



**Rugeley  
John Taylor  
School**

Positive Conduct Procedure  
**September 2025**

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1.1	CPL	20.04.2026	Updated to reflect latest release of DfE guidance regarding use of reasonable force and other restrictive interventions

# 1. Our Mission, Vision and Values

Our values at Rugeley John Taylor School – Respect, Resilience, Ready – underpin our ethos at the school. We are committed to building a community where all learners are ready to grow, explore, and succeed. Guided by our core values, we nurture **respectful** and **resilient** individuals who are **ready** to live lives full of choice and opportunity in an ever-changing world.

## 2. Statement of Behaviour Principles

At Rugeley John Taylor School a positive and respectful culture of high expectations and established routines ensure that the behaviour, conduct and the attitudes of students are good. We believe that every student is important and that every student can be successful. Within our learning community we expect every interaction to be positive and meaningful; for students to demonstrate good behaviour, manners and conduct towards one another and have positive relationships at all levels. We want students' experiences of school to be enjoyable, yet challenging, as well as being rewarding and fulfilling. All students at Rugeley John Taylor School should be able to enjoy a secure learning environment in which they feel safe, secure, confident and able to learn. Students 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.

- Students have the right to learn without distraction and the responsibility to support the learning of others.
- Students have the right to grow and flourish as individuals and the responsibility to allow others to do the same.
- Students have the right to be respected and the responsibility to treat others with respect.
- Students 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.

## 3. Roles and Responsibilities

### Governing Board

The Trust Board will ensure the school establishes clear expectations and high standards of positive conduct of students and staff and delegates the oversight of this to the school's local governing body.

The Governing Body is responsible for monitoring this positive conduct procedure's effectiveness and holding the Executive Headteacher to account for its implementation. The Governing Body supports the school in maintaining high standards of desired conduct of students and staff.

### The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing and approving this positive conduct procedure.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this procedure to ensure rewards and sanctions are applied consistently to all groups of students.
- 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 students 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 procedure.
- Ensuring this procedure works alongside the safeguarding procedure to offer students both sanctions and support when necessary.
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this procedure.

The Senior Leadership Team will play a proactive and pastoral role in positive conduct management. This is a key role in monitoring conduct and ensuring appropriate support systems are implemented. The Senior Leadership Team will establish, in consultation with the Executive Headteacher, a procedure for the promotion of desired conduct and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

### **Staff**

Staff are responsible for:

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

The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents/carers where possible, should:

- Get to know the school's positive conduct procedure and reinforce it at home where appropriate.
- Support their child in adhering to the school's positive conduct procedure.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with their child's form tutor promptly.
- Take part in any pastoral work following misbehaviour (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 positive conduct procedure, and working in collaboration with them to tackle behavioural issues.

### **Students**

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

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

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's positive conduct procedure and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the positive conduct procedure.

Additional support and induction will be provided for students who are in-year transfers to the school.

## 4. Legislation and Statutory Requirement

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

- Behaviour in schools: advice for headteachers and school staff (2024)
- Searching, screening and confiscation: advice for schools (2022)
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)
- Use of reasonable force and other restrictive interventions guidance (2026)
- Supporting pupils with medical conditions at school (2015)

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

In addition, this procedure is based on:

- DfE guidance explaining that academies should publish their positive conduct procedure and anti-bullying strategy

This procedure is linked to other Rugeley John Taylor School and JTMAT policies:

- JTMAT Behaviour Policy
- JTMAT Attendance policy
- JTMAT Safeguarding policy
- RJT Uniform Expectations and Guidance

## 5. Introduction and Aims

This document sets out the framework of Rugeley John Taylor School's approach to encouraging good behaviour known as '**Positive Conduct**'. It is expected that this framework will secure the standards of conduct that we aspire to.

The framework should be successful in:

1. Providing much greater understanding of the conduct process for students, parents/carers, teachers and associate governors.
2. Ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards.
3. Supporting staff in the classroom ensuring that teachers can get on with teaching students who want to learn and who behave in a positive manner. Furthermore, neither teachers nor students should not have to suffer constant disruption.
4. Reducing staff workload through the increased efficiency and effectiveness of the conduct system.
5. Creating the best learning environment for our students.

## 6. 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. Students know what is expected of them, the consequences of poor behaviour and, where possible, how they can put it right (before or after sanctions have been applied). The expectations of students within school are outlined in this procedure. In terms of establishing a key set of rules for the classroom and around the school, we recognise the importance of simplicity. We refer to our classroom expectations as **'The Rugeley Way'**.

### Positive Conduct in the classroom

Teachers should be at the classroom door to meet and greet students (threshold) and to set the expectations for students before they enter the classroom. Upon entering the room, the students will be expected to meet the classroom expectations which are clearly displayed in each classroom and linked to the school's values – to be respectful, resilient and ready to learn (Appendix 2).

- In terms of classroom-based corrections, three key phases are identified in both our positive and negative behaviour management strategies (Appendix 2). It is expected that all students, parents/carers and teachers understand these frameworks.
- Each member of staff must seek to operate within the frameworks. We, as a school, will not tolerate a situation in which students are removed from classes for seemingly trivial reasons, or those who perform above and beyond expectation and are not recognised for doing so. We must operate within a logical and well-planned structure.
- When students do disturb the academic progress of others or make the working life of the teacher difficult and/or unpleasant, then they must be removed from that class.
- When a particular misdemeanour takes place, an identified sanction must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.
- The purpose of the sanction process is to encourage that this conduct is not carried out again. In the event of this becoming a repetitive offence, the staff member concerned can decide upon an appropriate follow up strategy. This is not specific and could involve contact home, communication with other staff members such as line managers and pastoral leads. This list is not exhaustive and allows for flexibility and bespoke intervention.

Our philosophy at Rugeley John Taylor School is to create a positive and inclusive learning environment where all students can flourish. Our positive classroom management strategy is designed to promote this by overtly recognising when students display the behaviours in the classroom that teachers know will allow them to reach their full potential.

### Positive Classroom Management Phases:

**P1 (Strong start)** – If a student enters the classroom ready to learn, on time, with the correct equipment and immediately settles down to start completing the Do Now activity independently, they will be awarded a P1. This signifies that they have made a ‘strong start’ to the lesson and that teachers expect this to continue.

**P2 (Excellent effort)** – is a student is fully engaged throughout the lesson, contributes to the learning of themselves and others, and produces high quality work as a result, they will be awarded a P2 for their ‘excellent effort’.

**P3 (Star of the lesson)** – a teacher can allocate this if they believe a student has gone above and beyond by exceeding all expectations in a lesson and by demonstrating our school values (to be respectful, resilient and ready to learn) throughout. It is not expected that a P3 is awarded every lesson.

To maintain our high standards and to ensure that all students have access to a learning environment which is disruption free, we also utilise a simple correction system for our negative classroom management which is clear for students to understand and provides a simple, staged approach to managing poor behaviour.

#### **Negative Classroom Management Phases:**

**C1 (Remind)** – If a student is not following the classroom expectations (demonstrating poor conduct), they will receive a C1 from the member of staff. This is a verbal warning that the student needs to address their behaviour. The C1 is to act as a reminder that a student needs to correct their behaviour and has two clear purposes:

- to indicate to students they have done, or are doing, something which is unacceptable;
- to form a link with phase two, which is more serious.

**C2 (Reset)** - If the student continues to fail to meet the classroom expectations (demonstrating poor conduct), then the student will be issued with a C2 which is a second and final verbal warning. To ‘reset’, a strategy may occur to help students refocus their behaviour. The student may be asked to change their seat, move groups, have equipment removed, or to step outside the classroom for a reset conversation, amongst other strategies, and must be clearly told that this is their final warning. The C2 is intended to act as an opportunity for the student to correct their behaviour and provides a final warning to the student that their behaviour must change.

**C3 (Remove)** – If the student continues to fail to meet the classroom expectations (demonstrating poor conduct) and does not correct their behaviour, then the student will be issued with a C3, a 30-minute detention will be issued, and the student will be ‘buddied’ into a nearby classroom or workspace. Parent/Carers will be automatically informed of the detention via email.

If a student receives more than one lesson removal (C3) in a day, or persistently demonstrates poor behaviour in lessons, the student will be placed into Reflection (**C4 - Reflect**) by a member of pastoral staff or a member of the Senior Leadership Team for a period of time, determined by the senior member of staff. A 30-minute after school detention will also be issued on the day a student is in Reflection, and parents/carers will be notified via email.

- C1, C2, and C3’s should not be given to a full class as a blanket warning.
- If a more serious incident occurs or a student behaves in an extreme manner (swearing, use of discriminatory language, violence etc) then a C3 or a C4 sanction can be applied immediately. This is at the discretion of the teacher who has been suitably trained for such situations. If a suspension is required due to the level of behaviour, this will be issued by the Executive Headteacher and parents/carers notified without delay.

### **Expectations around the school site**

- Students must conduct themselves in an orderly manner when on school site by following the corridor and out of lesson expectations.
- Mobile phones must not be used on the school site and will be confiscated if seen or heard.
- Litter (including chewing gum) must not be dropped. A natural consequence (litter picking/cleaning up chewing gum) can be implemented if this is done.
- Chewing gum and energy drinks are banned from being brought into school. These will be confiscated from the student.
- Students may only eat and drink in designated areas at break and lunch time.

## **7. School Behaviour Curriculum**

The curriculum has a vital role to play in developing students' 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.

At Rugeley John Taylor School we explicitly teach what good behaviour looks like 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 students to be confident, resilient and independent, and to develop strength of character.

Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. We know that students respond better to praise and encouragement than punishment, and our classrooms feature positive narration as a standard routine.

Students are expected to demonstrate our school values at all times. This includes, but is not limited to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

## **8. Rewards at Rugeley John Taylor School**

Praising students and reinforcing when they have been successful and done something well is perhaps the most powerful behaviour management strategy of all. The motivating impact of recognition and rewards should never be underestimated. We believe that students thrive on encouragement, and that achievement and high standards should be recognised. Students are consulted on a regular basis via School Council.

Our school operates different levels of recognition and rewards which run concurrently. In order to reward students for the high standards of conduct that the school expects, students may receive:

#### **Class teacher/Form tutor level**

- Verbal praise from the teacher
- Written comments
- Achievement points leading to Bronze, Silver and Gold Awards
- Phone calls to Parents/Carers
- Praise Postcards
- Star of the week recognition
- Email to Parents/Carers

#### **Department/Head of Year level**

- Postcards/letters sent home
- Photographic evidence in displays or workbooks
- Email to Parents/Carers
- Termly recognitions
- Celebration assemblies

#### **Whole school/SLT level**

- Reward trips and vouchers
- Reward and celebration of attendance and achievement
- Behaviour record over all years will be considered when conferring upon positions of responsibility (prefect, form captain, school council etc)
- Treat Fridays

Rugeley John Taylor School is mindful of being inclusive for all students, so they are able to achieve and be recognised for their positive conduct. As such, rewards may, at times, at the discretion of Senior Leadership Team and the pastoral team, be tailored to meet individual needs, optimising inclusivity.

## **9. Support Structures**

Every member of staff will look to support every student, both academically, and in establishing and shaping the positive behaviour expected in our school.

This is achieved through one of or a combination of the roles in school:

- Form Tutors
- Mentoring by staff
- Pastoral Support Officers
- SEND provision
- Parental Involvement
- Inclusion Strategies
- Intervention Strategies
- External agencies

## **10. Identifying Unacceptable Conduct**

The following behaviours are unacceptable and will result in school agreed sanctions 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.

- Smoking
- Vaping/e-cigarettes
- Substance abuse
- 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 own and/or others learning environment
- Physical assault
- Fighting
- Incitement
- Bullying
- Vandalism
- Verbal assault/abuse
- Racist, homophobic or other discriminatory language or behaviour
- Swearing or use of inappropriate language
- Sexual 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 pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school/lessons
- Lateness to lessons
- Leaving the school site without permission
- Chewing gum at any time
- Eating outside of designated areas
- Disruption to orderly corridor and stairwell environment
- Non co-operation with school uniform and appearance expectations and guidance
- Insolence and bad manners
- Use of mobile phone in school time.

## **11. Behaviour incidents outside of school**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

## **12. Online misbehaviour**

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

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

## **13. Suspected criminal behaviour**

If a student 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 Executive 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.

## **14. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students 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 policies and procedures for more information.

## 15. Sanctions

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

Rugeley John Taylor School will use sanctions to respond to unacceptable conduct. We will apply sanctions with fairness, consistency, flexibility and proportionality. Where sanctions 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.

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

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.

When deciding on appropriate sanctions the school will take into account: the age and the health of the student, specific needs the student 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 student was a part of a group.

Sanctions available to teachers and tutors are:

- Verbal or written reprimand
- A negative comment recorded on the school system (Bromcom)
- Detention
- Parental contact
- Removal from class
- Loss of privileges
- Tasks – e.g. tidy classroom, litter picking
- Tutor report
- Referral to Head of Department or Head of Year

Additional sanctions available to Heads of Department/Heads of Year are:

- Withdrawal from lesson and contact home
- Loss of social time
- Subject report
- Subject target card

- Head of Year report
- Senior Leadership Team report

Senior Leadership Team have access to all sanctions.

#### **Increasing of sanctions:**

Conduct incidents are recorded on the school system (Bromcom) and regularly reviewed by the Tutor, Heads of Year and Senior Leadership Team. Sanctions will be implemented for persistent disruptive conduct.

Within the support structure there is always a member of Senior Leadership who is available to assist staff with any given situation.

Rugeley John Taylor School operates both lunchtime and after school detentions. Failure to attend a detention will result in the following escalation procedure:

1. Failure to attend a 30-minute detention will result in a 60-minute detention to be served.
2. Failure to attend a 60-minute detention will result in a Friday SLT detention to be served.
3. If your child is issued two 30-minute detentions on the same day they will be required to serve 60 minutes on that day.
4. If a student persistently fails to attend detention, then further sanctions in accordance with our positive conduct procedure will be imposed.

## **16. Responding to misbehaviour from students with SEND**

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

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 student concerned.

Our approach to anticipating and removing triggers of misbehaviour may include:

- Adjusting seating plans to allow a student 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 where students can regulate their emotions during a moment of sensory overload

The school's special educational needs co-ordinator (SENDCO) may evaluate a student 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. More detail of this can be found in the JTMAT SEND Policy and the SEND Information Report, both of which are available on the school website.

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. The school is aware that the provisions set out in an EHC plan must be secured (if applicable).

## **17. Student Transition**

### **Inducting incoming students**

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

### **Preparing outgoing students for transition**

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.

## **18. Staff Training**

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

- The proper use of restraint (pastoral staff)
- The needs of the students at the school
- How SEND and mental health needs might impact behaviour

Behaviour management will also form part of continuing professional development.

## **19. Reflection**

In some instances, a student will be placed in Reflection, whereby the student remains in school where they can receive supervised education and the sanction 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 student being sanctioned in such a way should not be overlooked. The decision to reflect a student will be taken by the Senior Leadership Team, Head of Year and the pastoral team.

- Reflection time may be completed in the Reflection room, lessons taught by members of the Senior Leadership Team, or in supervised office/workspaces.
- If a student is absent on the day of their Reflection, they will complete it on the first day of their return or as scheduled by the pastoral team.
- If a student arrives late without good reason, they will make up the time at the earliest opportunity.

- Failure to comply with Reflection rules will result in the Reflection period being repeated.
- Where Reflection time is not successful, then the school reserves the right to formally suspend a student through the official suspension route.

## 20. Off-site direction

If a temporary move needs to occur to improve a student's behaviour, then off-site direction can be directed (in line with the Education Act 2002). Off-site direction requires a student 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 student'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 student spends in another mainstream school or AP will depend on what best supports the student's needs and potential improvement in behaviour. The focus of intervention whilst off-site should remain on ensuring that a student 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 student off-site under this provision.

## 21. Managed moves

In line with DFE guidance, a managed move can be used to initiate a process which leads to the transfer of a student 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 student's best interests.

## 22. Suspension and permanent exclusion

Although we will try to avoid suspensions and permanent exclusions as much as possible, the Executive Headteacher can use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which students 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 student behaviour can be amended or remedied by pastoral processes, or consequences within the school. Only the Executive Headteacher can suspend or permanently exclude a student on disciplinary grounds. A student 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 DFE guidance, 'Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including pupil movement' updated in August 2024:

[Suspension and permanent exclusion guidance](#)

## 23. Alternative Education Provision

It may be deemed appropriate, if a student 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 student concerned, this option will be investigated.

The school has the authority to direct students 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 student's school day.

## **24. Conduct off School Premises**

Students 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 students.

Where a student 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. This procedure is enforceable where a student is wearing the school uniform, is easily identifiable as a student 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 students at the time; they should report it through the established channels.

## **25. Uniform**

Rugeley John Taylor School's uniform and appearance expectations and guidance is designed to encourage a purposeful and effective climate for learning. All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school's working environment. All students 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 students wear full uniform at all times, unless directed otherwise by staff. Sanctions are in place for inappropriate uniform and at the discretion of the Senior Leadership Team.

Detailed guidance can be found in schools Uniform Expectations and Guidance, and the JTMAT Uniform Policy.

## **26. Mobile Phones**

If students bring mobile phones to school, they must be switched off and kept in students' bags and not used at all during the school day. We operate a 'see it, hear it, take it' approach to mobile phones in school. If staff see or hear a student with a mobile phone, they are to remind the student that they should not be seen or heard in school and will confiscate the phone. It will be handed in to the school office where it can be collected by the student at the end of the school day. A repeat of the appearance will lead to the item once

again being removed and placed at reception until the end of the day. A 30-minute after school detention will also be issued. A third repeat will lead to the item needed to be collected by a parent or carer plus a further 30-minute detention. Airpods or other items which are seen as extensions of mobile phones will be confiscated if seen. Smart Watches are allowed on the school site providing they are not connected to a mobile phone.

If a student refuses to hand in their mobile phone, this will lead to intervention from the Senior Leadership Team and a further sanction of time in Reflection will be issued, with the mobile phone still being confiscated from the student.

## 27. Anti-Bullying Policy

- Bullying takes place in various guises and it is important for staff to be able to know what bullying is and recognise it immediately.
- Bullying is any deliberate behaviour by individuals or groups that intimidates others over a sustained period of time.
- Bullying can be verbal, physical, cyber or psychological.
- We are aware that bullying can be prejudice based and that discriminatory bullying can occur.
- Rugeley John Taylor School investigates all complaints about bullying.
- Students must report bullying immediately to any available member of staff. This can be reported verbally or by using a referral form.
- Rugeley John Taylor School will work with both the bully and the victim to repair the harm caused and try to ensure that the bullied student feels safe from further harm.
- Students are made aware that they should report bullying of themselves or others, rather than take the law into their own hands.
- All teachers seek to outlaw bullying behaviour in their responses to a student's behaviour and in the content of lessons, tutor time and assemblies, and encourage students to support each other and show disapproval of bullies.
- Information and assistance from parents is welcomed.
- Efforts will be made regularly to identify areas where problems are occurring and staff, including mid-day supervisors, alerted to these.
- Responses to bullying are varied, depending upon context and the needs of all parties involved. Some strategies are:
  - Mentoring
  - Counselling
  - Meetings with parents
  - Students may be placed on report
  - Detention
  - Placed in Reflection
  - Suspension or Permanent Exclusion from school.
  - Alternative Provision
  - Discussion between any combination of staff, students, parents and supporting agencies, (e.g. Education Welfare Service, Police, Education Psychology Service, Special Needs Support Service). In more persistent or serious cases, this discussion may be followed up by further sessions.
- Parents of any children involved are likely to be contacted.
- When a child has been bullied, efforts will be made:
  - to rebuild his/her confidence.
  - where appropriate, help him/her to establish a better relationship with the bully.

- to consider ways to modify his/her own conduct to avoid repeated experiences.

## 28. Drugs

Rugeley John Taylor School is committed to the health and safety of all its members and will act 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 student concerned as well as the effect on the entire school body.

The Governing Body considers that it is essential that parents and students 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 student 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 Drugs Education Programme in place to:

- Inform students about drugs and their effects.
- Promote a positive attitude towards a healthy lifestyle.
- Increase students' understanding of the health and social implications of the use and misuse of drugs.

## 29. Searching, Screening and Confiscation

Rugeley John Taylor School has the right, under law, to search students and confiscate their possessions, without consent, where they have reasonable grounds for suspecting the student may have a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images

\*Please note his list is not exhaustive and can include any other items the Executive Headteacher feels would be detrimental to maintaining high standards of behaviour.

### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher, or by the Executive Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Executive Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Executive Headteacher or a staff member the Executive Headteacher has given authority to, to try and determine why the student is refusing to comply. The Executive Headteacher/staff member in authority will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a student's outer clothing, pockets, possessions or locker. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots

### **Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including coats and bags.

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed earlier) and items identified in the school rules. An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Screening**

School staff can seize any prohibited item found as a result of a search, or any item, however found, which they consider harmful or detrimental to school discipline. Confiscated items are disposed of at the discretion of the school. This may mean the item is destroyed. Where drugs, a weapon or extreme pornography are found, they will be delivered to the police as soon as possible. Carrying a weapon is illegal, even if it is not being carried with intent: any student who brings a weapon into the school will receive an appropriate sanction. The school takes a zero-tolerance approach to the use or possession of weapons within school. Any student found in possession of a weapon will face a permanent exclusion.

The school will make every effort to inform parents/guardians before the search, even though it is not a requirement, but contact will always be made after.

The school has the right to use reasonable force when conducting a search without consent. In most instances this will not be required. If necessary, an appropriate member of trained staff will be required. The school may refuse to have on school site any student who refuses to be searched or screened.

Rugeley John Taylor School follows guidance from:

[DfE: Searching, Screening and Confiscation](#)

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed previously
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed earlier), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed earlier). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the

student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding procedure and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The school adheres to section 35 page 12 'Strip Searching' of the DFE guidance:

[DfE: Searching, Screening and Confiscation](#)

As a school we are not authorised to carry out such searches on the school premises. Such searches shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and will always advocate for student wellbeing at all times.

The school would only contact the police in exceptional circumstances where it was felt that an item may be related to a criminal offence or where there is a risk of serious harm to others.

## **30. Reasonable Force & Restrictive Interventions**

At Rugeley John Taylor School, we believe that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

The school understands that behaviour is often a means of communication which may signal that a student is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

The school's Restrictive Intervention Procedure acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle students' emotions or aggressive behaviour when other measures have failed to do so. The aim of this procedure is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

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

Rugeley John Taylor School recognises students with SEN and disabilities have additional needs, which may, in turn, affect their behaviour and, therefore, special consideration should be applied when reasonable force and restrictive interventions may be used. For further guidance, see the following link:

[DfE: Use of reasonable force and other restrictive interventions guidance](#)

If restrictive interventions are used, these must be reported in line with the schools Restrictive Intervention Procedure which is available on the school website.

## **31. Malicious Allegations Against Staff**

Where a student 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 student. It may be possible to seek an alternate place for a student within JTMAT or local authority through an agreed move.

Rugeley John Taylor School places the safety and security of all its students 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.

## **32. Training, Monitoring and Evaluation**

Rugeley John Taylor 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 Senior Leadership Team and the pastoral staff will analyse and examine behaviour and rewards data to identify training needs, support those staff who may require it and identify students who might be at risk of suspension, so early intervention can be put into place. Form tutors can always access data, which they use to guide and advise students about their conduct. The effectiveness of this procedure will be evaluated regularly by Senior Leadership, staff, parents and students.

The positive conduct procedure is reviewed at least every 2 years by the Executive Headteacher, Senior Leadership Team, and the Governing Body.

## **33. Appendices**

- Anti-Bullying Statement
- Positive Behaviour Management Strategy
- Negative Behaviour Management Strategy

## **Appendix 1 - Anti-Bullying Statement**

Rugeley John Taylor School exists to provide an unrivalled learning environment for the young people in our local and wider community and acknowledges that for our students to achieve more success than is expected of them, it must aim to combat bullying in all its forms. Rugeley John Taylor School believes that it has a duty to provide a safe and secure environment for all the students and adults who work here.

The aims of this statement are:

- To develop a school ethos (through embedding our school values) that makes it clear to everyone that all forms of bullying are unacceptable and will be confronted and stopped.
- To develop school procedures and systems to prevent, detect, record and deal with bullying.
- To support those people who are bullied and assist them in developing more positive attitudes towards themselves and assist them in developing more assertive behaviour.
- To assist those who bully to confront their own ideas and behaviour and to replace their aggressive attitudes and behaviour with more positive ones.
- To directly confront all students, staff and parents on the subject of bullying, aiming to reduce tolerant and by- standing behaviour.

Some underlying principles of this statement:

It is acknowledged that bullying may happen at Rugeley John Taylor School.

There are many forms of bullying. These include, but are not limited to; emotional, physical, racial, sexual, homophobic, disability including hearing impaired and online.

Schools do make a difference; the good school can affect the prevalence of bullying.

Combatting bullying is everybody's responsibility; parents, students and all adults working in the school including teaching and support staff.

Prevention is important – as a school we are pro-active. Methods and actions to prevent bullying and aiding all students to understand the consequences of bullying at Rugeley John Taylor School includes but is not limited to; assemblies, Personal Development lessons, SMSC in the curriculum, the school vision, values and ethos, Anti-Bullying Week, parent and student questionnaires, and visiting theatre groups such as 'Loudmouth'.

This statement is consistent with the school's wider aims and objectives. Bullying should be treated seriously and be always acted upon. The health, happiness and security of the child is of paramount importance.

## Appendix 2: - Behaviour Management Strategies



# THE RUGELEY WAY



### WE ARE RESPECTFUL

- We are kind, and treat everyone and everything with respect
- We listen to others without interruption
- We respond promptly, positively and politely
- We follow instructions first time, every time
- We take responsibility for our own actions and choices
- We take pride in our work, our equipment, our school environment, and our community



### WE ARE RESILIENT

- We work hard and support others to do the same
- We learn from any mistakes we make
- We are ambitious and only accept our very best
- We are always prepared to have a go
- We have a positive mindset and never give up
- We are always engaged in our learning even when the content might be challenging



### WE ARE READY

- We arrive on time, with the correct equipment
- We have a positive attitude, ask questions and are eager to offer our own contributions
- We respond positively to feedback
- We always complete our homework on time
- We are curious about our learning and eager to learn more
- We wear our school uniform with pride

## Appendix 2: - Behaviour Management Strategies

# THE RUGELEY WAY

Using recognitions and corrections to develop positive behaviours



Lessons begin with the expectation that all students will be displaying the learning behaviours of 'The Rugeley Way'

