



Policy on Behaviour, Rewards & Sanctions

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1. Policy Aims

- 1.1 To ensure, so far as possible, that every pupil in Ruckleigh School (the school hereafter) is able to benefit from and make their full contribution to the life of the school and the community.
- 1.2 To support every pupil, as far as possible, in the development of positive values, personal habits and disciplines to equip them for a happy and successful future.
- 1.3 To support and protect the cultures of kindness, respect and scholarly learning central to the education provided at the school.
- 1.4 To enable the Headmaster and the Deputy Head to carry out their responsibilities of maintaining order and good discipline in the school and setting out a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.
- 1.5 To promote good behaviour among pupils by setting out, for pupils, parents and staff:
 - the school's expectations of all pupils, in the Pupil Behaviour Code (section 3 of this policy, hereafter 'the Code'), and the values and character traits that the School seeks to promote and support the development of;
 - details of how expectations are communicated and promoted among pupils, parents and staff.



- how the school and its staff will promote and reward positive behaviour and achievement.
 - how the School and its staff will act to address instances of poor behaviour, including breaches of the Code.
- 1.6 The Directors and the Headmaster intend that the Code, and the sanctions contained within this policy, shall be capable of regulating the conduct of pupils of all age groups and at all times, whether they are on the School site or are away from school premises, as follows:
- at School, representing the School or wearing School uniform or otherwise identifiable as a member of the school;
 - During any period of physical school closure, and in any remote learning environment at such a time or any other.
 - travelling to or from School.
 - in the evenings, at weekends or during holidays.
 - on a School field-trip, visit, expedition or holiday;
 - involved in any activity associated with the School or communicating with any other member of the School community, in person, on paper or online.

This will normally be where the conduct in question affects the welfare of a member or members of the School community or which brings the School into disrepute.

- 1.7 In creating this policy, the School has due regard for the following guidance, amongst other sources:
- *'Behaviour in Schools: Advice for Headteachers and School Staff'* (DfE Feb 2024)[1]
 - *'Mental Health & Behaviour in Schools'* (DfE Nov 2018)[2]
 - *'SEND Code of Practice'* (DfE 2015, Last updated 2020)[3]
 - *'Searching, Screening & Confiscation: Advice for Schools'* (DfE July 2022)[4]
 - *'Use of reasonable force: Advice for Headteachers, Staff & Governing Bodies'* (DfE July 2023)[5]

2. Communicating Behavioural Expectations [and supporting pupils in attaining them]

- 2.1 The Code[6] [found in all pupil Reading Records] set out the values and principles held by the school and detail its expectations of pupil conduct in three main value-based areas:
- Courage
 - Commitment
 - Empathy



- Respect

It includes both a Pupil Commitment and a Parent Commitment.

- 2.2 The Code ['Ruckleigh School Values, Team ship Rules & Expectations'] shall be set by the Headmaster and SLT and shall be published on the school's website (contained within this policy) and staff portal. The Code is necessary to:
 - to protect the safety and well-being of every member of the school community
 - as a foundation statement of the values that the school seeks to aid each pupil develop
 - as a guide for pupils of the standards that they will each be held to
 - to support and protect the cultures of kindness, respect and scholarly learning central to the education provided at the school
 - to protect the reputation of the school
 - to protect School property and the wider environment
- 2.3 Parents are expected to read the Code with their child before the start of their first term at the school and from time to time thereafter. Pupils are expected to know, understand and comply with the Code, which may be amended from time to time. Behavioural expectations will be reinforced periodically at assemblies and at other times throughout the year.
- 2.4 All staff (including teaching staff and support staff, governors, and vetted volunteers and freelance workers where they are likely to be involved in teaching/supervision of pupils) are made aware of the Code during their induction and through regular training on behaviour. All are expected to always comply with this policy in promoting and maintaining good order and discipline in the general course of their work. Non-teaching staff will not normally issue sanctions themselves, but will liaise with senior teaching staff to report poor pupil conduct
- 2.5 The teaching staff, in conjunction with the Assistant Head Pastoral/EYFS, and the Deputy Head are responsible for day-to-day behaviour management issues and the Headmaster is in overall charge.
- 2.6 The School seeks also to ensure that all pupils understand the values and expectations with the Code, so as to best support them in fulfilling those expectations and in contributing to a positive and safe school community. Regular reminders and reinforcement of both values and specific areas of expectation are delivered through assembly programmes. Teachers receive training on the language of the values, commitment and code, and how to ensure behavioural intervention is couched in those values and helping pupils to fulfil them. School PSHE Curriculum carefully supports discussion and understanding of the key values within the Code and Pupil Commitment, including providing bystander training to best equip pupils to play a positive role within the school community.
- 2.7 Supporting SEND Pupils. The school's whole-school behavioural approach seeks to create a calm environment in which all pupils can learn thrive. The School recognises that pupils with SEND may need specific support in managing their behaviour, and also that the importance of taking all reasonable steps to avoid any substantial disadvantage coming to a SEND pupil



as a result of their SEND through the course of their education. SEND pupils may also be more vulnerable to bullying. Teachers receive general training, and also specific guidance from the SEND Coordinator as to how to manage the behaviour and best support the learning of an SEND pupil, as detailed in the School's 'Special Educational Needs & Disabilities Policy' [7]. An understanding of a pupil's SEND will always inform approaches around behaviour management and any sanctions or process applied.

2.8 Several other School policies support '*The Behaviour, Rewards & Sanctions Policy*' including:

- '*The Anti-Bullying Policy*'
- '*The Attendance Policy*'
- '*The E-Safety Policy*'
- '*The Mobile Phone Policy*'
- '*The Special Educational Needs & Disabilities Policy*'

These policies detail the school's procedures in the named areas and place additional responsibilities on pupils, staff and parents. They should be read in conjunction with, and viewed as extensions of, this '*Behaviour, Rewards and Sanctions Policy*'.

3. Pupil Behaviour Code

3.1.1 General Principals

Character traits particularly promoted by the school are:

- Courage
- Commitment
- Empathy
- Respect

Collectively these traits make up the school's values. These are of fundamental importance should guide your approach to all of your actions and interactions with others, whether on or off the School site; in person, on paper or online, including during any period of physical School closure and in any remote or virtual learning School environment. We emphasise their worth because we believe that they underpin the strength and decency of character that can enable each of us to thrive within, and be of positive service to, any and all communities to which we belong – including to the school community.

We also seek to help each pupil develop the positive personal habits and disciplines that will equip them for a happy and successful future. For ease of comprehension these secondary rules are referred to as 'Team-ship Rules'. Framed as soft admonitions these are:

- Always be ready for learning
- Always be positive and give 100%



- Always be kind, respectful and supportive
- Always act responsibly
- Always be a good role model

3.1.2 This Code exists to;

- to protect the safety and well-being of every member of the school community.
- as a foundation statement of the values that the school seeks to aid each pupil develop.
- as a guide for pupils of the standards that they will each be held to.
- to support and protect the cultures of kindness, respect and scholarly learning central to the education provided at the school
- to protect the reputation of the school
- to protect School property and the wider environment

3.1.3 Each pupil is required to abide by the Code, and by the other School policies referred to within it, such as: the Anti-Bullying Policy; Attendance Policy; Behaviour, Rewards and Sanctions Policy; Drugs and Other Substances Policy; Mobile Phone Policy; ICT Acceptable Use Policy Agreement. Compliance with these policies and subsequent amendments to them is a condition of membership of the school. Parents and pupils are expected to read through these policies carefully. The most recent versions of these policies are available via this page of the School Website: <https://www.ruckleigh.co.uk>

3.1.4 The School seeks to achieve all the above through positive guidance and support as far as practicable but effective disciplinary action may also be required. Any conduct which amounts to a breach of this Code or other rules in place locally or temporarily around the School, or which is prejudicial to good order or school discipline, or to the efficiency or reputation of the School, including during any period of School holiday or remote learning due to physical School closure will render the offender liable to formal School sanctions, even if there is no definite rule forbidding the offence. Such sanctions are detailed below. A serious breach of the Code, particularly when the wellbeing of others in the school community is significantly harmed, may lead to a requirement to leave the school community.

3.2. Pupil Behaviour Code: Conduct & Self Respect

3.2.1 Your behaviour should be a credit to yourself and to the School, whether you are at School, at home, or in public places such as streets, on public transport or in private coaches and whether in or out of School hours, online or offline. Always consider the consequences of your words and actions for yourself and for other people. You must always be prepared to follow the reasonable request or instruction of a member of staff or other responsible adult.

3.2.2 **Respect.** At all times pupils are expected to respect and comply with any guidance, rules or reasonable requests in the furtherance of any pandemic or crisis control measures, at School or elsewhere. All pupils are expected to show care and understanding for difficulties that others may be facing through any pandemic or crisis.



3.2.3 Commitment: We trust you will take pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected also to take pride in your conduct and personal appearance and to show commitment to your academic and extracurricular activities. This extends to a commitment to attend School when you are fit and well and arrive punctually for School, your lessons and appointments with others.

3.2.4 Courage: The School community relies on each pupil being honest and truthful and showing a good example to others, particularly when it may not be easy to do so. If you find, or if in some other way you come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible. You must not plagiarise the work of others or infringe copyright.

3.2.5 Empathy: Always treat others as you would wish to be treated. Recognising, always their fundamental humanity and uniqueness. Never engaging in bullying whether digital, physical, verbal or exclusionary

3.2.6 Attendance and Punctuality: All pupils are expected to be punctual, both in arrival at School, and for lessons and other activities. The Attendance Policy details the procedures and expectations surrounding attendance and punctuality.

3.2.7 Smoking Alcohol & Drugs

- Pupils are expressly forbidden to be in possession of drugs (and associated paraphernalia), or to use drugs, or to be involved in the sale or purchase of any form of drug (or be involved in group activity involving any kind of drug) except as may be prescribed by the pupil's own Doctor. The school's '*Policy on Drugs & Other Substances*' applies to all pupils at all times during their time at the School and details the School's approach to Drugs.
- Pupils may not smoke or be in possession of cigarettes and associated paraphernalia (including e-cigarettes or vapes) or other tobacco at School, or on their way to or from School, or on a school activity.
- Pupils are not permitted to bring alcoholic drinks to School or to any School activity or consume alcohol on or near the School site, or before or during any School event or trip.

3.2.8 Digital Conduct

You must read and comply with the requirements of the ICT Acceptable Use Policy Agreement and '*Mobile Phone Policy*'**[8]**. You should take care to keep any digital identity secure, as you will be held responsible for actions taken in your name. During any periods of communal or individual virtual learning, full commitment to School and School activities is expected as far as possible, and all School policies continue to apply. This includes the capacity of the School to apply sanctions for misconduct in breach of this Code. Summary expectations during periods of physical School closure or other periods of virtual learning include:

- You must commit fully to your remote learning, including punctually attending your classes remotely as far as you are able, partaking in class discussion and completing all assignments and tasks whether in or out of lesson time to their best of your own ability. Work submissions should be punctual, in the medium requested by staff.



- Your conduct in virtual sessions should be excellent - never seeking to distract or derail. You must attend any virtual session in appropriate dress and an appropriate place to log-in, with an appropriate plain background, and away from the possibility of any other person becoming inappropriately visible to others via your device.
- You must not record or circulate sound, video or capture images in sessions on any device unless under the direction and with the permission of the supervising teacher. Malicious circulation of any such material, whether of pupils or of staff, will be treated as a serious breach of the Code.
- All of your digital interactions with staff and other pupils must be positive, kind and appropriate.

Bringing offensive or improper material to school or on a device, whether accessing on the school Wi-Fi or not - for instance the possession or viewing of pornography or degrading imagery on a device whilst at school or on a school trip or other related school activity – would constitute serious misconduct; as would circulating harmful material at school or to anyone in the school community, whether via the school Wi-Fi or other network. If staff have reasonable grounds to suspect a pupil has, or has been viewing, such material on their phone at school, they have the power to confiscate and search a pupil device (in accordance with [DfE Searching, Screening and Confiscation guidance](#)). Failure to comply with a search can itself lead to a sanction.

3.2.9 Appearance & Dress

School dress applies at all times during the school day, from 08.35 until 16.15, or whilst using the school facilities within broader school hours. Pupils not meeting the standards of the Dress Code may be sanctioned, and/or be required to change before attending lessons, or be required to return home until they are able to meet the standards.

- Dress for Nursery Pupils

Gender	Uniform
Female	Green or Yellow Nursery Sweatshirt White Nursery Polo Shirt or Yellow Nursery Polo Nursery joggers Green Ra Ra Skirt Baseball Cap Fleece Beanie Cap Fleece Scarf Fleece Gloves White Sports Socks [for PE] Grey ankle socks



	Shoe bag
Male	Green or Yellow Nursery Sweatshirt White Nursery Polo Shirt or Yellow Nursery Polo Nursery joggers Baseball Cap Fleece Beanie Cap Fleece Scarf Fleece Gloves White Sports Socks [for PE] Grey ankle socks Shoe bag

Main School Summer

Gender	Uniform
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Girls	Blazer Cardigan Summer Dress White ankle socks/long socks Straw boater hat Infant/Junior Backpack Shoe Bag Boot Bag Reversible waterproof fleece lined coat Tracksuit top Baselayer Ash/Oak Games shirt Sports shorts Sports Skort White Sports Socks
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Boys	Blazer Pullover Grey trousers/ shorts White short sleeved shirt Ruckleigh tie Ruckleigh Cap Infant/Junior Backpack Shoe Bag Boot Bag Reversible waterproof fleece lined coat Tracksuit top Baselayer Ash/Oak Games shirt White sport socks Sport shorts
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Main School Winter Uniform

Gender	Uniform
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Girls	Blazer Cardigan Pinafore Green long sleeved blouse Ruckleigh tie Felt hat Cotton rich green tights Infant/Junior Backpack Shoe Bag Boot Bag Reversible waterproof fleece lined coat Tracksuit top Baselayer Ash/Oak Games shirt Sports Skort White Sports Socks
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Boys	Blazer
	Pullover
	Long sleeved grey shirt
	Ruckleigh tie
	Grey trousers/shorts
	Knee Length Socks Grey and green striped
	School Cap
	Fleece Scarf
	Fleece Gloves
	Reversible waterproof fleece lined coat
	Tracksuit top
	Baselayer
	Ash/Oak Games shirt
	Sports Socks [Green & Yellow]
	Infant/Junior Backpack
Boot Bag	

- Hairstyle – should be modest, and natural in colour and appearance. Longer hair should be neatly tied-up when at school and not impair vision or cover the eyes. Excessively showy styles, such as mullets, decoratively shaved patterns, very closely shaved, or heavily dyed hair are not permitted except for religious, health or other reasons approved in advance by the headmaster. Any hair fixings should be green in colour.
- Facial hair – pupils should always be clean shaven, except for religious, health or other reasons approved in advance by the headmaster.
- Adornments. Visible tattoos are not permitted. Pupils should not have visible tattoos, wear jewellery or have piercings, save for a single stud earring (maximum one per ear).

Reasonable adjustments may be made to the dress code to permit appropriate gender expression, or in accordance with racial or religious needs or customs, or in response to any need required by any disability, or other protected characteristic. In this regard, exemptions, or appropriate alternatives to the dress code as outlined above, may be permitted to any pupil at any time, at the discretion, and with the prior agreement, of the Headmaster and Assistant Head Pastoral.



3.3.10. Conduct on Trips

On a trip, you must take particular care to follow staff direction, and be respectful to any host or institution that you visit. You should behave in such a way that anyone you meet on the trip should think highly of you and of the school at the trip's end. While cases of serious misconduct will be followed up on a pupil's return to school, in the event of a gross breach of discipline a pupil may be sent home at their parent's expense and/or banned from future participation in trips.

3.4. Respect & Respect for Others

Respect is one of the schools' values [see 2.1, 3.1, 3.2] and as such particular emphasis is placed on it.

3.4.1. Effort and Achievement: At the School we respect and encourage each other as individuals and as members of teams. We also encourage intellectual curiosity, thoughtful inquiry, hard work and high standards. Each pupil is expected to and has responsibility to conform to these values and behaviours, and to contribute to the school's cultures of kindness and scholarship.

3.4.2. Courtesy and Good Manners: You should always act towards others with thought and respect – this includes other pupils and any member of School staff, including those who are not teachers. You should take care to address others respectfully, whether in person or in any form of writing, on or off-line. From time-to-time members of staff, parents, visitors to School premises or other pupils may need assistance. Please be ready always to offer help. It is very important that you should, even if to do so causes you inconvenience.

3.4.3. In the Classroom: We expect you to participate fully in the classroom by listening, making contributions, and co-operating with the teacher and with other pupils. Each pupil has their part to play in creating a positive atmosphere in which to learn.

3.4.4. Sports: Whether you are acting as competitor or spectator at team events or taking part in some other competitive activity, including in any virtual environment, you are expected to behave with good manners and always to set an example that reflects well on the school. In particular:

1. For players:

Sporting conduct in the spirit of fair competition, and which reflects well on the School, is expected. In particular:

- There should be no violent or malicious conduct, or use of foul language, during the course of competition.
- There should be no abuse of any kind to the match official or opposition.
- There should be no attempt to dishonestly or maliciously subvert or affect the outcome of the competition.

Significant formal in-game sanctions (for example, dismissal from the field in football or netball) or other significant in-game misconduct will always be investigated by the Sports Master in consultation with the Deputy Head. A proportionate School sanction may be set, and this can include, in consultation with the Sports Master and with consideration for the laws/custom/codes of the relevant sport a fixed-term ban from representing the school.



2. For spectators:

- There should be no abuse of any kind to the match official or opposition.
- No drums, horns, klaxons or instruments of any kind may be brought to fixtures. Coverage of the whole face is not permitted nor are any symbols, markings or words that might be construed as offensive or intimidating.
- No pushing, jumping up and down or jostling of other supporters.
- Standard sporting etiquette always applies – for instance, in football you should be silent while players are preparing to kick.
- The decision of any member of staff (whether from RSS or the opposing School) is final and must be obeyed by all supporters.
- Following the match, all supporters are asked to disperse quietly from the ground, disposing of any litter in the bins provided and showing consideration to our neighbours and members of the public on your journey home.
- There should be no inappropriate language, commentary or intervention of any kind in any online/virtual competitive event.

3.4.5. **Bad Language:** The use of bad language is unnecessary, may be insulting to others and damaging to the person who uses it. It creates an unpleasant environment and so is inappropriate at School, as in any formal or public setting. For these reasons its use is unacceptable and may lead to School sanctions.

3.4.6. **Inclusive of others:** It is expected that you will act in a way that includes others; that you will be accepting and tolerant of people who are different to you; that you will not take part in, accept or promote prejudicial or discriminatory behaviour, including mockery, bullying, abusive postings, or hate-speech, towards others on the basis of difference (on grounds including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation). Your conduct, including online conduct, at all times should be guided by a spirit of kindness, allyship and inclusivity.

3.4.7. **Bullying & fighting:** Threats, physical attack, name-calling, mocking, harassment, racism, bi- or homophobia, transphobia, misogyny, ostracism and all forms of victimisation, whether face-to-face or in another forum, are bullying. During any period of pandemic infection control measures, deliberately increasing the risk of infection to another, or causing upset by threatening to do so, is bullying. **Bullying has never been tolerated at this School and will not be excused in any circumstances** – it can cause great and lasting harm. It is a serious matter which may lead to requirement to leave or expulsion. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff or your parents immediately. All pupils are bound by the School's Anti-Bullying Policy. Fighting, which can harm those involved and create a threatening or dangerous environment for all, is also forbidden.

3.4.8. **Misogyny:** the school rejects all forms of sexual harassment and violence, towards any person of any sex or gender. Your conduct towards women and girls in or outside of School is expected to always be positive. Misogyny at any level is harmful to individual girls and women; to the culture of the school; and even to those males acting in a misogynistic way and will always be challenged.



3.5 Pupil Behaviour Code: Respect for Property & the Environment

3.5.1. Vandalism, Graffiti & Litter: Vandalism and graffiti-writing on School premises and elsewhere are regarded as serious breaches of School discipline. Please report, in confidence, any incident of wilful damage. Please take pride in your School environment and help keep it tidy. Dispose of litter properly, making use of recycling facilities whenever you can. Littering will be considered particularly harmful during any period of infection control measures.

3.5.2. Other people's property: You must not interfere with other people's property. If someone has lent property to you it must normally be returned immediately as agreed or on request. You must not borrow anyone else's property, books, notes or projects without their previous permission. You must be strictly honest with regard to property that does not belong to you or that you find. If you are in any doubt, ask a member of staff.

3.5.3. Accidental damage to or loss of property: You must report to a member of staff any damage you cause to property which is not your own or if you lose or misplace property that is not your own. You or your parents may be asked to pay for the damage and/or loss.

4. Rewards

4.1. Good discipline is based on mutual respect and knowledge of the rules and children usually respond well to systems, which recognise their strengths as well as their needs. The children are made aware of Rewards and Sanctions. Teachers make these explicit to pupils and a degree of flexibility may operate in enforcing sanctions depending on circumstances, severity or frequency of the child's misbehaviour.

- The positive aspects of praise and rewards will be emphasised
- The achievements of all children are recognised
- Praise and encouragement is used to reward behaviour, good work, effort, attitude, helpfulness, manners and for showing care towards others
- Children's work is displayed in classrooms, corridors, on Top Floor and other general areas of the school
- Children are encouraged to share their achievements with other pupils and members of staff
- Within each class children are given special responsibilities e.g. Leader, Form Captain, Monitor

4.1.2. Individual Rewards

* **Nursery** – Individual achievement is recognised through verbal praise, stickers, posting on the rewards board, the opportunity to take the class toy home and inclusion in the Gold Book.

* **Kindergarten** – Individual achievement is recognised through verbal praise, stickers, Golden Time, inclusion in the Gold Book, mention in Wow assembly, visit to the Headmaster and the opportunity to take a class parrot home.

* **Lower School [Years 1 – 2]** - Individual achievement is recognised through verbal praise, stickers and stars, inclusion in the Gold Book, certificates (Gold, Silver, Bronze Awards), visit to the Headmaster.

* **Middle & Upper School [Years 3 – 6]** - Individual achievement is recognised through verbal praise, stickers and stars, Star Pupil, House Points, certificates (Gold, Silver, Bronze Awards), visit to the Headmaster.



Pupils from Year 1 – 6 may also be placed on the class value board if they demonstrate through their behaviour one of the school values [Courage, Commitment, Empathy, Respect[9]].

4.2.2 Class Rewards

Where a class has collectively demonstrated through their behaviour one of the Ruckleigh Values [Courage & Commitment, Empathy, Respect[10]], the class may be awarded a class medal. Medals accrue to win Classes rewards that include Extra Playtime, Movie & Popcorn, Non-School Uniform Days, Special Lunch.

5. Sanctions

There will on occasion be a need for sanctions. Listed below are a series of measures, which may be necessary to use as deemed appropriate and may be adjusted, within reason, for individuals including children with special educational needs or disabilities. Children, staff and parents should know that there are fair and consistently applied sanctions for bad behaviour which make the distinction between minor and serious offences apparent. Teachers may use 'physical intervention' to avert immediate danger of personal injury to, or an immediate danger to the property of a person (including the child). will be recorded and reported to parents within 24 hours.

5.1.1. Nursery/Kindergarten

- Gentle warning
- Firm warning
- Removal from situation/Classroom
- Removal of child from class to another classroom or Head's office for 'cooling off' purposes
- Lack of co-operation to be recorded in record book/ School's 'Behaviour Log'
- Referral to Deputy Head for verbal warning as to future conduct
- If problems persist it may be necessary to arrange a meeting with the child's parents, Class Teacher and Deputy Head, to discuss the child's behaviour. This may include setting up a daily report booklet, to communicate with the parents
- Head to formally review weekly progress with child
- If problems persist a meeting will be called with the child's parents, Class Teacher and Deputy Head, to discuss and put in place an Individual Behaviour Plan (IBP) with a mutually agreed time scale (review date set at this meeting). This will include the continuation of the daily report booklet as necessary, to communicate with the parents. Teacher to photocopy the report before it is sent home each week and to keep original as a school record.
- If behaviour improves the child may be taken off daily report. If necessary, the child will be put back on report in the future.
- Parents requested to take child home for the remainder of the day
- Informal suspension for a fixed short-term period
- Child returns to school with parents and the child agrees to adhere to the school code of conduct. Contract of behaviour agreed
- Should there be no improvement in behaviour, there will be an invitation to parents to withdraw the child from school
- Exclusion – permanent (see separate Policy[11])



5.1.2. Lower, Middle and Upper School

- Gentle warning
- Removal from situation
- Loss of Stars/Star Chart
- Sanctions linked to action e.g. cleaning up mess, spoilt or poorly completed work done again either at home or during break times, letter of apology
- Firm warning
- Loss of 'Golden Time' (Lower School, usually in 5-minute intervals)
- Wednesday Deputy Head Detention and notification sent to parents
- Thursday Head's Detention and notification sent to Parents
- Removal of child from class
- Unacceptable behaviour/lack of cooperation to be recorded on 'School's Behaviour Log'
- Order Marks recorded on House Point Chart and parents notified by letter. Recorded on report as Order Mark given. (Middle and Upper School)
- If problems persist, parents will be informed, and it may be necessary to issue the child with a daily behaviour report booklet in order that behaviour can be monitored for an agreed amount of time.
- Head to formally review weekly progress with child
- If problems persist a meeting will be called with the child's parents, Class Teacher and Deputy Head, to discuss and put in place an Individual Behaviour Plan (IBP) with a mutually agreed time scale (review date set at this meeting). This will include the continuation of the daily report booklet as necessary, to communicate with the parents. Teacher to photocopy the report before it is sent home each week and to keep original as a school record.
- If behaviour improves the child may be taken off daily report. If necessary, the child will be put back on report in the future.
- Parents requested to take child home for the remainder of the day
- Informal suspension for a fixed short-term period
- Formal suspension
- Child returns to school with the parents and the child agrees to follow rules. Contract of behaviour agreed
- Parents invited to withdraw the child from school
- Exclusion – permanent (see separate Policy[12])

5.2.1. Classroom Removal: As outlined in '*Behaviour in Schools: Advice for Headteachers & School Staff*' (DfE 2022)[13], removing a pupil from the classroom is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (as distinct from a pupil being asked to step briefly out of the classroom for a conversation with a member of staff). It should be used only when necessary and when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme it warrants immediate removal. It can be used for the following reasons only:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.



- To allow the pupil to regain calm in a safe space.

The process for removal will be for the teacher to warn the pupil that they will arrange their removal from the class unless they are able to amend their conduct and give them an opportunity to do so. If the pupil does not, the teacher should seek support from a second teacher (ideally the Assistant Head Pastoral or Deputy Head). Where possible, the teacher should not leave the room to do so, and so should either call for assistance from a nearby classroom; email staff seeking support; or send a message to the office, explaining that support is needed removing a pupil, and requesting that they contact The pupil should then be asked to leave the room, and should move into the care of that second teacher; and be supervised in a space where they can continue to work, and also assess their readiness to return to subsequent lessons (or indeed the same lesson, if this is appropriate). The teacher and SLT will meet swiftly after to agree a re-integration plan around that pupil's return to the teacher's classes, including considering any SEND requirements; requiring the pupil reflect on their conduct; considering whether an additional sanction is appropriate to address the underlying conduct; supporting and preparing the teacher concerned to receive the returning pupil. The Headmaster or Deputy Head will communicate the removal to the parents that day. The Assistant Head Pastoral must be informed any time a pupil is removed from a lesson and will record and monitor any patterns in its use, and the indication of any additional school supports or actions for any individuals or cohorts.

5.3.1. Behaviour Related to a Disability: The School will consider whether reasonable adjustments need to be made for managing behaviour which is related to a pupil's disability. Further, the School will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Where expulsion needs to be considered, the School will ensure that a disabled pupil is able to present their case fully where their disability might hinder this.

5.3.2. Pupils failing to attend a detention: The Deputy Head will be informed by email and will take appropriate action. If a pupil has missed detention without good reason, it is entirely proper to give a further punishment as well as ensuring that he does the detention he was originally set; or for the level of sanction to be escalated proportionately.

5.3.3. Cancelling or moving a detention: By agreement with the awarding teacher, a detention may be rearranged or rescinded.

6. Support Mechanisms

6.1. A central purpose of all sanctions issued is to help the misbehaving pupil learn from the consequences of their actions, and to develop their personal disciplines and outlook so that they avoid repeating harmful behaviours. After any significant sanction, the Class teacher and Assistant Head Pastoral will therefore carefully consider an array of options for supporting the pupil to that end.

7. Use of Restraint, Reasonable force and Corporal Punishment

7.1.1. Any use of restraint or force by staff will be reasonable, proportionate and lawful. The circumstances in which staff can intervene using reasonable force are covered by the 1996 Education Act, with further guidance contained in the DfE non-statutory advice document '*Use of Reasonable Force*' DfE July 2013[14]. 'Reasonable' in these circumstances means 'using no more force than is needed.' Restraint will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence.



- Injuring themselves or others.
- Causing damage to property, including their own.
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

7.2.1. Staff may use such force as is reasonable to:

- Remove disruptive children from the classroom as a response to serious misbehaviour.
- Prevent a pupil behaving in a way that disrupts a school event or a School trip or visit;
- Prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff may never use force as a punishment.

7.3.1. Where restraint or force is used by staff, this must be reported to the Headmaster (or a Deputy) by the member of staff. All such instances will be recorded in writing and parents will always be informed.

7.4.1. **Corporal punishment is prohibited for all pupils** as specified under Section 131 of the Schools Standards and Framework Act 1998[15].

8. Records

8.1.1. Administration of major punishments will be recorded with the name of the pupil concerned, the reason for the punishment and the name of the person administering the punishment. The records will be kept in the central confidential file. A separate central record will be kept of all bullying incidents, in accordance with the Anti-Bullying policy.

Appendix A:

Ruckleigh School Values, Teamship Rules and Expectations



Ruckleigh Values	Ruckleigh Teamship Rules	Expectations include:	Rewards may include:	Consequences may include:
Courage Commitment Empathy Respect	Be Ready for Learning	1. Listen to and act on instructions, teaching points and advice.	Individual Rewards <ul style="list-style-type: none"> · Verbal Praise · Stamps/Stickers/Stars/Certificates · Show/ Share Work · Heart Chart (EY) · Take home a British Value Parrot (EY) · Named in Gold Book (EY/LS) · Named on Learning Tree (LS) · Named as Star Pupil (M&U) · Science Star · Named on Ruckleigh Values Board · Prize Giving Cups and Awards · House Points Earn House Points for Certificates: <ul style="list-style-type: none"> · Bronze Award (L-50/ M&U-100) · Silver Award (L-100/ M&U-200) · Gold Award (L-150/ M&U-300) · Platinum Award (L-200/ M&U-400) 	<ul style="list-style-type: none"> · Gentle Warning · Firm Warning · Loss of House Points · Repeat/ Finish Work · Time Out at Playtime · Note in reading diary · Write a letter of apology · Deputy Head's Break Detention · Headmaster's Break Detention
		2. Aim for good attendance and to arrive in good time.		
		3. Have everything you need and look after belongings, resources and the environment.		
	Be Positive & Give 100%	4. Strive to be an independent learner.		
		5. Complete classwork, homework and other activities to the best of your ability.		



		6. Aim to read daily to a parent and have homework signed and timed.	<ul style="list-style-type: none"> Headmaster's Award (L,M&U Highest) 	<ul style="list-style-type: none"> Speak to parents Reading Report Positive Behaviour Chart Report Card Order Mark
	Be Kind, Respectful & Supportive	7. Take turns for talking and show consideration for other learners.		
		8. Always be respectful, honest and kind. Never hurt anyone on purpose.	<p>Group Awards</p> <ul style="list-style-type: none"> Star Table House Cups Golden Time House Points Class Medals 	
	Always Act Responsibly	9. Play safely, fairly and where you are supervised and allowed.	<p>Earn Class Medals for special rewards:</p> <ul style="list-style-type: none"> Extra Playtime (25 medals) Breaktime Ice cream Bowl (50 medals) Popcorn & Movie (75 medals) Special Lunch (100 medals) Non Uniform Day (125 medals) 	
		10. Move sensibly and quietly around the building. Always use common sense.		
Be a Good Role Model	11. Wear the correct uniform and			



		have a smart appearance.		
		12. Be an ambassador for the school with best manners and behaviour for visitors and visits.		



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- [14] ‘*Use of Reasonable force: Advice for Headteachers, School Staff and Governing Bodies*’ DfE 2013 https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- [15] ‘School Standards and Framework’ 1998 <https://www.legislation.gov.uk/ukpga/1998/31/section/131>