

# Rumworth School



*'You can do it, we will help'*

## Positive behaviour policy & statement of behaviour principles

**Approved and  
adopted by:**

Rumworth School Governing Body

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## 1. Aims

This policy aims to:

- **Explain** why we do what we do at Rumworth School
- Support our students to **get it right** even more of the time
- Provide everyone with a **consistent approach** to positive behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how we expect that our **students and staff should aim to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to positive behaviour management
- Outline our system of **rewards and consequences**

## 2. Objectives

We have adopted this policy in order to:

- Start with the young person
- Provide a holistic, inclusive model for our understanding of self-regulation and behavioural needs
- Provide guidance to our class teams of teachers and teaching assistants, other school staff, parents, carers, governors and wider stakeholders on how best to support our students to self-regulate, to manage their own behaviour and to feel safe so that they are ready to learn
- Provide a framework for our collective beliefs, understanding and insight into human behaviour that is underpinned by government requirements and evidence-based practice as it relates to our students who have a wide range of SEND

## 3. Rationale

At Rumworth School, we aim to create a calm, happy and caring learning environment for our students and staff through our reinforcement of positive behaviour choices. Students cannot learn, and teachers cannot teach, if there is chaos or disruption. All staff share a common responsibility for the establishment and maintenance of high standards of behaviour.

We encourage high standards of behaviour from all members of the Rumworth School community and we support all of our students to increase their self-discipline, to improve their ability to self-regulate and to gain greater understanding of their own behaviour choices, and the resulting consequences of their choices.

A clear and comprehensive Positive Behaviour Policy helps to shape the ethos of the school and makes an important statement about how Rumworth School values and includes everyone. Positive learning behaviour and engagement, alongside having the best school attendance that an individual's health needs allow, are the essential foundations for an effective teaching and learning environment, in which all members of our school community can develop and achieve their full potential and feel respected, safe and secure.

Our purpose is to teach and model appropriate pathways of behaviour choice to our students, whilst aiming to always de-escalate any confrontation and encouraging reparation and restorative practice. An important part of our role is to encourage and help our students to gain sufficient confidence, independence and understanding to enable them to accept responsibility for their own actions and how these may impact on others, to enable them to make even more positive behaviour choices going forwards.

We strongly believe that academic and social progress take place when students display appropriate behaviour for learning. We make it explicit in all aspects of Rumworth School life that appropriate behaviour is necessary to succeed in everyday life both inside and outside of the school environment. It is also a crucial factor in a school gaining the confidence of students, parents and carers, and in attracting and retaining high quality and well-motivated staff.

Violent and aggressive behaviour, swearing, sexist and racist attitudes and remarks and all forms of harassment, including bullying, are unacceptable. Such behaviour must not be tolerated, and will not be tolerated at Rumworth School.

As a School we are responsible for ensuring that the positive behaviour policy is non-discriminatory in terms of its scope and operation. It is unacceptable for the measures to address the problems caused by inappropriate student behaviour or to reward positive behaviour and attendance, to be applied differentially, on the grounds of ethnic or national origin, culture, religion, gender, disability or sexuality. We will regularly review this policy to ensure that its operation and application is fair and equitable.

#### **4. Code of conduct or school rules**

Rumworth School has adopted a very straightforward code of conduct or set of school rules that should enable all of our school community to understand what we mean by “getting it right” and, therefore, what we have agreed constitutes good behaviour:

- **Be Safe**
- **Be Fair**
- **Be Kind**
- **Be Proud**

We expect all of our staff and all of our students to aim to follow these at all times. We accept that, at times, our students may not always get it right. It is then helpful if staff refer back to the relevant point in the above code of conduct when discussing a particular behaviour and a better choice for next time with a student.

The use of both rewards and consequences should always operate with due regard to equal opportunities and anti-discrimination.

A fair, consistent and even-handed approach should be adopted towards all students at all times.

#### **5. Communicating our expectations for positive behaviour and rewards**

Rumworth School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within and outside the school, with teachers and other school staff, and with visitors or other people within and outside the school premises.

The school communicates the standards of acceptable and unacceptable behaviour to staff through induction and CPD. We also have a daily staff email update from SLT and a regular half-termly Pastoral update for staff about students who are experiencing any difficulty, as staff are then likely to need to adopt an adaptive approach for these students.

Communicating our expectations to students for how to get it right, and what not getting it right might look like may be done through implicitly through all of our interactions with our students, and through specific resources in our classrooms, and then also more explicitly through targeted work, PSD lessons, school assemblies, and displays.

Our students have a wide range of needs and therefore we expect our staff to develop and deploy a wide range of strategies in order to help each student to do feel safe and to do well.

At Rumworth School we promote good behaviour through a system of recognition and reward. Rewards and praise for good behaviour is as important as having consequences for unacceptable behaviour.

We should always emphasise the positive, and take every opportunity to encourage and praise.

## 5.1 Ways for rewarding positive behaviour include:

- Awarding stars
- Having a quiet word
- Parents being informed of achievements e.g. home-school diary praise, positive phone-call home, praise postcard sent home
- Encouraging smile
- Written comment
- Special responsibility
- Public praise in front of the class or key stage
- Marks, grades and assessments for behaviour, as well as for work
- Visit to the Head or other staff with a good piece of work or to report good behaviour
- Public acknowledgement e.g. presentation in assembly
- Certificates formally presented
- Prizes
- School reports to include favourable comments for work, behaviour, involvement, general attitude

## 6. Defining unacceptable behaviour or misbehaviour

All students and staff at Rumworth School have the right to protection from unacceptable behaviour and the right to be aware of the consequences of such behaviour.

### 6.1 Unacceptable behaviour or misbehaviour is defined as:

- Disruption of good order inside and outside the classroom, which includes disruption during a learning activity, in corridors between lessons, whilst moving around the building and the school grounds, during break and lunchtimes, and when moving to and from transport
- Refusal to comply or follow staff instructions
- Non-completion of classwork or homework, when that work is within the capability of the student
- Poor attitude towards others
- Persistently wearing incorrect uniform e.g. refusal to remove a hoodie or a hat or a coat in school
- Absconding from the learning activity

### 6.2 Seriously unacceptable behaviour or serious misbehaviour is defined as:

- Repeated breaches of the school code of conduct or school rules
- Absconding from the school premises
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Any form of bullying, as outlined in greater detail in the subsequent Section 8 of this policy
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, as defined by the government in their legal guidance to schools.

These prohibited items are:

- Knives or weapons
- Alcohol, illegal drugs, tobacco and cigarette papers
- Stolen items
- Fireworks
- Pornographic images
- Any article that a staff member 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)

### 6.3 Confiscation

**Any prohibited items listed above that are found in a student's possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to the maintenance of good school discipline. These items may be returned to students or their parents and carers after discussion with senior leaders and parents, if we deem it appropriate.

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

## 7. Bullying

**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 take different forms or types and we define these as:

Emotional	Being unfriendly, excluding, tormenting, taunting
Physical	Taking another's belongings, any use of violence e.g. biting, spitting, scratching, slapping, punching, hitting, pushing, head-butting, kicking, pinching, hair pulling, throwing missiles, stabbing with sharp objects
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

## 8. Dealing with unacceptable behaviour or misbehaviour

Dealing with unacceptable behaviour during the school day should follow these steps:

- In the first instance, the teacher in charge of the learning activity should decide how to respond to any unacceptable behaviour.
- Teaching assistants, trainee teachers and other staff who are there to support the learning should follow the lead and direction of the teacher in charge.
- If the teacher in charge requires additional support from beyond the class team of staff present, then the pastoral support team, the extended leadership team, and the senior leadership team can all give additional support, depending upon the seriousness of the incident.

Consequences for any unacceptable behaviour, when applied, should be appropriate to the misdemeanour.

The length of time, for example, of loss of privileges or detention, should be dependent on the seriousness of the offence and should take the age and the learning needs of the individual student into account.

Teachers should always use their own professional judgement and autonomy in line with school policies, practices and procedures and accepted school values.

An accurate account of behaviour which warrants a significant consequence should be recorded on the electronic school recording systems.

ALL incidents of racial abuse must be recorded on a racial incident monitoring form and a copy of this form will be sent to the local authority for monitoring purposes.

The following actions may be used as consequences, with varying degrees of severity as warranted by the unacceptable behaviour, and taking the age and the learning needs of the individual student into account:

- Verbal reminder or correction
- Withdrawal from lesson time or from social time at break or lunch
- Consult or involve parents and carers via home school diary or phone call home or meeting
- Confiscation of inappropriate articles e.g. mobile phones that are not handed in, electronic games
- Detention at break or lunchtime, or after school
- Expecting missed work to be completed at home, or at break or lunchtime
- Withdrawal time spent in a 'Thinking Room'
- Loss of privileges
- Referral to Form Team, Pastoral Support Team, Extended Leadership Team or Senior Leadership Team as appropriate
- Agreeing a behaviour contract, a daily behaviour report and / or target card
- Reparation e.g. writing an apology letter, repair damage and / or pay back money stolen
- Restorative practices

### 8.1 Off-site behaviour

Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 9. Physical restraint

In some circumstances, staff may use reasonable force to restrain a student 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
- Never be used as a form of punishment
- Be recorded and reported to parents through a serious incident form and also logged electronically within CPOMS

## 10. Exclusion

There are times when, despite every effort made by the school, it is necessary to implement the exclusion procedure. The Headteacher will exercise their professional judgement in the use of exclusion, and this may take different forms, depending upon the severity of the unacceptable behaviour:

- Internal exclusion or seclusion within school, usually spending time in a Thinking Room.

We may use the "Thinking Room" in response to serious or persistent breaches of this policy. Students may be sent to the "Thinking Room" during the school day if they are disruptive, and they will be expected to complete the same work as they would in class.

The use of a "Thinking Room" for serious or persistent breaches of this policy is managed by the Senior Leadership Team.

- Fixed term exclusion with time spent at home out of school, for a specified number of days.

Students will be provided with a learning pack of suitable work to complete at home during their fixed term exclusion.

Only the Headteacher, or the Deputy Headteacher in their absence, may issue a fixed term exclusion.

- Permanent exclusion from the school

Only the Headteacher may issue a permanent exclusion, which would be in the most severe cases.

Where the Headteacher believes a student should be excluded permanently, the Rumworth School governing body will give the Headteacher the opportunity to justify his decision.

Further details regarding exclusion from school are outlined in our Exclusions Policy.

## 11. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of any member of staff who is accused of misconduct.



## 12. Roles and responsibilities within our school community

On admission to Rumworth School, the expected standards of behaviour are explained to students, parents and carers in order that we can work together towards the same goals. Parents and carers also have an essential role to play in assisting schools in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child, and consistency between school and parents and carers regarding expectations of behaviour is essential.

Governors have a responsibility to support the school in maintaining high standards of discipline.

Staff are entitled to work in an environment free from violence and disruption, and students are entitled to a safe and orderly learning environment to assist them in achieving their full academic potential.

All students are entitled to inclusion in the education service and to have their educational needs met.

### 12.1 The governing body

The Rumworth School governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Rumworth School governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### 12.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Rumworth School governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### 12.3 The staff

All staff are responsible for:

- Implementing the positive behaviour policy consistently and fairly
- Modelling positive behaviour in their interactions with others
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents as soon as is practical, using the school's electronic systems

### 12.4 Parents and carers

We welcome and value the support that our parents and carers give to the school. In order to help the school and their child, parents and carers are expected to:

- Support their child in adhering to our code of conduct or school rules
- Inform the school promptly of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 12.5 Students

We expect all students to do their best to follow the Rumworth School code of conduct. When they do get it wrong, which we accept they will do at times, we expect them to do their best to accept any consequences and to take part in restorative practices.

## 13. Behaviour management

### 13.1 Classroom management

Teachers, trainee teachers, teaching assistants and other staff who are there to support the learning are collectively responsible for setting the tone and context for positive behaviour within the classroom. As students spend a lot of time within the classroom or other learning environments, it is essential that well organised and well delivered learning activities should seek to secure good standards of behaviour.

Bearing this in mind teachers, trainee teachers, teaching assistants and other staff who are there to support the learning should aim to: -

- Know their students as individuals

This means knowing their names, their personalities and interests and who their friends are

- Create and maintain a stimulating environment that encourages students to be engaged
- Plan and organise both the classroom and the learning activity to keep students interested and minimise the opportunities for disruption.

This may require attention to such basics as furniture layout, grouping of students, seating of students, adaptive teaching, matching work to students' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere

- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them e.g. a visitor at the door in the middle of a lesson
- Continually observe or 'scan' the behaviour of the class

- Be aware of, and control their own behaviour

This includes their stance, the space they occupy, and the volume and tone of their voice

- Model the standards of courtesy that they expect from students
- Emphasise the positive, including praise for good behaviour as well as good work
- Make the expectations and routines for classroom behaviour clear to students from the first lesson, revisit these often, and remind and explain why they are necessary
- Make sparing and consistent use of verbal reprimands

This means being firm and fair rather than aggressive, targeting the right student, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being consistent and avoiding sarcasm and idle threats

- Make sparing and consistent use of consequences.

This includes whole group consequences which children will see as unfair. It also means avoiding consequences which humiliate students.

- Analyse their own classroom performance and that of other adults in the room, and learn from it as a team

This is probably the most important and impactful message of all, as it is only by being reflective practitioners that we can make positive changes in ourselves and others.

## **13.2 Pastoral support team**

Rumworth School has a pastoral support team who work to ensure that students who are struggling can benefit from an adaptive and individual approach. The pastoral team staff are deployed by the Senior Leadership Team and they spend time working across our Key Stages in a variety of ways to support students who need their help. Intervention group sessions for identified and targeted groups may be used to address issues such as anger management, social situations, health and hygiene etc.

Our pastoral support team liaise with class teams and other staff regarding individual students and strategies for maintaining a positive working environment that is conducive to working towards progress for all students. The pastoral staff team maintain an overview of those students who have additional input from external agencies.

## **13.3 Early additional intervention for student support**

The school will develop measures to encourage students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour. We will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

The school has a legal duty to undertake annual reviews of the educational needs of students, as appropriate. Details of all reviews undertaken will be included within each student's file. Where appropriate, we may also deem it necessary to call an Early Review, where we feel that the school may no longer be the most appropriate provision for that student, or where we are making a request for additional funding to meet a change in need.

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

Our special educational needs co-ordinator (SENCO) and Senior Leadership Team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a student, 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.

Where appropriate, the school will access external advice, support, specialist provision and funding. In addition, use will be made of flexibility within the curriculum and allocation of adequate resources to develop appropriate educational programmes to meet the needs of individual students.

The school will involve external agencies where it is appropriate to do so, to identify or support specific needs that a student may have, and also for family support purposes:

- Behaviour Support Service
- Education Social Work
- Education Psychology Service
- Health Service (including CAMHS)
- Social Services
- Connexions Service
- Youth Workers
- Youth Offending Team
- Drug Counselling Agencies
- Learning Disabilities Team
- Parent Partnership
- The RUNA project

## **14. Student transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, we hold transition meetings to share relevant information with colleagues.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **15. Training**

Our staff are provided with training on managing behaviour, including the appropriate use of physical intervention and restraint, as part of their continuing professional development.

Behaviour management will also form part of continuing professional development for all staff.

A staff training log is maintained by the TLR post-holder who has responsibility for ITT & CPD.

## 16. Monitoring arrangements

This positive behaviour policy will be reviewed by the Headteacher and the Rumworth School governing body every year. At each review, the policy will be approved by the Headteacher, and approved and adopted by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Rumworth School governing body every year.

## 17. Links with other policies

This positive behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## 18. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- Behaviour and discipline in schools Advice for Headteachers and school staff

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 19. Appendix 1: written statement of behaviour principles for Rumworth School

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the positive behaviour policy
- The positive behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in our work to understand and prevent behaviour incidents, in order to foster good relationships between the school and the pupils' home life circumstances

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by Rumworth School governing body every year