

INVICTUS

Education Trust

Positive Conduct Policy



**Building relationships and a statement of our
behaviour principles**

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Statement of Behaviour Principles

At Rufford a positive and respectful culture of high expectations and established routines ensure that the behaviour, conduct and the attitudes of Pupils are good. We believe that every Pupil is important and that every pupil can be successful. Within our learning community we expect every interaction to be positive and meaningful; for pupils to demonstrate good behaviour, manners and conduct towards one another and have positive relationships at all levels. We want pupils’ experiences of school to be enjoyable, yet challenging, as well as being rewarding and fulfilling. All pupils at Rufford should be able to enjoy a secure learning environment in which they feel safe, secure, confident and able to learn. Pupils should demonstrate a commitment to their learning and strive to be the best that they can be, at all times. We should never accept or provide second best.

- Pupils have the right to learn without distraction.
- We understand that some Pupils may struggle to routinely meet the school’s high expectations.
- Pupils have the right to grow and flourish as individuals and the responsibility to allow others to do the same.
- Pupils have the right to be respected and the responsibility to treat others the same.
- Pupils have the right to be safe and the responsibility to keep others safe in school.
- Good attendance and punctuality to school must be valued by all and common place.
- Positive behaviour that promotes kindness, courtesy, care, cooperation and consideration is expected from all members of the school community.

Roles and Responsibilities

Invictus Education Trust will ensure the school establishes clear expectations and high standards of positive conduct of Pupils and staff.

The **governing board (Academy Committee)** is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation. The governing board supports the school in maintaining high standards of desired conduct of Pupils and staff.

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Headteacher, Assistant Headteachers and SENDCo will play a proactive and pastoral role in positive conduct management. These are key roles in monitoring conduct and ensuring appropriate support systems are implemented. The Headteacher will establish a policy for the promotion of desired conduct and keep it under review. They will ensure that this is communicated to Pupils and parents, is non-discriminatory and the expectations are clear.

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the positive conduct policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's positive conduct policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following an incident/s (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the positive conduct policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

- Pupils will be supported to meet the behaviour standards and will be provided with clear and consistent routines and boundaries.
- Pupils will be supported to develop an understanding of the school's positive conduct policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the positive conduct policy.
- Extra support will be provided for pupils who are mid-phase arrivals.

Legislation and Statutory Requirement

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy](#)

This policy is linked to other Rufford Primary School and Invictus policies:

- Attendance policy
- Safeguarding policy
- Uniform policy
- Invictus exclusion policy

Introduction and Aims

This document sets out the framework of Rufford's approach to encouraging good behaviour known as '**Positive Conduct**'. It is expected that our framework for conduct will successfully address or improve a number of areas, and result in the standards of conduct that we aspire to.

The framework should be successful in:

1. Providing much greater understanding of the conduct process for pupils, parents/carers, teachers and governors;
2. Ensuring that all pupils, regardless of ability, age and gender are involved in the process of praise, recognition and rewards;
3. Reducing staff workload through the increased efficiency and effectiveness of the conduct system;
4. Creating the best learning environment.

The Home School Agreement

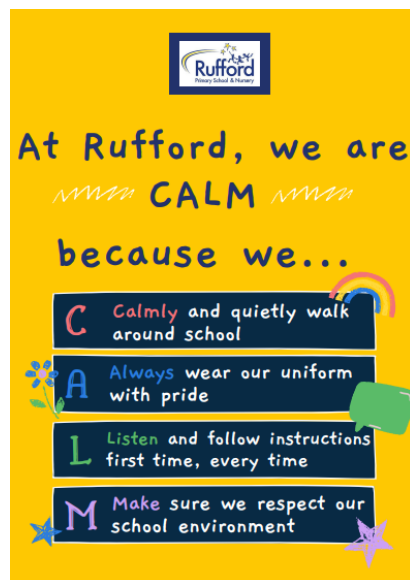
Rufford believes children learn best when parents, teachers and children work together to promote achievement. This agreement will help make that partnership clear and assist in the development of good relationships between home and school. Communication will be via a number of platforms such as policies, the website, the Inspire platform, emails and texts. A copy of the home school agreement is available on our website: https://www.rufford.dudley.sch.uk/files/ugd/7c4dfd_8ff7f999b19940cca927c782fe863756.pdf

Positive Conduct in the Classroom and Around the School

In order to maintain a well-ordered environment, all staff will apply the school conduct system, ensuring a consistent approach when dealing with unacceptable conduct. Pupils know what is expected of them, the consequences of negative conduct and, where possible, how they can put it right (before or after any consequence has been applied). The expectations of pupils within school have been outlined already in this policy. In terms of establishing a key set of rules for the classroom and around the school, we recognised the importance of simplicity.

Our Rules, Values and Philosophy

At Rufford, our rules are:



At Rufford, we RISE. Our values are: **Resilience**, **Integrity**, **Self-awareness** and **Excellence**.



These rules and values underpin all of our expectations for behaviour in school and are the foundation for positive conduct and building positive relationships throughout our school community.

4.3 Philosophy

- **Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.**
- **Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).**
- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children’s SEMH needs.**

Building Relationships

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

5.1 The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling

pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this.

If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change. This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach and enable children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of SLT.

5.2 Building positive relationships with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred. For most children (unless there are specific safeguarding concerns) teachers should liaise directly with the parents if they have concerns about a child's behaviour. This should be via face to face or phone call in order to ensure there is a dialogue about the child/ incident. This is then logged on CPOMS. Depending on the child and any support work taking place – this contact may be done with support from or by the learning mentors or members of /SLT.

Restorative Practice

Our job is to teach the PUPILS we have; NOT those we would like to have; NOT those we used to have but those we have right now. ALL of them.

6.1 At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

6.2 We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school rules and values of resilience, integrity, self-awareness and excellence. On occasions when these rules and values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

6.3 We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

6.4 Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

6.5 If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

6.6 If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

6.7 We believe that through being Attachment Aware and using Emotion Coaching, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. See SEMH Policy for more information.

About Restorative Language

6.9 When our pupils find themselves in conflict or upset, we will ask them the 5 Magic Questions:

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need now/need to do now?

6.10 We might also say to our pupils:

- What would you do differently next time?
- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

6.11 Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:

6.12 Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines. Appendix 1

6.13 We aim to:

Reduce	Improve	Develop
<ul style="list-style-type: none"> • Exclusions • Disruptive behaviour • Conflict • Bullying • Low level disruption 	<ul style="list-style-type: none"> • Behaviour • Learning • Attendance • Outcomes 	<ul style="list-style-type: none"> • Honesty • Responsibility • Accountability • Empathy • Emotional Literacy • Conflict Resolution Skills • Positive Learning Behaviour • Positive Learning Environment • Independence

Rewards at Rufford

7.1 We use a behaviour system which rewards positive behaviour by encouraging children to remain 'Green'. This is a positive behaviour management system to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects children's right to be safe and learn. It is also used to remind children about unacceptable behaviour that impinges or disrespects children's right to be safe and learn.

7.2 Positive behaviour is also encouraged through:

- Praise and positive language-This is the first stage of reward and celebration
- Specific language and gesture-This could be a 'thumbs up' or by describing a positive action explicitly e.g 'Well done, you have completed all of your work'
- House Points-These are referred to throughout the day. They are visible to children on the IWB using the TrackIT Lights system
- Messages home to parents-INSPIRE is used to share positive behaviour and rewards. Parents are encouraged to engage.
- Celebration assemblies-Values Assembly each week to celebrate children who have exhibited our values of resilience, integrity, self-awareness and excellence or the positive behaviours associated with our CALM and SMILE rules.
- Special responsibilities/privileges

School Curriculum

The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.

Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

Teaching styles and approaches to managing behaviour reflect our commitment to restorative practice and building relationships.

Support Structures

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Identifying Unacceptable Conduct

The following behaviours are unacceptable and will result in school agreed consequences and strategies being applied, as appropriate.

The list below is illustrative, but not exhaustive. The school will exercise discretion over any conduct perceived as anti-social, or in any way harmful to the health, safety and welfare of other individuals, or the wider school community.

- Possession and/or consumption of alcohol
- Possession and/ or use of any drug/ paraphernalia on the school site (Zero tolerance)

- Repeated non co-operation
- Disruption to learning, personal and that of others
- Physical assault
- Fighting
- Bullying
- Vandalism
- Verbal assault/ abuse
- Racist behaviour
- Homophobic behaviour
- Swearing or use of inappropriate language
- Child-on-child abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to school
- Bringing offensive weapons to school (zero tolerance)
- Bringing the school into disrepute
- Inappropriate use of internet or other technology
- Possession of inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Going off the school site without permission
- Disruption to orderly corridor environment
- Use of mobile phone in school time

Behaviour incidents outside of school

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil
 - Could adversely affect the reputation of the school

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to child-on-child abuse

The school will ensure that all incidents of child-on-child abuse are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information:

https://www.rufford.dudley.sch.uk/files/ugd/9f7e50_5e93f26dada74063aa63094991946de1.pdf

Consequences

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences." (The Whole Brain Child - Siegel. D., 2011)

Staff will promote positive conduct and attitude to learning with the use of positive feedback and praise in lessons.

Rufford will use consequences to respond to unacceptable conduct. We will apply consequences with fairness, consistency, flexibility and proportionality. Where consequences are used we will: explain the reason for the sanction, the changes in conduct needed to avoid future sanctions, and that sanctions are a response to conduct, not the individual.

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

- A verbal reprimand

- Time out or sending the pupil to a partner class
- Missing a break time or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Recording daily behaviour through a 'report' or chart
- Internal exclusion

In extreme cases the Headteacher may issue a suspension or a permanent exclusion from the school. This decision will be taken following a full investigation of the facts and will be undertaken in accordance with the Exclusions Policy.

Behaviour incidents are recorded on the school system (Inspire) and, where appropriate, CPOMS. Incidents are regularly reviewed by the class teacher, and Leadership Team and appropriate actions taken. Regular Vulnerable Children meetings provide a forum to discuss any concerns and identify support.

In accordance to The Equality Act 2010, responsible bodies, such as schools, are expected to make reasonable adjustments for Pupils with identified needs. It is understood that such needs pose barriers or difficulties, when Pupils access their educational settings, by comparison to peers of the same age.

Consequently, it will be necessary to consider individual needs when applying school policies. For example, it would be deemed reasonable to suggest that a pupil who has been diagnosed with ADHD may require some adjustments when following a behavioural rule applied to active listening.

When considering the application of reasonable adjustments, the responsible body will refer to: The Equality Act 2010, the SEND Code of Practice: 0 to 25 years, 2014, and the Children and Families Act 2014. Further information regarding reasonable adjustments are outlined in the school's SEND Policy.

When deciding on appropriate sanctions the school will take into account: the age and the health of the Pupil, specific needs the Pupil may have, their previous record of behaviour, the severity of the unacceptable conduct and the likelihood of repetition, pressure exerted by others, the extent to which the unacceptable conduct may have affected others, where the unacceptable conduct took place, and whether the Pupil was a part of a group.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and, therefore, some pupils may require a more sensitive and differentiated approach. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour below are detailed below:

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The school is aware that the provisions set out in an EHC plan must be secured (if applicable)

Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the positive conduct policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Staff Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Internal Isolation

In some instances, a Pupil will be placed in internal isolation, whereby the pupil remains in school where they can receive supervised education and the consequence is not notifiable to the local authority, as in the case of a suspension. Though seen as an option short of a suspension, the seriousness of a pupil receiving this consequence should not be overlooked. The decision to isolate a pupil will be taken by Senior Leadership including the SENCO where appropriate.

- Internal isolation can be in a different classroom, an SLT office, or at another Invictus school.
- If the isolation period is planned parents/guardians will be informed before hand otherwise they will be informed following the isolation.
- If a pupil is absent on the day of the internal isolation they will complete it on the first day of their return or as scheduled by SLT.
- Failure to comply with isolation rules will result in that period of isolation being repeated or extended.
- Where internal isolation is not successful, then the school reserves the right to formally exclude a pupil through the official suspension route.

Off-site direction

If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction can be directed (in line with the Education Act 2002). Off-site direction requires a pupil to attend another education setting to improve their behaviour. This may be due to a single incident or where interventions or targeted support have not been successful in improving a pupil's behaviour. Off-site direction could be used to arrange time-limited placements at an AP or another mainstream school. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour. The focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. Parental consent is not required in order for a school to direct a pupil off-site under this provision.

Managed moves

In line with DFE guidance, a managed move can be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

Suspension and permanent exclusion

Although we will try to avoid suspensions and permanent exclusions as much as possible, the headteacher can use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. Detailed guidance can be found in the Trust's suspension and permanent exclusion policy (September 2023): https://www.rufford.dudley.sch.uk/files/ugd/5d2df1_d2b1a83376394b47a8fa0cbbffafaf6d.pdf

This adheres to the DFE guidance, 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022' and <https://www.gov.uk/government/publications/school-exclusion>

Alternative Education Provision

It may be deemed appropriate, if a Pupil fails to improve their behaviour despite significant support, that they are offered the chance of alternative education provision. The consideration of offering an alternative school or placement does not come lightly, but if it is deemed to be in the best interests of the Pupil concerned, this option will be investigated.

The school has the authority to direct Pupils to alternative educational providers where they deem it necessary. Although the support of parents is sought it is not required. External alternative provisions will be sought both within the trust, the local authority, non-educational settings and online educational platforms.

Sometimes, with parental support, it is appropriate to modify a pupil's school day.

Conduct off School Premises

Pupils are encouraged to meet the same expectations of conduct off site as well as on site. When on visits or trips all aspects of classroom conduct apply to Pupils.

Where a Pupil is off school site and not on a trip, for example on the way to and from school, then the school expects their conduct to be maintained. Where poor conduct is witnessed by staff or reported by a member of the public, it will be addressed in the same way as if it had happened in school.

This may not be restricted to journeys to and from school. The policy is enforceable where a pupil is wearing the school uniform, is easily identifiable as a pupil of the school, or has, through their actions, brought the school into disrepute.

In the event of a sanction being required, this will take place on the school site. Staff witnessing an incident off school site should not seek to sanction pupils at the time; they should report it through the established channels.

Uniform

Rufford Primary School uniform policy is designed to encourage a purposeful and effective climate for learning. All Pupils and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school working environment. All pupils should be aware that they represent the school, its ethos and its image, when wearing the school uniform inside or outside of school.

It is expected that all pupils wear full uniform at all times, unless directed otherwise by staff.

Detailed guidance can be found in the Invictus Education Trust Uniform Policy (September 2022):

https://www.invictus.education/files/ugd/5d2df1_6e374345cf8f4690ae4b69fdf27a468c.pdf

Mobile Phones, MP3 players and Headphones

If staff see a pupil with one of the above they are to remind the pupil that phones should be handed in to the school office each morning and collected at the end of the day. The member of staff should accompany the child to the school office to give in their device. Other electronic devices should not be brought into school. If these devices are seen in school, staff will take them and keep them safe until the end of the day when they will be returned to parents/carers. A repeat appearance would lead to consequences being put in place. If a pupil refuses, this will lead to intervention from SLT and a consequence.

Anti-Bullying Policy

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

Please also refer to the Rufford Primary School Anti-Bullying Policy.

Drugs

Rufford Primary School is committed to the health and safety of all its members and will take action to safeguard their well-being. The possession, use or supply of drugs in the school context, (which is defined as on school premises or during any school activity and/in school uniform) is totally forbidden. Any such instance will be viewed as an extremely serious disciplinary matter.

The school will consider each drug related incident separately and consider the appropriate response, bearing in mind the circumstances of the case, and the need to balance the interests of the Pupil concerned as well as the effect on the entire school body.

The Governing Body considers that it is essential that parents and pupils are clear about the expected/usual sanction that will be applied.

The school takes a zero-tolerance approach to the use or possession of drugs within school. Any Pupil found in possession of, dealing/sharing, acquiring drugs for another person will face a permanent exclusion. Incidents of drug related behaviour outside of school can result in the same punishment. All incidents will be reported to the police.

There is a planned PHSE Programme in place to:

- Inform Pupils about drugs and their effects in an age and stage appropriate way
- Promote a positive attitude towards a healthy lifestyle
- Increase Pupils' understanding of the health and social implications of the use and misuse of drugs in an age and stage appropriate way.

Searching, Screening and Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

Reasonable Force

The term 'reasonable force' covers the broad range of actions, involving a degree of physical contact with pupils. Force is usually used in a school to either control or restrain.

Reasonable force should not be the first course of action and will only be used when the safety of that Pupil and others around them is in jeopardy. The decision about whether or not to physically intervene is down to the professional judgement of the staff member concerned.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

Rufford Primary School recognises Pupils with SEN and disabilities have additional needs, which may, in turn, affect their behaviour and, therefore, special consideration should be applied when reasonable force may be used. For further guidance on where reasonable force may be deemed appropriate, see the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

If reasonable force is used the incident must be reported to the Headteacher on the same day the incident takes place and recorded on CPOMS.

Malicious Allegations Against Staff

Where a pupil is proven to have made a malicious allegation against a member of staff, it will be reviewed on a case by case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school of that pupil. It may be possible to seek an alternate place for a pupil within the local authority through an agreed move.

Rufford Primary School places the safety and security of all its pupils above anything else. We take all reports of staff misconduct seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it, we must ensure our staff are protected, therefore, the sanction is amongst the strongest we can take. We will provide appropriate pastoral care for any member of staff accused of misconduct.

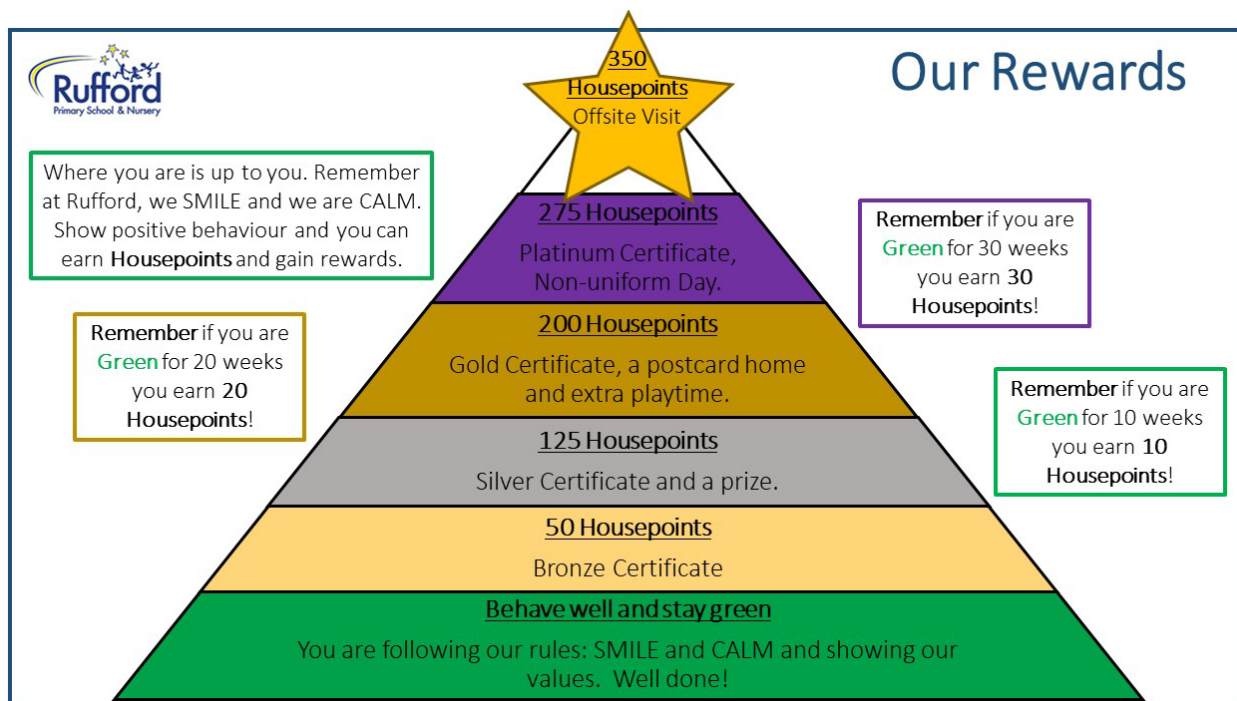
Training, Monitoring and Evaluation

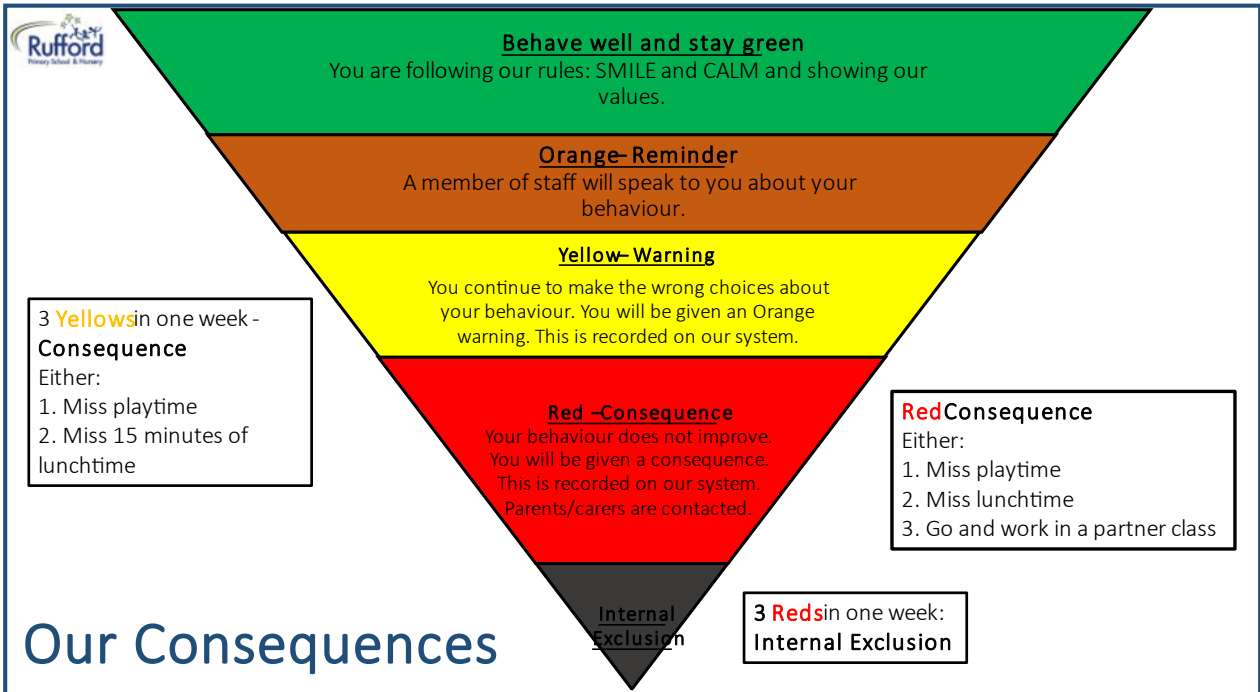
Rufford Primary School staff are provided with training on managing conduct as part of their induction process. Conduct management will also form part of continuing professional development. Where problems with conduct management arise, training will be sought for staff.

The Headteacher will work with other leaders and the SENCo to analyse and examine behaviour and rewards data to identify training needs, support those staff who may require it and identify pupils who might be at risk of exclusion, so early intervention can be put into place. Teaching staff can always access data, which they use to guide and advise pupils about their conduct. The effectiveness of the policy will be evaluated regularly by Senior Leadership, staff, parents and pupils. The conduct policy is reviewed every year by the Headteacher, Trust Leadership team and the Governing Board (Academy Committee).

Appendices

Appendix 1 Behaviour Consequences and Reward Triangles





Appendix 2 EYFS positive Behaviour Chart

