault against a student
- Persistent defiance and/or disruptive behaviour
- Racist abuse
- Theft
- Verbal abuse or threatening behaviour towards an adult
- Verbal abuse or threatening behaviour towards a student
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy

This is not an exhaustive list. It is intended to provide examples rather than be complete or definitive.

Additional information around DfE guidance on suspensions and permanent exclusions can be found [here](#).

The Collegiate Trust Suspension and Exclusion Policy can be found [here](#).

18. Non-Contact

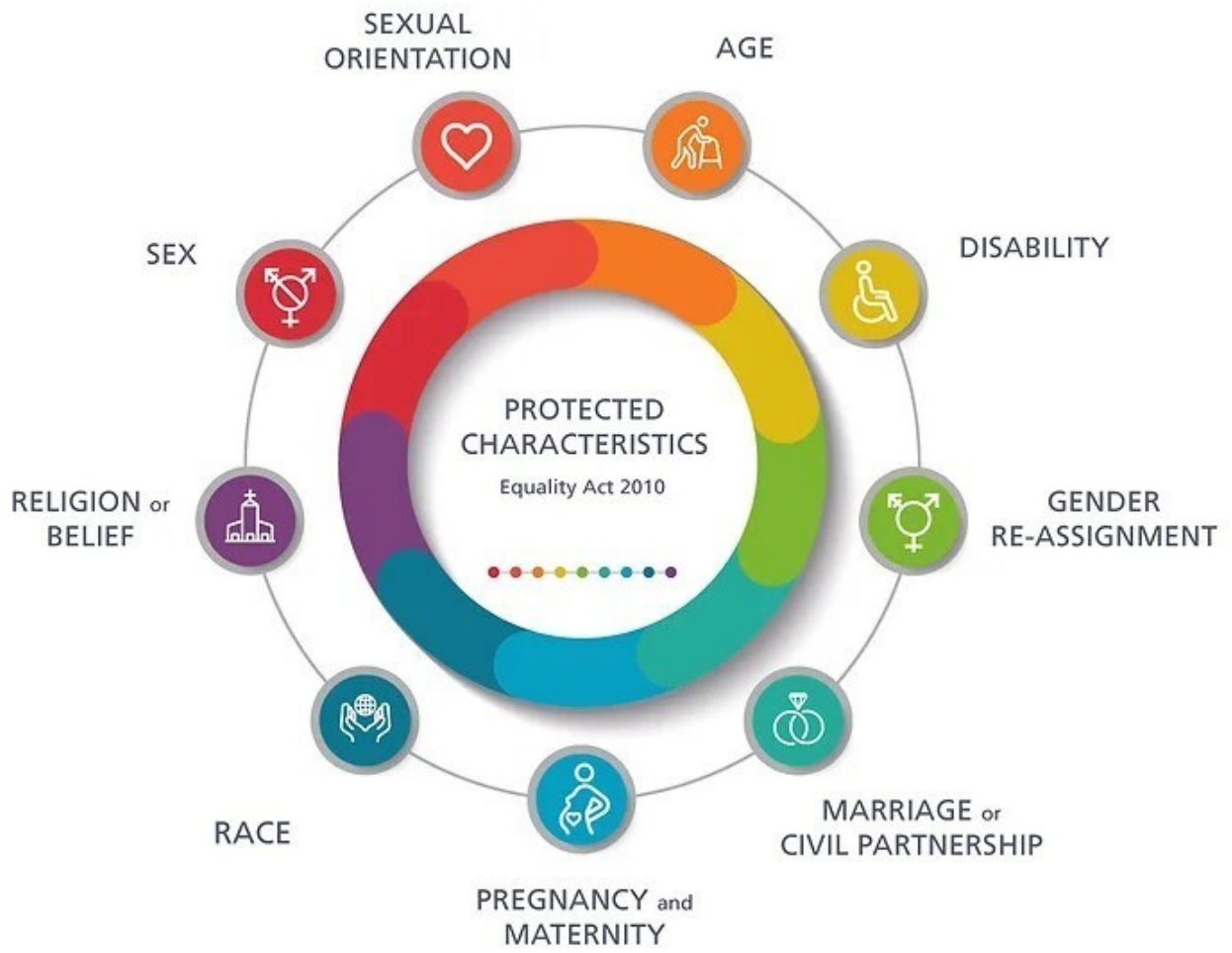
On occasion, we may deem it necessary to implement one of the following non-contact processes:

1. **A Non-Contact Agreement** - this is an agreement between two (or more) students, as part of the supportive restorative work of pastoral teams, who are agreeing to provide each other with some space to allow for issues of dispute or upset to be resolved with time and distance. Students and staff will sign this agreement and it will remain in place until such time as the senior pastoral leaders feel it can be removed. Students who have signed the agreement, may wish to approach senior pastoral leaders to request that the agreement be removed as the original issue no longer remains a barrier. Breaching this agreement may result in a level of sanction. This document is signed off by the Deputy Principal.
2. **A Non-Contact Order** - this is a compulsory order imposed by senior pastoral leaders in response to a significant breach of our VALUES and the mistreatment of another student or other students. Students and staff will sign this agreement and it will remain in place until such time as the senior pastoral leaders feel it can be removed. Breaching this agreement may result in a suspension or permanent exclusion. This document is signed off by the Principal.

A copy of any non-contact arrangement will be sent home to parents/carers.

19. Protected Characteristics

In line with our VALUES, we are committed to being a school that is unequivocally anti-discrimination. Through our VALUES curriculum, our PSHCE curriculum and our assembly programme, we will continue to promote diversity, the celebration of difference and the collective responsibility that comes with the privilege of being part of the Riddlesdown Collegiate community. Part of this work includes all members of the school signing our new ***Anti-Racism Charter***, which has been designed by a working party of staff and students.





'A racist incident is any incident which is perceived to be racist by the victim, or any other person' – MacPherson Inquiry Report

<p>We will:</p> <ul style="list-style-type: none"> Commit to Being Anti-Racist, not just 'not racist' <ul style="list-style-type: none"> • Actively oppose racism, understanding that it requires proactive measures, not just the absence of racist actions or beliefs. Educate Ourselves and Each Other <ul style="list-style-type: none"> • Continually learn about the history, impact, and mechanisms of racism, and educate our community on its pervasive and subtle harms. Question Our Own Biases <ul style="list-style-type: none"> • Reflect upon and address our own biases and preconceptions, acknowledging the need to confront unconscious biases. Treat Racist Incidents with Seriousness <ul style="list-style-type: none"> • Address all racist incidents with the seriousness they deserve, ensuring they are not dismissed or minimised. Challenge and Report Racism <ul style="list-style-type: none"> • Actively challenge and report racism in all forms, including jokes and 'banter' between friends, whenever it arises. Challenge Our Peers and Friends <ul style="list-style-type: none"> • Encourage and empower each other to challenge racist behaviors and attitudes among our peers, fostering a culture of accountability and support. 	<p>We will:</p> <ul style="list-style-type: none"> Ensure Accessible Reporting Mechanisms <ul style="list-style-type: none"> • Provide clear, anonymous and accessible reporting mechanisms for all staff and students to report racism. Create Anti-Racism Safe Spaces <ul style="list-style-type: none"> • Create safe spaces where individuals can discuss, address and report issues of racism without fear of retribution or dismissal. Introduce Racial Justice Champions <ul style="list-style-type: none"> • Introduce Racial Justice Champions, members of staff, who will lead and advocate for racial justice within our collegiate, ensuring ongoing support, commitment and progress. Establish an Anti-Racism Student Committee <ul style="list-style-type: none"> • Form an anti-racism student committee dedicated to promoting anti-racism initiatives and supporting affected individuals within the collegiate. Celebrate Diversity <ul style="list-style-type: none"> • Recognize and celebrate the diverse cultures, histories, and experiences within our community to foster inclusivity and respect.
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We will not tolerate discrimination of any nature from any member of our community. On the rare occasion where this might happen, we will implement our sanctions and support strategies.

20. Parents

At Riddlesdown Collegiate we believe that the success of our students depends upon the three-way partnership between staff, students and parents. Parents are our students' first teachers and so it is crucial that they trust and support our ambitions in order to develop well-disciplined, responsible and successful young adults. In order to support the demonstration of our VALUES outside of the Collegiate during travel to and from school, it is essential that parents are fully aware of the journey their child is taking. If needed, we will enforce travel management plans to ensure that we can be confident of the safe and sensible travel of students to and from school.

Parents causing serious or repeated nuisance on the Collegiate premises, acting aggressively towards staff (including via social media or electronic communication), bringing the Collegiate into disrepute or contravening of the Collegiate's policies on social inclusion, diversity or equality may lead to restricted access to the site and staff.

21. Searching, Screening & Confiscation

Full information can be found in our Searching, Screening & Confiscation policy, accessible on our website by clicking the link here.

Searching & Screening may take place if there is suspicion that a student is in possession of any of the prohibited items below:

- knives, weapons or any pointed/bladed items
- alcohol

- illegal drugs and/or associated paraphernalia
- stolen items
- tobacco and cigarette papers
- vape pens
- fireworks including firecrackers and other dangerous/noxious items
- pornographic images
- any article that the member of staff 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 student)

22. Positive Handling and Restraint

Positive handling is limited to unforeseen and emergency situations and used only in the last resort. Positive handling is considered to be a positive application of force with the intention of protecting the student from harming himself or others or seriously damaging property. Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment. Trained staff, authorised by the Collegiate Principal, can use such force as is reasonable in the circumstances to prevent a student from:

- Committing an offence.
- Causing personal injury to, or damage to the property of any person (including the student themselves).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its students, whether during a teaching session or otherwise.

Parents/carers must be informed of any incidents requiring physical intervention. Any restraint must be recorded on CPOMS and reviewed by the Principal who will instigate further action if required.

23. Conclusion

In essence, outstanding behaviour is a product of healthy relationships within a caring and supportive community, where everyone feels valued and encouraged to achieve their full potential and to always “do the right thing”. Our “small schools” model is designed to facilitate the creation, maintenance and enhancement of these conditions in order that our vision of delivering an exceptional education for all may be realised.