

Rutlish School



Behaviour for Learning Policy

Committee ownership for this policy: F&P,Curr, Incl, Prem, RR6, FGB	Inclusion
Must be approved by FGB: Y / N	Y
Required by:	School
Frequency of review:	Annually
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Date of next review:	Autumn 2026
Display on website: Y / N	Y
Responsible	Deputy Headteacher
This policy will be subject to ongoing review and may be amended prior to the scheduled date of next review in order to reflect changes in legislation, where appropriate.	

The school has adopted the Merton Model Exclusion and Suspension Policy.

CONTENTS

1. GUIDING PRINCIPLES	2
2. BEHAVIOUR CURRICULUM	3
3. MOTIVATING STUDENTS	3
4. UNACCEPTABLE BEHAVIOUR	4
5. RESPONDING TO UNACCEPTABLE BEHAVIOUR, SUSPENSION AND EXCLUSION	7
6. INTERVENTION AND SUPPORT	13
7. SCHOOL UNIFORM (Appendix 4)	13
8. ELECTRONIC DEVICES	13
9. SOCIAL MEDIA	14
10. ILLICIT SUBSTANCES, DRUGS AND ALCOHOL	14
11. OFFENSIVE WEAPONS	15
12. BEHAVIOUR BEYOND THE SCHOOL	15
13. INVESTIGATING INCIDENTS	16
14. SEARCHING, SCREENING AND CONFISCATION	16
15. WORKING WITH THE POLICE	16
16. REASONABLE FORCE	17
17. COMPLAINTS	17
APPENDIX 1 – Regulatory Framework	18
APPENDIX 2 – Responsibilities	19
APPENDIX 3 - Student Code of Conduct	20
APPENDIX 4 – Rutlish School Home School Agreement	21
APPENDIX 5 - School Uniform	22
APPENDIX 6 - RR6 – Dress Code	23
APPENDIX 7 – Searching A Student Guidance and Checklist	24
APPENDIX 8 - Parent/Carer Letter for when a student has been searched	26
APPENDIX 9 – Statement Prompt Sheet	27
APPENDIX 10 - London Borough of Merton Managed Move Protocol	29
APPENDIX 11 – Rutlish School Supported Move and Managed Move Procedure	31
Supported Move and Managed Move Flowchart	32
Supported /Managed Move Information Form	33
Student Support Plan and Target Sheet	36
APPENDIX 12 - Student Leadership Award	37
APPENDIX 13 – Five for Conduct	38
APPENDIX 14 – Rutlish Sanction Levels	38

1. GUIDING PRINCIPLES

- Rutlish School is a place to achieve REAL success. The governing body and staff are committed to providing the highest quality education and opportunities for all students. The Governing Body set the guiding principles to ensure the Headteacher and all staff promote good behaviour and discipline on the part of its students are pursued at the school. ([Behaviour and discipline in schools guidance for governing bodies.pdf](#) (DfE 2012). (for school responsibilities see appendix 2)
- Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- This policy applies to the whole school (including any period of alternative provision or remote education), anyone representing the school, wearing school uniform, travelling to or from the school or on organised trips. This policy shall also apply to students at all times and places including out of school hours and off school premises in circumstances whereby failing to apply this policy may affect the health, safety or well-being of a member of the school community or a member of the public, may have repercussions for the orderly running of the school or brings the school into disrepute.

Governing Body responsibility:

- Review the Guiding Principles of this policy regularly and ensure that regulatory frameworks, DfE advice and guidance and related school policies are adhered to. (see Appendix 1).
- Notify the head teacher and give him or her related guidance if the governing body wants the school's Behaviour for Learning Policy to include particular measures or address particular issues.
- Ensure that the following are covered in the Behaviour for Learning Policy:
 - Screening and searching students (including identifying items which are banned and which may be searched for)
 - The power to use reasonable force or make other physical contact
 - The power to discipline beyond the school gate
 - Pastoral care for school staff accused of misconduct
 - When a multi-agency assessment should be considered for students who display continuous disruptive behaviour
- Monitor patterns of behaviour through the evaluation of behaviour reports provided by the Headteacher

Governing Body Principles:

1. The school will create calm, safe, and supportive environments where both students and staff can work in safety and are respected.
2. Teach the importance of Respect, Equality, Aspiration and Learning to ensure that every student is equipped to meet the demands of an ever-changing world.
3. Have high expectations so that each student can realise their unique potential and place raising achievement at the heart of success.
4. Create an ordered, calm, safe and supportive environment where students develop a clear sense of respect for themselves, others and the environment.
5. Expect students to respect the local community and to act as positive ambassadors.
6. Teach exemplary behaviour to ensure that our students develop self-discipline and manage their own behaviour.
7. Understand the triggers that underly negative behaviour, to look for solutions to develop each student's potential and to equip staff with the tools and knowledge to understand what is behind challenging behaviour and how to resolve it.
8. Build strong relationships between staff and students is vital in driving changes in behaviour and that positive relationships are at the heart of learning.
9. Encourage positive relationships with parents and carers to develop a shared approach to support each young person.
10. Ensure that where behaviour falls short of accepted standards, sanctions are applied fairly and consistently
11. Take the strongest possible approach to ensure that that all students are safe in school.

School Procedure

2. BEHAVIOUR CURRICULUM

Students are educated about good behaviour through the operation of the school's curriculum. This is explicitly taught in the curriculum through PSHE lessons (including relationships and sex education) curriculum, assemblies and the tutor programme. Students are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. They are taught to respect themselves, others and the environment. This includes teaching students explicitly what good behaviour looks like (for example, through the teaching of good habits and routines).

Students are taught to understand the Rutlish sanction levels and what constitutes unacceptable behaviour (see appendix 13) which helps students understand that sanctions escalate in line with behaviour. Students are taught the Code of Conduct and what is expected of them.

Students are taught how

to behave implicitly through the interactions they have with staff at school. Students are encouraged to act responsibly in all their interactions with adults. At Rutlish, staff teach students how to reflect, restore relationships and repair them.

3. MOTIVATING STUDENTS

At Rutlish, we believe that praise, reward and recognition are key tools to motivate our students to be motivated to learn. Sanctions are used to moderate and to raise awareness of acceptable conduct which will enable students to learn and thrive. The school reward system is an integral part of positive student management, promoting excellent behaviour, excellent work and citizenship from all students. It is important that there is consistent use by staff for the system to be effective and that praise outweighs reprimand in routine contact with students. The value of verbal praise and positive words of encouragement by any member of staff given at the time should not be underestimated. Staff may also consider a letter or telephone call home to share positive news.

House/Achievement Points

House (Achievement) Points are given by any member of staff who feels that a student has met one of the key areas of school life. Respect, Equality, Aspiration or Learning. If a student has gone beyond the expected standards, then they may be awarded two achievement points on any one occasion. Heads of Department, Heads of Year and Senior Leaders can give more than two points for exceptional achievement. Students can exchange House (Achievement) Points into rewards in the Rutlish Rewards online shop.

Tutor Group and House of the Term Award

The achievement accumulated by a tutor group will be used to award the tutor group and house of the term awards. These are presented at the end of term Celebration of Achievement Assembly.

Contribution to the Community

Politeness, awareness of others and community cohesion are values that are nurtured at Rutlish. Students are awarded respect points for showing these values. Students with the most respect points in each year group will be awarded extra achievements points.

The Resilient Rutlishian Awards

The Resilient Rutlishian Awards is a termly program to recognise and promote initiatives and characteristics which strengthen our community and develop individual resilience and character traits. They are: **Respect Equality Aspiration Learning**. Students are nominated through year team meetings with prizes presented at the end of term Celebration of Achievement Assembly.

Student Leadership Award

Our student leadership award offers a formal way to champion and celebrate the leadership skills our students develop in and out of school.-

Attendance and Punctuality

Achievement points will be awarded for excellent attendance and/or punctuality- 100% attendance and punctuality certificates and prizes will be awarded to students at the end of term Celebration of Achievement Assembly. A prize will be awarded to the tutor group with the best attendance record and the best punctuality record at the end of each term.

At the end of the year 100% punctuality and attendance will earn recognition from the Headteacher and student names will be entered for additional opportunity to win a prize. Monitoring and consideration will be given to students who have significant medical condition/injuries.

Celebration of Achievement Assembly

The style and delivery of the end of term Celebration of Achievement Assembly are determined by the year team but can take the form of:

- An awards ceremony with certificates and rewards issued for success.
- An additional TLR holder invited to provide input (e.g. House Co-ordinator, Literacy, Numeracy, Careers, G&T)
- A series of tutor group presentations by individuals or groups.
- Performances by tutees.

Guest speakers may be invited and Heads of Year are encouraged to involve members of the Junior Leadership Team if they are available.

The Jack Petchey Achievement Awards

The Jack Petchey Achievement Award scheme enables schools to recognise effort, endeavour and achievement of young people. Throughout the school year, students are recognised for their outstanding contributions to Rutlish.

Prize Giving

We celebrate the success of our students at Prize Giving during the autumn term. The evening is attended by students and their families to recognise not only academic progress and achievement, but achievements and progress in

4. UNACCEPTABLE BEHAVIOUR

When a student's behaviour has a negative impact on the school values, ethos or reputation, a sanction will be imposed. This can also include behaviour outside school, especially when it affects the reputation of the school. Students who are aware of unacceptable behaviour occurring but chose to ignore it or fail to report it, may be sanctioned if it is deemed that their actions put themselves or others at risk of harm or negatively impacts learning.

The school takes the position that individuals can be held collectively responsible for an incident involving group behaviour which, in the context of the school, is deemed to be irresponsible and/or inappropriate; therefore, students must remove themselves from a situation rather than being spectators.

When a member of staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this policy. Where sanctions are required, they are applied consistently, proportionately and reasonably, taking account of SEND and the needs of vulnerable children and offering support as appropriate. Reasonable adjustments are made for students with individual needs where appropriate in accordance with the Equality Act 2010.

Examples of Unacceptable Behaviour

Please note that the below is not an exhaustive list, it is intended to offer examples rather than be complete or definitive.

Category	Possible Examples
Use or threat of use of an offensive weapon or prohibited item	<ul style="list-style-type: none"> • Possession of an offensive weapon or an item that could be perceived to be offensive, on school premises in school uniform, or on the way to and from school. • Behaviour which may constitute a criminal offence, such as possession or use of firearms, knives or other weapons as well as items fashioned to be weapons.
Drug and alcohol related	<ul style="list-style-type: none"> • Incidents which involve, drugs, tobacco, or alcohol • Possession, use, supply or any incidents involving alcohol. • Supply, which means providing or sharing (whether or not for money or other consideration) or facilitation of supply of drugs, or alcohol or tobacco or any other items prohibited by the Behaviour for Learning Policy. • Possession of drugs, legal highs, solvents, tobacco or vaping devices or their paraphernalia or substances intended to resemble them.

	<ul style="list-style-type: none"> • Use of drugs, legal highs, solvents, tobacco or vaping devices or their paraphernalia or substances intended to resemble them, or any other items prohibited by the Behaviour for Learning policy.
Sexual misconduct	<ul style="list-style-type: none"> • Abuse in intimate personal relationships between peers (teenage relationship abuse). • Sexual violence, sexual harassment and up skirting and other harmful / inappropriate sexual behaviour, supply or possession of pornography, consensual and non-consensual sharing of nudes and semi-nude images and / or videos.
Abuse against protected characteristics	<ul style="list-style-type: none"> • Gender abuse; racist abuse; abuse related to disability; sexuality abuse; transphobic abuse • This abuse could be name calling, writing or making images that are abusive or any other form of communication.
Physical assault against pupil	<ul style="list-style-type: none"> • Physical violence and / or abuse, which may include but is not limited to hitting, kicking, shaking, biting, slapping, scratching, hair pulling etc.
Physical assault against adult	<ul style="list-style-type: none"> • Physical violence and / or abuse, which may include but is not limited to hitting, kicking, shaking, biting, slapping, scratching, hair pulling etc.
Verbal abuse/ threatening behaviour against pupil	<ul style="list-style-type: none"> • Actual or attempted theft. • Blackmail, intimidation, cyber-based bullying or prejudice-based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator. • Physical or emotional abuse or harassment, initiation / hazing type violence and rituals. • Bringing a dangerous and threatening situation to the school. • Threats of harm made online or offline. • Verbal abuse linked to protected characteristics or are deeply personal and upsetting.
Verbal abuse/ threatening behaviour against adult	<ul style="list-style-type: none"> • Actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice-based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator. • Threatening behaviour or actively witnessing a physical fight and failing to inform a member of school staff. • Swearing or serious defiance towards a member of staff. • Bringing a dangerous and threatening situation to the school. • Making serious false allegations against a member of staff.
Bullying	<ul style="list-style-type: none"> • The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power • Bullying can be physical, verbal or psychological. I • It can happen face-to-face or online
Damage to property	<ul style="list-style-type: none"> • Vandalism • Defacement, damage or arson of school property. • Graffiti • Throwing objects • Hitting, punching, kicking property • Climbing over fences or areas prohibited to be climbed upon
Theft	<ul style="list-style-type: none"> • Theft from the school, such as theft from the canteen or school items or property • Theft from pupils, including money and valuable items
Inappropriate use of social media or online technology	<ul style="list-style-type: none"> • Inappropriate use of social media or online technology • Behaviour in contravention of the school's policies on the acceptable use of technologies or online safety

	<ul style="list-style-type: none"> Negative messages of the school, school staff or students on social media networking sites
Persistent or general disruptive behaviour	<ul style="list-style-type: none"> Persistent repetition of serious incidents/disruption across the school Other misconduct which affects the welfare of a member or members of the school's community or which brings the school into disrepute (single or repeated episodes) on or off site, on the way to and from school or in the community outside of school hours Persistent breaches of the Behaviour for Learning Policy

Bullying

Rutlish wants to ensure that all students feel safe at school and are accepted into our school community. Our ethos is one of inclusion and equality: bullying of any kind is regarded as a serious breach of our Behaviour for Learning Policy and will not be tolerated.

The school follows guidance from the Department of Education on '[Preventing and Tackling Bullying](#)' 2017. The Department for Education defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Bullying is deliberately hurtful behaviour which involves improper use or power in order to intimidate, threaten, distress or hurt others. Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It can be an isolated incident or repeated behaviour.

Examples of bullying are:

- Physical; pinching, punching, kicking, hitting or other form of violence or the threat of violence
- Low level disruption and use of offensive language, name calling, spreading rumours or teasing
- Emotional: threatening, tormenting, humiliation, exclusion from a group, spreading rumours
- Online: use of the internet and technology to tease, harass, threaten, embarrass or harm
- Racist, homophobic or sexist graffiti, gestures
- Extortion: money, gifts, asking someone to do your homework
- Sexual; unwanted physical contact or comments

The school practices a preventative strategy to reduce the chances of bullying, and our ethos is instilled in our curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, staff, the school community and members of the public and any intentional breach of this will be dealt with in line with this policy. There may be occasions when the school holds jurisdiction despite the incident being out of school times; see section 5. In these instances, any incident will be dealt with in line with this policy.

Bullying is always hurtful to the victim and is damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst lead to suicide.

Racial, homophobic and other forms of harassment are seen as very serious incidences of bullying and will be treated as such. Such behaviour related to protected characteristics also contravenes the Equality Act 2010.

Anti-bullying Ambassadors have been trained to help students and to follow school policy and procedures. They work-with the Anti-bullying Alliance in developing anti-bullying work.

In the case of online bullying incidents, student and parents/carers should be advised not to reply, but to save it and advise their tutor, Head of Year (HOY) Deputy Head of Year, or member of Senior Leadership Team (SLT).

All students can report bullying using the 'ReachOut' function on Rutlish365. If parents/carers are concerned about bullying their first point of contact is their child's tutor or the Head of Year who can be contacted via the main school office or by email administration@rutlish.merton.sch.uk.

5. RESPONDING TO UNACCEPTABLE BEHAVIOUR, SUSPENSION AND EXCLUSION

Strategies will depend on the circumstances of an individual case and the behaviour or actions of the student. If needed, staff will apply sanctions consistently and fairly. Staff will use the information, guidance and training given to them by the school to understand the full range of individual student needs and circumstances when implementing the Behaviour for Learning Policy.

If a student wants to discuss or report an incident, they can do so in the following ways:

- tutor
- pastoral leader (DHOY, HOY, SLT)
- Inclusion team
- SENDCO or SEND team
- Any member of staff
- Anti-bullying Ambassador for incidents of bullying
- 'ReachOut' on Rutlish365

Incidents will be recorded on SIMS as this enables information to be shared. It allows pastoral teams to monitor incidents and behaviour, and act accordingly. Actions and sanctions will take account of a student's needs including SEND, English as an additional language, looked after status or any other social, emotional and behavioural difficulties of the student. Sanctions will be proportionate and differentiated dependent on need. If students do not follow the school code of conduct, staff will use a range of classroom management strategies before behaviour logs are issued.

When managing behaviour, one or more of the following strategies could be appropriately used by school staff:

- verbal warning
- moving seat, removal from a lesson or activity
- moving tutor group, modifying their timetable
- referral to a TLR holder, such as a Head of Department or Head of Year
- behaviour report
- arranging a suitable apology or reparation
- drawing up an agreement to be signed about future behaviour
- conflict resolution
- contacting parents/carers and/or meeting with the parents /carers
- detention, internal suspension, suspension
- referring to the Inclusion Team, with possible support from additional services/agencies
- direction off-site (supported move or alternative provision)
- permanent exclusion

Staff should make it clear that sanctions are as a direct result of unacceptable behaviour. Threats should not be made. A student may be directly referred to SLT On-Call if they compromise health and safety or are involved in a serious incident in a classroom (e.g a fight or discriminatory language/behaviour towards another student).

Detentions

In accordance with DfE guidance on Behaviour in Schools: advice to Headteachers and school staff (2024), teachers have authority to issue detentions to students, including same day detentions. Consent from parent/carers is not required for detentions. Notice is not required to be given for after school detentions. The school will aim to make contact regarding the same day detention but is unable to give reasons for the sanction.

The school uses a levelled system of behaviour where sanctions are proportionate to behaviour (appendix 13). All detentions may be used in addition to other strategies such as on report, interruption of break and lunchtime privileges, letter home and meetings with parents/carers. Students who receive a sanction that warrants a school detention will be encouraged to reflect on their behaviour and be given an opportunity to do so. If a student has a lunch time detention, there must be reasonable time for the student to eat, drink and use the toilet. The Deputy Headteacher or other member of staff responsible for behaviour will decide if detentions are postponed when after school detentions would be deemed unreasonable, for example if doing so would compromise a student's safety.

- **Level 1 No Notice Detention**

The Level 1 No Notice Detention (NND) takes place after school for 35 minutes. Any student given a behaviour point will be collected towards the end of period 5 and taken to the NND that day.

Student failure to engage with this process will result in one or more of the following:

- referral to next day NND
- further NNDs
- extended detention until 4pm or Saturday morning, Senior Leadership detention
- internal Suspension
- fixed term exclusion/suspension
- meeting with headteacher
- any other sanction deemed appropriate

- **Level 2 Extended Detention**

Extended detention will take place at school until 4.00pm usually on a Thursday. This detention is for more significant behaviour incidents (see appendix 13)

- **Level 3 Senior Leader Detention**

Senior Leader Detention takes place on Saturday morning from 9.00am – 12.00pm. This detention is for significant behaviour incidents (see appendix 13) or for persistent poor behaviour

- **Teacher Detention**

These can take place at lunch time for up to 15 minutes or after school for up to 45 minutes

- **Department / Year Detention**

These are held as needed and can be for up to 60 minutes

- **Late Detention**

These are organised by the Head of Year and year team and recorded in the student planner.

- 1 late per week: 20-minute detention –tutor
- 2 lates per week:40-minute detention after school - Deputy HOY
- 3 lates per week: 60-minute detention after school - HOY + 1 behaviour point allocated

Persistent lateness will result in further action by the Head of Year and possibly the Education Welfare Officer. Students can be referred to SLT.

Internal Suspension

Internal suspension is a sanction available before, and as an alternative to, fixed term suspensions. Students who are internally suspended will attend school from 8.30am until 3.35pm, completing their schoolwork under the supervision of a member of staff. Students will be supervised by a member of staff at break and lunchtime. Consideration of where the internal suspension is completed will be made should reasonable adjustments be necessary, such as in the Progress Centre or with the Head of Year.

Internal suspensions are given for a variety of reasons but commonly for repeated disobedience, truancy, dangerous behaviour, discrimination, swearing and failure to attend Senior Leadership detentions. An internal suspension emphasises the seriousness of the situation. Both Heads of Year and Heads of Department can recommend an internal suspension for a student but must discuss with their Senior Leader line manager and agree an appropriate length of time. The parents/carer must be notified of this sanction and an action plan agreed.

Suspension and Permanent Exclusions

Students may be suspended or permanently excluded for a serious breach or persistent breaches of the Behaviour for Learning Policy and where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others at school.

The school will consider whether or not to inform the police where such a criminal offence has taken place. The school will also consider whether or not to inform outside agencies (e.g. social services).

In accordance with [DfE guidance on Behaviour in Schools: advice to Headteachers and school staff \(2024\)](#), the school will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEND, disability and vulnerable students.

The [Suspension and permanent exclusion guidance](#) states 'if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.' The Headteacher can suspend or exclude for incidents outside of school.

The decision to suspend or exclude will be based on the balance of probabilities after enough evidence has been collated from various sources. Whilst an investigation is conducted, students should be taken to Time-Out and given the chance to have their viewpoint taken into account; written statements should be taken from all parties involved. Exclusions or suspensions will only be used as a last resort in respect of serious breaches of the Behaviour for Learning Policy.

The school has adopted the Merton Model Exclusion and Suspension Policy.

Statement of principles

Suspensions and exclusions will only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour for Learning Policy; permanent exclusion would only be considered if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

We seek to reduce the number of incidents leading to suspensions and exclusions by promoting a positive culture of mutual respect and positive behaviour within the school. This is outlined in our Behaviour for Learning Policy.

We regularly monitor behaviour incidents, suspensions and exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Authority to suspend or exclude

A suspension or exclusion from the school can only be authorised by the Headteacher or in the absence of the Headteacher a senior member of staff deputising on their behalf.

Decision to suspend or exclude

A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

The decision to exclude a student permanently is a serious one. It will usually be the final step in a process following a wide range of other strategies which have been tried without success. There will be exceptional circumstances where in the Headteacher's judgement it is appropriate to permanently exclude for a 'first' or 'one off' offence. This could include:

- Any violent act or serious violent threat against another student or member of staff
- Sexual Misconduct
- Possession, use or distribution of prohibited items

The above instances are not exhaustive and will include any actions by students which endanger the health and safety of others.

The decision to suspend or exclude a student will always consider whether the decision is lawful, rational, reasonable, fair and proportionate. When establishing the facts in relation to a possible suspension or exclusion, the Headteacher will always apply the civil standard of proof i.e., on the balance of probabilities it is more likely than not that a fact is true.

When considering suspension or exclusion, the Headteacher will consider:

- Possible short-term mitigating factors such as bereavement, mental health issues or other adverse circumstances e.g., Contextual harm or exploitation.
 - Whether the student comes into a category that is known to be a particularly vulnerable group
- And whether a student has already had a number of suspensions which appear to have been ineffective.

The Headteacher will not suspend or exclude any student for non-disciplinary reasons e.g. minor incidents, poor academic performance, truancy or poor attendance, pregnancy, behaviour of parents and carers; and will not exclude informally or unofficially, children will not be sent home to 'cool off' even with parents and carers' permission as this is not lawful.

The decision to suspend or exclude a student is not taken lightly and the Headteacher will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations.
- Allow the student to give their version of events. Where practical, the Headteacher will ensure that the suspended/excluded student/s is/are enabled and encouraged to participate at all stages of the process, taking into account their age and understanding.
- Take account of their legal duty of care when sending a student home following an exclusion. It may be necessary to make 'holding' arrangements until the student can be collected.
- Keep a written record of the actions taken including the signed statements of witnesses. Any exclusion of a student, even for short periods of time, will be formally recorded. The headteacher may retain any instrument weapon or substance that has been a key factor in the incident that led to the exclusion and which might be relevant to the school's investigation.
- Seek guidance from the Local Authority School Inclusion Coordinator, the police; and Legal Services where appropriate.
- In the case of students who have a social worker, including Looked After Children and Previously Looked After Children, the Headteacher will involve their social worker early as possible in relevant preventative conversations.
- In the case of Looked After and Previously Looked After Children, the Headteacher will consult with the Virtual School headteacher prior to taking the decision to suspend or permanently exclude. We will wherever possible try and avoid the exclusion of Looked After Children or Previously Looked After Children.

As alternatives to suspension or exclusion the Headteacher may:

- Use internal exclusion systems such as time out in designated areas of the school
- Direct a student for education off-site (temporary) to improve behaviour
- In some situations, consider a supported / managed move (permanent) with regard to Merton's Fair Access Protocol; in consultation and with full agreement of the parents and carers

Behaviour related to a protected characteristic

We will take care to ensure that a decision to suspend or exclude does not involve any kind of discrimination as defined by the Equality Act 2010. We will not discriminate against students on the basis of protected characteristics, such as disability or ethnicity.

The school will make reasonable adjustments for managing behaviour which is related to a student's disability. Where suspension or exclusion needs to be considered, the school will take proactive steps to ensure that a student with a disability is able to present his or her case fully.

We recognise that disruptive behaviour can be an indication of unmet needs. Where we have concerns about a student's behaviour, we will try to identify whether there are any causal factors and try to intervene early to reduce the need for a subsequent suspension or exclusion. We will consider whether a multi-agency assessment that goes beyond a student's educational needs is required. We will also consider whether a referral to an outside agency would be beneficial e.g., Merton's Language, Behaviour and Learning team, Children's Social Care, Education Psychology Services, Early Help, Traveller Education Service, CAMHS or other mental health services.

Lunchtime exclusions

A fixed-period suspension can be for parts of the school day. For example, students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the requirements in relation to suspension and exclusion, such as the Headteacher's duty to notify parents and carers, the Governing Body and the Local Authority still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

Action following any suspension or exclusion

Informing parents and carers

The Headteacher will immediately provide the following information to parents and carers of a suspended or excluded student:

- The reason(s) for the suspension or exclusion.
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

- Information about parents and carers' right to make representations about the suspension or exclusion to the governing board and how the student may be involved in this.
- Where there is a legal requirement for the Governing Body to meet to consider the reinstatement of a student, and that parents and carers have a right to attend a meeting; request it be held remotely; be represented at a meeting; and to bring a friend.

The Headteacher will also notify parents and carers by the end of the afternoon session on the day their child is suspended/excluded that for the first five school days of a suspension or exclusion, or until the start date of any alternative provision where this is earlier, parents and carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents and carers may be given a fixed penalty notice or prosecuted if they fail to do this.

Students with Social Workers and/or Virtual School Head (VSH)

The school will work together with Social Workers and Virtual School Heads to consider factors which may be affecting a child's behaviour and what further support can be put in place to improve the behaviour.

In the case that the Headteacher suspends or permanently excludes a student with a social worker and /or Virtual School Head, these parties will be notified, without delay of the period of the suspension/permanent exclusion and the reason(s) for it.

Social Workers and Virtual School Heads will be invited to make representations at all Governors Discipline Committee meetings. This is an opportunity to help the governors understand the experiences and safeguarding needs of the child and how their circumstances may have influenced the reason for suspension or exclusion.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board.

Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- Parents /carers will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the governing board once per term on the number of cancellations
- The child will be allowed back into school
- Any days spent out of school as a result of any suspension/exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

Informing the Governing Body and Local Authority

The Headteacher will immediately notify the Governing Body and the Local Authority (LA) of any permanent exclusion; suspensions/exclusions which would result in the student being suspended/excluded for more than 5.5 school days (or more than 10 lunchtimes) in a term; and suspensions/exclusions which would result in the student missing a public examination.

If the student lives outside the local authority area in which the school is located the headteacher must also notify the student's 'home authority' of the suspension/exclusion and the reason(s) for it without delay.

Alternative education

For a suspension of more than five school days for a student of compulsory school age, the school has a legal duty to arrange suitable full-time education for the student to begin no later than the sixth day of the exclusion. However, the school and Governing Body will attempt to start this provision as soon as possible. For child with a social worker or looked-after child, the school will work in consultation with Social Care and/or the Virtual School and other relevant teams in the Local Authority to attempt to arrange alternative provision from the first day following the exclusion.

Reintegration meeting

All students returning from a suspension should attend a reintegration meeting, accompanied by a parent /carer (failure to attend this meeting would not prevent the student from returning to school). This meeting will seek to establish practical ways in which further exclusion can be avoided and how behaviour can be improved. This discussion will involve student, parent /carer and school. The reintegration meeting can also include other agencies working with the family and Merton's School Inclusion Coordinator, where appropriate.

Considering the reinstatement of a student

The Governing Body will consider the reinstatement of a suspended/excluded student within 15 school days of receiving the notice of the suspension/exclusion if:

- the exclusion is permanent
- it is a fixed-term suspension which would bring the student's total number of school days of suspension to more than 15 in a term
- it would result in a student missing a public examination.
- if requested to do so by parents and carers and the suspension totals more than 5.5 school days in one term

The Discipline committee of the Governing Body will consider the suspension or exclusion and decide whether or not to reinstate the student. The committee can either decline to reinstate the student, or direct the reinstatement of the student immediately, or on a particular date. In reaching a decision, the committee will consider whether the suspension or exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record. The committee will notify, in writing, the Headteacher, parents and carers and the Local Authority of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the committee's decision will also include the following:

- The fact that it is permanent.
- Notice of parents and carers' right to ask for the decision to be reviewed by an independent review panel, and:
 - the date by which an application for an independent review must be made
 - the name and address to whom an application for a review should be submitted
 - that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEND are considered to be relevant to the exclusion
 - that, regardless of whether the excluded student has recognised SEND, parents and carers have a right to require the Local Authority to appoint a SEND expert to attend the review
 - details of the role of the SEND expert and that there would be no cost to parents and carers for this
 - that parents and carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents and carers may also bring a friend to the review.
 - That parents and carers have the right to request the meeting be held remotely, and ask parents and carers to consider:
 - the technology being used for the meeting
 - whether they have appropriate space free from distractions to enable them to participate fully in the meeting
 - where the parent/carer has limited internet access or intermittent service, they should not request a remote meeting
 - If the parent/carer initially asks for a remote access meeting and decides to withdraw this request, they should inform the arranging body without delay.
- That if parents and carers believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place.
- Availability of free and impartial advice.
- The committee should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.

Removing a permanently excluded student's name from the school register

- The governing board must ensure that a student's name is removed from the register if 15 school days have passed since the parents and carers were notified of the governing board's decision to not reinstate the student and no application has been made for an independent review panel; or the parents and carers have stated in writing that they will not be applying for an independent review panel.
- Where an application for an independent review panel has been made within 15 school days, the school must wait until the review has been determined or abandoned; and the governing board has completed any reconsideration recommended or directed by the panel before removing a student from the register.

6. INTERVENTION AND SUPPORT

Students are supported by their tutor, Head of Year and Deputy Head of Year. Each year group is additionally supported by a member of the SLT. Students who require additional support are referred for support by any member of staff. Students can self-refer using the 'ReachOut' function on Ruttish 365 or parents /carers can contact their tutor or Head of Year. Behaviour data is reviewed by staff in school to ensure appropriate provision for all students who require it.

Students who have been suspended or at risk of permanent exclusion will receive additional support.

Examples of support to help improve behaviour and engagement

- Learning mentor
- Behaviour Programme (timed intervention)
- Behaviour Reports in order to monitor, improve or raise awareness of one or more aspects of their work, attitude to learning or behaviour.
- Pastoral Support Programme. PSPs meetings identify the need for additional support, set targets for targets for improvement and review them regularly. These meetings are with parental involvement.
- Referrals to external agencies such as the Virtual Behaviour School, Social Care, CAMHS, Educational Psychologists, Speech and Language Assessor, Occupational Therapists, Counsellors
- Use of Direction Off-Site to a Supported Move or Alternative Provision. In certain and limited circumstances, it may be appropriate to move a student to another school or other education provider to improve their behaviour. These strategies are time bound where progress reviews take place with the involvement of key school staff (eg SLT, Head of Year, Inclusion or SEN). The Merton Managed Move protocol and Ruttish procedure can be found in Appendix 9.

7. SCHOOL UNIFORM (Appendix 4)

The school believes that uniform helps every student to develop a sense of pride, community and self-esteem. When wearing school uniform, students are representatives of Ruttish School and must be aware that they carry responsibility for the school's reputation.

Students must wear full school uniform when travelling to and from school, and whilst in school. For the full school uniform standards see Appendix 5.

If there is a problem concerning uniform, parents /carers will be contacted. Not being in full school uniform is deemed as a breach of the school rules and students will be sanctioned appropriately. In exceptional circumstances, students may be permitted to wear alternative uniform at the discretion of the Head of Year or Senior Leadership Team.

8. ELECTRONIC DEVICES

The school has a 'no-phone' policy for electronic devices; electronic devices include mobile phones and smart watches, as well as headphones, to protect the privacy and welfare of our students, staff and visitors.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device maybe used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage school property

The school understands that students may wish to have their mobile phones for their journey to and from school. In this situation a student should hand their phone/device in before tutor time at the designated collection point for their year group.

In highly exceptional cases the school may grant permission for students to have their mobile phone on their person. Examples of this may include for medical reasons or social care reasons. These must be agreed by the Head of Year or Senior Leadership Team.

The following sanctions will apply should students be found in possession of an electronic device during the school day.

	Actions		
1st incident	Phone confiscated for one day	Behaviour log and NND	Contact home
2nd incident	Phone confiscated for five days including weekends	Thurs 4 Detention	Contact home

Any student who refuses to hand over the complete phone (battery and SIM card)/device when requested will be removed from the lesson by a member of the senior leadership team. In exceptional circumstances, considerations may be made on the length of the confiscation. Parents/carers must contact the Head of Year or a member of the Senior Leadership Team to discuss any issues around confiscation of items.

The school accepts no responsibility whatsoever for theft, loss or damage relating to phones/devices including those handed in / confiscated. The school will not investigate theft, loss or damage relating to phones/devices.

Any data, files or images that are believed to be illegal will be passed to the police as soon as is practicable, including pornographic images of children without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's Behaviour for Learning Policy.

9. SOCIAL MEDIA

Any student who is identified as being involved in negative behaviours through any form of social media (including but not exclusive to: text, email, X, Facebook, video-games console messaging, Snapchat, Instagram) will be subject to the school's disciplinary procedures.

In line with the values and expectations of Rutlish School we are an inclusive community. Inclusion means including everyone, regardless of difference. Any student who deliberately victimises another student or a member of the public through such means is therefore contravening our policy on inclusion. Examples of behaviours using the internet and social media that the school deems unacceptable include but are not exclusive to the following:

- sending negative/derogatory messages to someone
- posting negative/derogatory messages about someone
- sending messages that could be interpreted as an inappropriate proposal
- taking or posting photographs of someone without permission
- taking, posting or distributing/sharing images of nudity or a sexual nature
- endorsing the negative of inappropriate actions of others
- using an alias to anonymously contact others with the intention of causing distress or harm
- mimicking the identity of another individual (stolen identity)
- engaging in rumours or gossip

Please note that it is against the law to use a phone or internet to cause alarm or distress and all instances will be reported to the Police. Equally such behaviour could be contravening the 1997 Harassment Act and the Communications Act 2003, and as such material will be confiscated and not returned. All instances will be reported to the police.

If a student feels that they are victim to any of the above behaviours they should always report it to a member of staff at the first opportunity, or a parent/carer if they are not in school. Where possible maintain evidence such as screen shots and printouts as appropriate.

10. ILLICIT SUBSTANCES, DRUGS AND ALCOHOL

Rutlish School is committed to the health and safety of its members and has a statutory duty to promote students' wellbeing and operates a zero-tolerance policy on the use, consumption, possession or distribution of illicit substances, including but not limited to; illegal drugs, prescription drugs, legal highs, alcohol, cigarettes, vaping devices, nitrous oxide (laughing gas) and solvents. This policy applies to students on the school premises as well as on journeys to and from school, occasions when students are wearing school uniform, work experience, residential trips, college courses and other occasions when they are representing the school.

The school practices a preventative strategy in terms of drug and alcohol education, and our ethos is instilled in our curriculum. For further details, please see our Curriculum and PSHE and RSE policy.

In dealing with incidents the school will seek to balance the interests of the student involved, the other school members and the wider community. Each incident will be dealt with individually and we recognise that a variety of responses may be necessary to deal with incidents. Sanctions including permanent exclusion will be considered if any student is found to be:

- in possession of illicit substances, drugs and/or alcohol
- consuming or under the influence of illicit substances, drugs and/or alcohol
- intending to supply or supplying illicit substances, drugs and/or alcohol

Where necessary, the school will involve the police in dealing with students found in possession, intending to distribute, distributing or under the influence of illegal substances, drugs and/or alcohol.

Carrying, supplying or taking prescription drugs illegitimately could result in a sanction including permanent exclusion. Non-prescription, over-the counter drugs can be harmful if misused. We advise that students should not carry these in school.

Medicines

At times, it may be necessary for a student to take medication during the school day. Parents/carers should contact the Medical Needs Co-ordinator as soon as their child starts taking the medication. Please refer to the Supporting Students with Medical Conditions Policy for further information, a copy is available on the [website](#).

11. OFFENSIVE WEAPONS

The school acknowledges our duty to ensure that students and staff are safe and that students understand the repercussions of carrying weapons. The safety of all staff and students is paramount and as such offensive weapons are expressly forbidden from the school site and all school activities, wherever they may be taking place. The school takes a zero-tolerance policy on the possession of offensive weapons. This includes weapons that are not used or seen but are in the possession of a student. This includes any item that may be fashioned to make an offensive weapon

An offensive weapon is defined as an article that is made, adapted or intended to cause injury to another person, including mental and physical injury. This includes items that have been designed to cause harm to another person, e.g. a butterfly knife (made); have been altered to cause harm to another person, e.g. an otherwise inoffensive object that has been sharpened (adapted); are being carried with the express purpose to threaten or cause harm to another person but are not necessarily an obviously dangerous item, e.g. a cricket bat could be used for sport or to cause injury (intended).

All staff are responsible for reporting concerns they have about students and the possession of weapons to a member of the safeguarding team.

Students must adhere to the provisions of this policy in terms of not having prohibited items on their person and inform a member of staff if they have any suspicions that someone is carrying an offensive weapon.

Rutlish School operates a zero-tolerance policy and does not allow any student to bring onto site an offensive or illegal weapon, including but not limited to: Flick knives, push daggers, knuckle-dusters, straight, side handled or fiction-lock batons, air guns, any type of replica or toy gun.

The police will be contacted immediately if any student is found to be in possession of any illegal items. The school will support the police in any investigations as far as possible, e.g. providing student information.

Any student found to be in possession of an offensive weapon will have them confiscated in line with the searching, screening and confiscation section of this policy (see section 19), and sanctions including permanent exclusion will be considered.

Students will be reminded through assemblies and the PSHE curriculum about what will happen if they are suspected to be carrying an offensive weapon, and the serious repercussions that students could face for carrying any of the items mentioned above.

12. BEHAVIOUR BEYOND THE SCHOOL

Students who breach the school's Behaviour for Learning Policy whilst on school business such as educational visits, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on school business, this policy will still take effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

13. INVESTIGATING INCIDENTS

There are occasions where behaviour incidents require investigation. This is to ensure that any sanctions applied are lawful, rational, fair, reasonable, proportionate and consistent when establishing the facts. In relation to a possible exclusion/suspension the SLT will always apply the civil standard of proof i.e. on the balance of probabilities it is more likely than not that a fact is true.

All students involved in behaviour incidents will be supported, including offering medical or first aid support, support from a key member of staff such as a mentor or the SENDCO, and support for the student's safety, wellbeing and mental health. Students that require support should receive this prior to writing statements.

Students involved in behaviour incidents may be placed in Time-Out while the investigation is ongoing. This allows the student time to reflect on the incident and write a statement that is an accurate reflection of their interpretation of events. Student statements will be taken on a Statement Prompt Sheet (see Appendix 8) and a record kept on SIMS.

A designated member of staff will oversee the investigation and collate all relevant statements from students and staff, before suggesting an appropriate sanction. The member of staff will discuss the appropriate action with their line manager, the SLT responsible for behaviour, or headteacher where appropriate.

Parents /carers will be informed by telephone if their child has been placed in Time-Out as a result of an investigation.

14. SEARCHING, SCREENING AND CONFISCATION

The Education Act 1996 along with The '[Searching, screening and confiscation at school - \(DfE 2022\)](#)' guidance enables school staff the statutory power to search, screen and confiscate items from any student with their consent. The headteacher and authorised staff (SLT/HoYs/Behaviour Support/Safeguarding Team only) also have the power to search students and their possessions, without consent, where staff have reasonable grounds for suspecting the student may have a prohibited item; for example: knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping equipment, fireworks, pornographic images; or any other item deemed likely to be used to commit an offence or harm, cause personal injury or damage property.

The Education Act 1996 enables the school to carry out searches, without written consent or parental permission. The school will inform a parent/carer if a search has taken place and take a record of the search. There will always be two members of staff present when a search is carried out; one of these staff members will be of the sex as the student they are searching. There is a limited exception that a member of staff may carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned.

The school may confiscate any prohibited or dangerous item found as a result of a search and contact the police where appropriate. For other confiscated items staff will use their discretion whether to return, retain or dispose of it depending upon the circumstances.

If a student refuses to be searched, staff will consider applying sanctions in line with this policy and may contact the police if appropriate. If the police are called to carry out additional searches that the school cannot, the school will do everything possible to ensure that there is an appropriate adult present and that the child's safety and welfare has been paramount.

Please refer to Appendix 6: Searching a student guidance and checklist.

15. WORKING WITH THE POLICE

There are occasions where the school request support or advice from the police in relation to specific incidents. If the police would like to talk to students individually or as part of a group, the school will use its designated Safer Schools Officer in the first instance. If further action is required by the police, parents and carers will be informed, when appropriate. The school might also invite the police to deliver educational talks to students about particular issues.

16. REASONABLE FORCE

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

At Rutlish we expect all staff to conduct themselves professionally and respect the students, staff, governors and visitors they work with. Staff will avoid the use of physical contact wherever possible.

All school staff have the legal power to use appropriate physical contact and reasonable force only when needed. This also applies to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers or parents /carers accompanying students on a visit organised by the school.

17. COMPLAINTS

We encourage parent/carers to take any concerns to their form tutor or Head of Year in the first instance. The school will do everything that it can to resolve complaints swiftly and effectively. A copy of the school Complaints Policy can be found on the school [website](#).

APPENDIX 1 – Regulatory Framework

- Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student Suspensions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Student Suspensions and Reviews)(England)(Amendment) Regulations 2022
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by the Education (Provision of Full Time Education for Excluded Students) (England) (Amendment) Regulations 2014
- Education and Skills Act 2008
- Children Act 1989
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Human Rights Act 1998
- Equality Act 2010

Government and DfE guidance:

- [Behaviour and discipline in schools guidance for governing bodies.pdf](#) (DfE 2012)
- [Behaviour in schools: advice for headteachers and school staff 2022](#) (DfE February 2024)
- [School suspensions and permanent exclusions - GOV.UK](#) (DfE, 2024)
- [Use of reasonable force](#) (DfE, July 2013)
- [Searching, screening and confiscation](#) (DfE, July 2022)
- [Alternative provision](#) (DfE, January 2013) (AP Guidance)
- [Keeping children safe in education](#) (DfE, September 2024) (KCSIE)
- [Working together to safeguard children](#) (DfE, December 2023)
- [Information sharing advice for safeguarding practitioners](#) (DfE, May 2024)
- [Preventing and tackling bullying, advice for Headteachers, staff and governing bodies](#) (DfE, July 2017)
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\)](#) (updated March 2024) - GOV.UK
- [Mental health and behaviour in schools](#) (DfE, November 2018)
- [Equality Act 2010: advice for schools](#) (DfE, May 2024)
- [Police and Criminal Evidence Act 1984 \(PACE\) PACE Code C](#) (Home Office, 2019); [3.2.14 Guidance for appropriate adults](#) (Home Office, April 2003, updated December 2023)
- [Relationships education, relationships and sex education and health education](#) (DfE, September 2021)
- [The designated teacher for looked-after and previously looked-after children](#) (DfE, February 2018)

Examples of other school policies linked to Behaviour for Learning:

- Attendance and Punctuality Policy
- British Values Statement
- CCTV
- Designated Teacher for Looked After Children
- Equality Objectives
- Equality Policy
- PSHE and RSE Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Supporting Students with Medical Needs Policy

APPENDIX 2 – Responsibilities

Headteacher:

- Ensure this policy is clear, consistently implemented by the school community and published on the school website.
- Ensure this policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND)
- Ensure this policy sets out the disciplinary action that will be taken against students found to make malicious allegations against school staff
- Ensure patterns of behaviour are regularly reported to Governors
- Ensure that any sanction is lawful, reasonable, fair and proportionate.

Deputy Headteacher responsible for Behaviour:

- Keep this policy up to date and monitor the implementation of the policy
- Ensure training for new staff and ongoing training for all staff
- Seek input from the school community (such as students, staff, governors and parents/carers) to consider when reviewing this policy

School Leaders:

- Ensure that they are visible, routinely engage with students, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Help to make sure all staff understand behavioural expectations and the importance of maintaining them
- Help ensure that all new staff are inducted into the school's behaviour culture
- Help colleagues to ensure that they have adequate training and guidance on how support and manage behaviour.

All Staff:

- Will uphold the principles of this policy to develop and maintain a calm and safe environment for students and establish clear boundaries of acceptable student behaviour
- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so students can see examples of good habits and confident to ask for help when needed
- Challenge students to meet the school's expectations and maintain boundaries of acceptable conduct
- Communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students
- Communicate with parents/carers regarding the behaviour of the student's that they teach

Students are expected to conduct themselves in compliance with the Student Code of Conduct (Appendix 2) at all times. Students are expected to adopt high standards of behaviour in the classroom and in communal area by following the 'Five to Start, Five for Books and Five to Finish', which establish good conduct (appendix 12).

Parents and carers play a pivotal role in ensuring their child is responsible for their own behaviour at school. We ask parents/carers to read and support this policy along with the Home-School Agreement (Appendix 3) and ICT Acceptable Use Agreement.

APPENDIX 3 - Student Code of Conduct



RUTLISH SCHOOL STUDENT CODE OF CONDUCT
'RESPECT, EQUALITY, ASPIRATION, LEARNING'

YOU SHOULD ...	YOU MUST NOT ...	IF YOU CHOOSE TO ...
<ul style="list-style-type: none"> • Respect yourself, take responsibility for your behaviour • Respect each other • Respect the environment • Respect other people's opinion • Use appropriate language • Bring bags, books and equipment to all lessons • Attend school regularly and bring a note if absent • Arrive on time and sit where the teacher tells you to • Conduct yourself quietly around school • Be aware of others in the corridors; don't loiter • Follow the one way system and keep to the left elsewhere • Follow the school uniform code at all times • Keep the school tidy, put litter in the bins • Talk to a teacher to help resolve conflict • Be proud of your work and achievements • Follow the 5 to start, 5 to learn, 5 for books and 5 to finish 	<ul style="list-style-type: none"> • Bring in valuable items e.g. phones, mp3/4 players • Take time off school without a valid reason • Be late for lessons • Wear hats in the building, and coats in lessons • Drop litter, bring gum or food in the buildings • Wear trainers or jewellery (except for a watch) • Bring into school hooded sweatshirts or baseball caps • Be rude to any members of the school community • Run around the corridors, between lessons or to the canteen • Take anything which is not yours without permission <p style="text-align: center;">ITEMS WILL BE CONFISCATED in line with the School's Confiscation of Property Procedure</p>	<ul style="list-style-type: none"> • Not follow the Student Code of Conduct • Bring in, or use, anything that is dangerous or illegal • Threaten, bully, fight, be violent or abusive to others • Damage or steal school property • Damage or steal other people's property • Run in school, play fight, or act in a dangerous way • Be confrontational or insult people • Use language which is discriminatory <ul style="list-style-type: none"> ▪ YOU MAY BE RECEIVE SANCTIONS L1-L3 DETENTIONS ▪ YOU MAY BE WITHDRAWN FROM CLASSES ▪ YOUR PARENTS/CARERS MAY BE INFORMED ▪ YOU MAY RECEIVE L4-L5 SUSPENSIONS FROM SCHOOL ▪ YOU MAY BE PERMENATELY EXCLUDED FROM SCHOOL

EXPECTATIONS

<p>In the Classroom:</p> <ul style="list-style-type: none"> • Arrive on time ready to learn • Arrive prepared and enter quietly • Speak politely to everyone and listen to all • Sit where the teacher asks • Finish all work set • Do not speak over anyone else, raise your hand to speak • Record and complete homework 	<p>In the Playground:</p> <ul style="list-style-type: none"> • Play safely • Help others • Use the bins and help to keep the school tidy • Be polite and show kindness • Do not take anyone else's belongings 	<p>In the Corridors:</p> <ul style="list-style-type: none"> • Walk, do not run • Talk, do not shout • Respect visitors • Be aware of others
<p>With visiting Adults:</p> <ul style="list-style-type: none"> • Value the lesson • Show respect to visiting teachers and observers • Be especially polite and helpful 	<p>In the Community to and from School:</p> <ul style="list-style-type: none"> • Put litter in the bins • Respect people you meet • Go home promptly and quietly 	



APPENDIX 4 – Rutlish School Home School Agreement

Student Name: _____

As a student:

- I will be ready to learn, take pride in my work and have the correct equipment.
- I will show total commitment to my work and learning, embrace challenge and show resilience.
- I will follow and comply with the school's Behaviour for Learning Policy at all times.
- I will aim for 100% attendance and arrive at school on time.
- I will wear my uniform correctly, including on the way to and from school.
- I will co-operate with staff and follow instructions first time, without argument.
- I will be well mannered, kind and respectful to all members of school and local community.
- I will participate fully in school life and engage in enrichment activities.
- I will move around the school in a calm and sensible manner.
- I will maintain the positive reputation of Rutlish School at all times, including to and from school.

Student signature: _____

Date: _____

As a family:

- I/we will support the school in ensuring the highest standards of behaviour and fully support the school's Behaviour for Learning Policy.
- I/we will encourage learning and ensure that all homework is completed on time and to the best of my/our child's ability.
- I/we will keep the school informed about any issues which affect learning or wellbeing.
- I/we will ensure my/our child attends school regularly, arrives on time and is properly equipped.
- I/we will ensure my/our child wears the full school uniform correctly, including to and from school.
- I/we will attend all parents' evening and school events which support my/our child's learning.
- I/we will ensure that family holidays are not taken during term time and that my/our child does not miss lessons through unnecessary absence. I/we will inform the school on the first day of any absence and any subsequent days.
- I/we will conduct myself/ourselves in a respectful and polite manner at all times when on the school site or in communication with members of staff.
- I/we understand that we need to arrange, in advance, an appointment to meet with a member of staff.

Parent/Carer signature: _____

Date: _____

As a school:

- We will care about the wellbeing of our students.
- We will have very high expectations of behaviour, including to and from school, and we will apply the Behaviour for Learning Policy fairly and consistently.
- We will provide a rich and varied curriculum with high quality teaching and learning experiences.
- We will treat students and parents/carers with respect at all times and we will listen to and respond to any concerns.
- We will communicate with parents/carers if we have any concerns about wellbeing, behaviour, attainment and effort.
- We will check work and provide students with meaningful feedback enabling them to redraft work and learn.
- We will acknowledge, reward and celebrate excellent behaviour, consistent effort and achievement.
- We will provide a wide variety of enrichment opportunities made available to all students.



APPENDIX 5 - School Uniform

All Year 7 to 11 students are expected to wear full school at all times.

Daily

- **Blazer:** plain black blazer with school badge
- **Shirt:** plain white school shirt with a collar: top button fastened and shirt tucked in at all times
- **Tie:** school tie, worn with at least six double stripes showing
- **Jumpers:** plain black V-neck jumper (optional)
- **Trousers:** black trousers: no jeans, chinos, cords, pinstripes
- **Socks:** black or grey socks
- **Shoes:** sensible plain black shoes: no trainers or leisure/canvas shoes (not made by a sports brand, e.g. Adidas/Nike or with logos or branding). Shoes should afford protection and be suitable for a formal situation and any laces should be black.
- **Coat:** plain outdoor/waterproof coat: hooded sweatshirts & tracksuit tops are not acceptable as coats
- **Scarf:** black or navy scarf (optional)
- **Hat:** Sensible woolly hat for winter (optional): no baseball caps, balaclavas or similar
- **Bag:** suitable bag for carrying A4 size books and equipment: no fashion or small shoulder bags
- **Watch:** with restrictions for exams

Sportswear

- **School PE kit:** includes top, shorts and socks
- **White socks:** for summer
- **Trainers:** non-marking, no plimsolls
- **Boots:** Football or rugby boots
- **For winter:**
 - plain black or navy tracksuit bottoms and top with no hood (Optional)
 - Cold weather skins/base layer for under PE kit for winter: no hood (Optional)
- Shin pads (for football) (Optional)
- Gum shield (required for rugby)
- PE kit must not be worn under clothes during the school day

To avoid misunderstanding, the following clarification is given:

- No hoodie-style jackets or sweatshirts, sports tops or denim jackets.
- No polo neck shirts or shirts with a sports-type collar.
- No fashion belts or scarves.
- No trousers to be worn inside of socks.
- No hats, bandanas, balaclavas or similar to be worn inside of the school buildings
- No hairstyles that follow extremes of fashion, such as shaved heads, large patterns or dyed hair.
- No jewellery: earrings, rings, any rings/studs/bars on the face, mouth, ear or body piercing, ear expanders.

Items only available at the school shop are:

- Blazer badge
- School tie
- PE kit – shorts, shirt and socks

Jewellery and non-school items will be confiscated. The item will be logged with SLT and returned to parents/carers on application to SLT. Rutlish School accepts no responsibility whatsoever for theft, loss or damage relating to the item(s) if confiscated.

If you are facing financial hardship please contact the relevant Head of Year.

Please see our [website](#) if you would like to purchase “pre-loved” second hand uniform.

APPENDIX 6 - RR6 – Dress Code

RR6 students are expected to follow the dress code:

- A plain suit style jacket, cardigan or jumper with tailored trousers, knee length skirt or dress
- A shirt or blouse
- Shoes or boots should be formal with a flat or low heel, or black trainers.
- Hair should be in keeping with the formality of the school
- Student ID badges must be worn around the neck at all times for safeguarding purposes

To avoid misunderstanding, the following clarification is given:

- No denim
- No sweatshirts, tracksuit or hooded tops
- No T-shirts, tops with straps, vest tops
- No leggings, shorts, tracksuit bottoms
- No slogan clothing
- No coloured or white trainers, canvas shoes, Ugg or army style boots
- No headwear except for religious purposes
- No facial piercings or visible tattoos.

For practical subject classes, students may change into more suitable clothing for their lesson, (as agreed by their teacher) and may be asked to change back for all other times of the day.

All students are expected to follow the dress code on the way to and from school, at school functions and when representing the school.

If you are facing financial hardship please contact the relevant Head of Year.

APPENDIX 7 – Searching A Student Guidance and Checklist

The school has the legal right to search students, their phones and bags with their consent for any item and without their consent for any prohibited item, for example cigarettes, drugs, weapons, alcohol, pornography.

Student	Name:	TG:
Date and time of search	Date:	Time:
Authorised by the Headteacher to search a student SLT, HoYs, Behaviour Support, Safeguarding Team only	Please print and record names:	
	Staff 1	Staff 2
Signature of student who has consented to being searched		
Reason for search		
Outcome of search		

Once form has been completed please hand to the Main Office to write to parents /carers and update behaviour record.

Searching a student	Completed	N/A
Must be two members of staff present who are SLT, HoY, Behaviour Support or Safeguarding team only. The lead member of staff must be the same gender as the student you are searching.		
Tell the student that you are going to search them and why, you must have reasonable grounds to search.		
Explain to the student that whilst this it is not a pleasant thing to have to do, we have to put the safety of the whole school community first and we hope they agree.		
The search must take place away from other students/staff.		
Wear rubber gloves for hygiene purposes if you want to.		
Only search outer clothing, students cannot be asked to remove shirts or trousers. Ask the student to turn all pockets inside out.		
If you suspect a student has concealed something in their underwear, the police must be called to deal with it.		
Ask the student to remove shoes and pull down tops of socks.		
Check all compartments in school bags and other belongings.		
When you have finished the search, thank the student for their cooperation and explain that a letter will be sent home informing parents /carers of the search.		
1. If nothing found the student may return to lessons.		

2.	If prohibited items found, the student must write a statement immediately.		
3.	Please photograph any prohibited item found as a consequence of a search, request a camera from the office if you need one. Do not use a personal phone. When photographing knives/weapons, please place a ruler alongside the item to make sure size is explicit.		
4.	Bag any weapons/drugs to avoid touching (envelope, plastic bag, disposable glove)		
5.	Pass statement and prohibited items to Headteacher or Deputy Headteacher.		
6.	If a student is in possession of an offensive weapon or drugs, detain them and contact the person will make the decision as to whether police should be called.		
7.	If abusive or unsuitable material is found on mobile phones or electronic devices, please confiscate it and inform SLT or DSL. In the case of pornography or images of child sexual abuse, please pass to DSL who will contact the police.		
8.	If the police need be called, contact the DSL DDSL and/ or Head will ensure that:	a.	Parents /carers have been contacted and asked to attend
		b.	Appropriate adult (ideally parent /carers) is in place at all times that considers the safeguarding
		c.	Events are recorded and time logged
		d.	Student is aware of the reason for the police involvement
		e.	The police have good reason to search with commutation with their supervisor for approval
Complete a SIMS behaviour report			
Complete this search checklist and pass to DHT or DSL – applies to all searches.			
Any additional notes:			
OFFICE USE ONLY:			
<ul style="list-style-type: none"> • Search form to be given to School Office • Run letter from sims, send home • Scan letter and form together (double sided) and save in N Drive, Student searches • Add behaviour log under SLT Intervention and upload the scanned letter and form to the behaviour log documentation 			



APPENDIX 8 - Parent/Carer Letter for when a student has been searched

Dear [parent/carers name]

I am writing to inform you that your child was searched in school on [day and date] as we had information that led us to believe that they may have been in possession of a prohibited item. They cooperated and gave their consent for the search to be carried out of their possessions.

In accordance with the Department for Education guidance and the school's Behaviour for Learning Policy, staff have the right to search students and their possessions with their consent. If we suspect a student to be in possession of prohibited items the headteacher and other authorised staff have the right to search students without their consent. The Education Act 1996 enables the school to have the statutory powers to carry out such a search without written consent or parental permission.

I am pleased to report that on this occasions nothing was found.

OR

During this search a prohibited item* was found in [student name]'s possession. We will contact you separately with regards to any sanctions that may subsequently imposed.

* add as applicable: drugs/weapons/stolen property/fireworks/pornographic images likely to be used in a criminal act

In accordance with our Behaviour for Learning Policy and DfE guidance, [name of item] will be passed to the police along with your child's details.

Please refer to our Behaviour for Learning Policy which can be found on the school website with examples of items that are prohibited in school. It is uncommon for staff to have to carry out a search in school but we have done so to ensure the safety and well-being of our students, staff and visitors is maintained.

Thank you for your support regarding this matter.

Yours sincerely,

[staff name]

[staff title]

Cc: SLT, Head of Year, student file

Other issues that I would like considered:

Things that concern / worry me:

What I have learnt / what I will do not do again / what I am sorry for:

Were photographs of any damage to property or injuries taken? YES/NO Who by? _____
Please sign and date any photographs.

Student signature: _____ Date: _____

If applicable:

Name and job title of staff scribe: _____

Signature of scribe: _____

Date: _____

APPENDIX 10 - London Borough of Merton Managed Move Protocol

Terminology

An off-site direction is a temporary measure between maintained schools and academies. In Merton, and as part of the fair access process, off-site directions will be referred to as supported moves. Schools can still arrange off-site directions (e.g. to an alternative provider) directly. These moves will be referred to as off-site directions and not supported moves.

A managed move is a permanent move between maintained schools and academies.

Principles of moves that are part of the fair access process

1. Supported moves and managed moves should not be used as a means for circumventing the normal change of school arrangements through school admissions for routine parental requests for a new school where that school may be full.
2. A supported move in Merton may apply to students where there are social care issues or other vulnerabilities or where a school feels a student who has displayed behaviour problems may succeed with a fresh start in another school. The possible scope for using supported moves can be as broad and as flexible as headteachers feel is appropriate however, a supported move should only be considered if the student is deemed suitable to be in a mainstream setting and not at the stage of CARE.
3. The headteacher of the student's current school has the final say on whether, in their opinion, the process of a supported move should be initiated, and discussions undertaken with another school. The headteachers of both schools need to be in agreement for the supported move to proceed.
4. In all cases, a supported move should only be considered when it is in the best interests of the student concerned. A change of school can bring its own problems and schools need to be confident that the benefits of the supported move to the student outweigh the difficulties a student will face.
5. Supported moves do not attract a placement credit through the Fair Access Protocol except under exceptional circumstances and agreed by the Fair Access panel. Placements will be tracked as part of the panel process.
6. The process does not include children with an Education Health Care Plan. It may include a Looked After Child, with consultation and the agreement of the student's social worker and/or the LAC Team from the local authority responsible.
7. Agreement must be made with the parent/carer to the principle of the supported move. Parents /carers should not be pressurised into accepting a supported move under threat of other sanctions.
8. Supported moves will be agreed between the schools involved and the parent/carer. The LA will not be involved in this process.
9. Where agreed, supported moves take priority over children on an existing waiting list for a school.

Process

1. If a receiving school has been identified and consultation between the schools results in an agreement, the receiving school can admit the student as soon as it is able to do so without waiting for the next panel meeting.
2. Details of all supported moves should be reported to School Admissions for tracking purposes.
3. All schools will use a common supported move form for consistency and clarity.
4. A joint meeting will be held between the two schools prior to an admittance meeting at the receiving school in order that key information be discussed and passed on prior to the student starting. Agreed measurable criteria should be set at the joint meeting e.g. attendance if the student has had poor attendance, but it should not be so stringent that a student will not succeed.

5. Supported moves will be for a period will be ten weeks and this must be understood by all parties prior to commencement.
6. By the end of the ten week period the receiving school will have assessed if the student has largely met the criteria.
7. If the decision is that the supported move has proven unsuccessful, the child will return to the main school.
8. If the decision is that the supported move has proven successful, the schools should agree to complete a managed move. This will be a permanent move seeing the student being single registered at the new school. Managed moves do not attract a placement credit through the Fair Access Protocol except under exceptional circumstances and agreed by the Fair Access panel.
9. Where a managed move is completed and the student is placed fully on roll at the new school, the student file will be forwarded to the new school if this has not already been undertaken.
10. Schools will provide the LA with information on supported moves and managed moves indicating why they feel arrangements have been either successful or unsuccessful. The LA will use this information to understand process and to share possible best practise ideas.

Managed moves that do not follow a supported move

Schools can arrange a managed move directly and without a prior supported move. Where such an agreement is made, it must be noted that any move is a permanent one and will not include any period of dual registration nor include any conditionality on the offer being made.

APPENDIX 11 – Rutlish School Supported Move and Managed Move Procedure

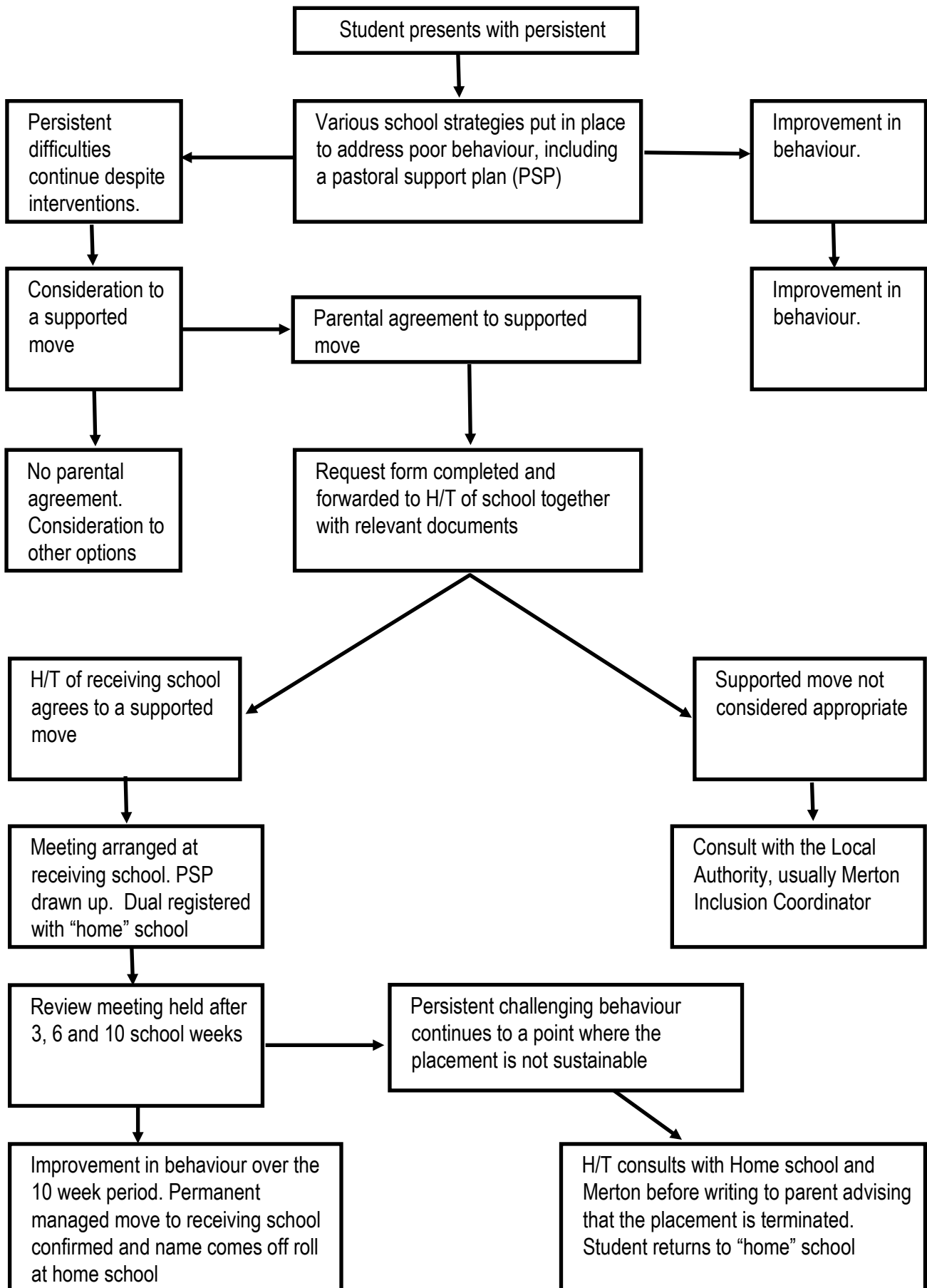
Rutlish seeks to ensure that where the school feels that a student would benefit from a supported / managed move, the process is fair, transparent and managed to cause least disruption.

- Supported / managed moves require the consent of the parents/carers.
- There must be a willingness from the student to transfer to a new school and to attend.
- The threat of an exclusion must not be used to influence parents/carers to request or agree to move their child from the school.
- A supported/managed move will normally form part of the strategic planning process to address the needs of the student and help reduce the risk of problems reaching the point where a permanent exclusion is considered.
- This protocol is not intended for use where a parent/carer (rather than school) initiates a transfer from one school to another; this would be through the Admission Department at Merton and subject to the usual procedures. However, where a parent has kept a student out of school in order to initiate a move to another school, a supported/managed move may be considered appropriate in order to support the transition process.
- Supported/managed move requests should be authorised by the headteacher.
- Supported/managed moves will be for an initial trial period, usually 12 school weeks.
- If the supported/managed move is
 - Successful: the student will be transferred from the Rutlish School roll to the receiving school with all school records. Funding will be transferred and backdated to the beginning of the trial period.
 - Unsuccessful: the student will return to Rutlish School.

Procedure

- The headteacher, or other member of the senior leadership team nominated by the headteacher, will meet with the parents/carers and student to agree a supported/managed move and discuss possible schools. They will be informed that there is no guarantee a request will be approved as this is the sole decision of the proposed school.
- Rutlish School will make a request to the new school as soon as possible after the parent/carer meeting.
- Before the start of the supported/managed move, or at the beginning, there will be a first meeting between Rutlish, the new school, parents/carers and student to discuss:
 - Reason for the supported/managed move
 - Behaviour concerns to date (if applicable)
 - Strategies to support the student
 - Targets and expectations; “success criteria” for the trial period
- The receiving school will draw up a Student Support Plan as agreed at the first meeting.
- Rutlish School will confirm the details of the supported/managed move in writing to the parents/carers.
- There will be regular review meetings during the trial period attended by the new school, Rutlish School, parents/carers and student.
- The receiving school may end the supported/managed move at any time during the trial period if there are serious concerns or breaches of their school policies and they should consult with the Rutlish School headteacher to agree a termination date.
- During the trial period the student will be dual registered.
- Rutlish will record the student as code “D” for attendance purposes.
- At the end of the trial period there will be a final review meeting at which the receiving school will confirm a permanent place or a return to Rutlish.
- An extension to a 10 week trial period will only be agreed in exceptional circumstances for example long-term absence through illness, school lockdown and working from home. The final review meeting will be used to confirm the extension and to discuss expectations for the extension period. The details of the extension should be confirmed in writing by the receiving school; a new Student Support Plan should be completed.
- If the supported/managed move is unsuccessful there should be a readmission meeting at Rutlish School with the parents/carers and student.

Supported Move and Managed Move Flowchart



Supported /Managed Move Information Form



Referral from Rutlish School

Student details

Surname:		First Name:	
Date of Birth:		Year Group:	

Reason for requesting the managed move?

Is the student in care?	Yes / No	
Is the student receiving additional SEN support? If yes, what support and category of need?	Yes / No Category:	
Has the student had an fixed term exclusions/suspensions?	Yes / No	
Date from / to	Number of days	Reason
Student % attendance:	Current Year: Previous academic year:	
What may have affected attendance:		
Is the student receiving any support from external agencies? If yes what?	Yes / No	

Name of receiving school:	
Name of home school:	Rutlish School

Student Surname:		First Name:	
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Start date of supported/managed move trial period:	End date of trial period (usually 10 weeks)
---	--

split1st review date (3 weeks)	
2nd review date (6 weeks)	
3rd review date (9 weeks)	
Final meeting (10 weeks)	

Name of link person at receiving school:	
Contact Telephone number:	
Email address:	

Name of link person at Rutlish School:	
Contact Telephone number:	
Email address:	

Copies:
Rutlish School
Receiving School

Student Support Plan and Target Sheet

To be completed by the receiving school at the start of the supported/managed move.

Student name:		Year Group:	
----------------------	--	--------------------	--

Targets (maximum of 3)	Strategies to support student to achieve target	Resources

Please sign below to say that you understand and agree to this Student Support Plan:


	Date
Student	
Parent/carer	
School	

Dates and Times of Reviews:

1st review date (3 weeks)	
2nd review date (6 weeks)	
3rd review date (9 weeks)	
Final meeting (10 weeks)	


Copies to: Student
 Parents/carers
 Rutlish School

APPENDIX 12 - Student Leadership Award



RUTLISH SCHOOL

STUDENT LEADERSHIP AWARD SCHEME



YEAR 7 – LEVEL 1	YEAR 8 – LEVEL 2	YEAR 9 – BRONZE AWARD	YEAR 10 – SILVER AWARD																
<p>To gain the Level 1 Certificate you need to complete 10 challenges.</p> <ul style="list-style-type: none"> ➤ Take part in a Tutor Group assembly ➤ Prepare a Tutor Time activity ➤ Contribute to the Tutor/School Community ➤ Contribute towards a Charity or fundraising ➤ Take part in two different House events ➤ Attend an extra-curricular club for 6 sessions ➤ Represent the school in a sport or at an event ➤ Participate in a school visit or overnight stay ➤ Take part in a group presentation in a lesson ➤ Attend Yr7 Parents Evening ➤ Achieve target grades in six subject areas ➤ Achieve over 95% attendance for 2 full terms ➤ Have no more than 3 lates for 2 full terms ➤ Achieve 150+ achievement points in 2 terms ➤ No more than 3 behaviour logs for 2 full terms ➤ Be a Tutor Rep or Anti-Bullying Ambassador 	<p>To gain the Level 2 Certificate you need to complete 10 challenges.</p> <ul style="list-style-type: none"> ➤ Take part in a Tutor Group assembly ➤ Contribute to the School Community ➤ Contribute towards a Charity or fundraising ➤ Take part in two different House events ➤ Attend an extra-curricular club for 12 sessions ➤ Represent the school in a sport or at an event ➤ Take part in a group presentation in a lesson ➤ Attend Yr8 Parents Evening ➤ Achieve target grades in six subject areas ➤ Achieve over 95% attendance for 2 full terms ➤ Have no more than 3 lates for 2 full terms ➤ Achieve 100+ achievement points in 2 terms ➤ No more than 3 behaviour logs for 2 full terms ➤ Perform the role of a Student Receptionist ➤ Be a Tutor Rep or Anti-Bullying Ambassador ➤ Be nominated for a Jack Petchey Award 	<p>To gain the Bronze Certificate you need to complete 8 challenges.</p> <ul style="list-style-type: none"> ➤ Have your academic/sporting/creative talents recognised ➤ Apply for the Mini Junior Leadership Team ➤ Plan, deliver & evaluate a school initiative ➤ Experience cutting edge Science/Technology ➤ Participate in a half school assembly / or public speaking workshop ➤ Attend Yr9 Parents/Options Evening ➤ Achieve over 95% attendance for 2 full terms ➤ Have no more than 3 lates for 2 full terms ➤ Have no behaviour logs for 2 full terms ➤ Be nominated for a Jack Petchey Award ➤ Be a Tutor Rep or Anti-Bullying Ambassador ➤ Contribute to the wider community <p>To achieve the Bronze Award you must contribute to the Wider Community.</p>	<p>To gain the Silver Certificate you need to complete 8 challenges.</p> <ul style="list-style-type: none"> ➤ Take a starter session in a lesson ➤ Produce resources for a lesson ➤ Achieve over 95% attendance for 2 full terms ➤ Participate in the Bronze DoE Award ➤ Apply for Junior Leadership Team & be shortlisted ➤ Have your academic/sporting/creative talents recognised ➤ Be nominated for a Jack Petchey Award ➤ Be a Tutor Rep or Anti-Bullying Ambassador ➤ Secure your own work experience placement ➤ Help with an after school club ➤ Participate in a half school assembly or a public speaking workshop ➤ Contribute to the wider community <p>To achieve the Silver Award you must contribute to the Wider Community.</p>																
YEAR 11 – GOLD AWARD	YEAR 12 – PLATINUM AWARD	YEAR 13 – DIAMOND AWARD	EVIDENCE																
<p>To gain the Gold Certificate you need to complete 8 challenges.</p> <ul style="list-style-type: none"> ➤ Receive an offer to study at RRB ➤ Be entered for a GCSE exam in a language other than English ➤ Attend Easter revision / Saturday classes or extra study provision ➤ Have a new idea for improvement either at whole school level or class level ➤ Take part in a peer monitoring scheme ➤ Represent the school at two events / activities ➤ Participate in a half school assembly ➤ Achieve over 95% attendance for 2 full terms ➤ Have no lates for 2 full terms ➤ Deliver a presentation to a Tutor Group ➤ Lead a small group of people ➤ Contribute to the wider community <p>To achieve the Gold Award you must contribute to the Wider Community.</p>	<p>To gain the Platinum Certificate you need to complete 7 challenges.</p> <ul style="list-style-type: none"> ➤ Achieve target grades in all subjects in both the Autumn and Spring Terms ➤ Attend Easter revision / Saturday classes or extra study provision ➤ Apply to be an RRB Ambassador ➤ Become a member of an RRB Committee ➤ Plan, lead and evaluate a project from beginning to end ➤ Secure your own Work Experience placement ➤ Deliver an academic programme to lower school students ➤ Take a lead role in school productions/events ➤ Successfully engage in the RRB Enrichment Programme ➤ Contribute towards a Charity or fundraising 	<p>To gain the Diamond Certificate you need to complete 7 challenges.</p> <ul style="list-style-type: none"> ➤ Provide evidence of having attended a summer school ➤ Provide evidence of preparing for the world of work ➤ Attend a Higher Education taster day ➤ Organise and lead a subject based discussion group ➤ Organise and lead a debating competition ➤ Organise and lead a half school assembly ➤ Organise and run a fundraising and/or RRB event ➤ Become involved in a volunteering project within the wider community ➤ Have an offer to go to University 	<p>In yr 9-11 & in yr 13 you must present evidence of your achievement by compiling an organised portfolio (file or folder). A wide variety of items can be used as evidence, as long as they clearly demonstrate the work you have done for a particular challenge. Your evidence must then be signed by an appropriate adult.</p> <div style="background-color: #ffcc00; padding: 2px; margin-bottom: 5px;">This is a list of potential Evidence Sources:</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Audio/video recordings</td> <td>Letters</td> </tr> <tr> <td>Certificates</td> <td>Diaries & log books</td> </tr> <tr> <td>Questionnaires & surveys</td> <td>Worksheets</td> </tr> <tr> <td>Newspaper clippings</td> <td>PowerPoints</td> </tr> <tr> <td>Plans and Designs</td> <td>Leaflets</td> </tr> <tr> <td>Feedback reports</td> <td>Event Tickets</td> </tr> <tr> <td>Witness statements</td> <td>Minutes</td> </tr> <tr> <td>Photographs</td> <td>Attendance Reports</td> </tr> </tbody> </table> <p>You must also index the sheets in your portfolio so that they can be cross-referenced with the challenges.</p>	Audio/video recordings	Letters	Certificates	Diaries & log books	Questionnaires & surveys	Worksheets	Newspaper clippings	PowerPoints	Plans and Designs	Leaflets	Feedback reports	Event Tickets	Witness statements	Minutes	Photographs	Attendance Reports
Audio/video recordings	Letters																		
Certificates	Diaries & log books																		
Questionnaires & surveys	Worksheets																		
Newspaper clippings	PowerPoints																		
Plans and Designs	Leaflets																		
Feedback reports	Event Tickets																		
Witness statements	Minutes																		
Photographs	Attendance Reports																		

To Start

1. Meet and greet
2. Uniform check
3. Seating plan
4. Equipment Check
5. 'Do Now' task

To Learn

1. Clear learning objective
2. Inclusive instruction
3. Scaffolding and modelling
4. Active engagement
5. Teaching adapted in light of feedback



To Finish

1. Progress check
2. Home learning set
3. Achievement
4. Uniform check
5. Leave calmly

For Books

1. Date and title, underlined
2. Sheets glued or filed
3. No graffiti
4. Drawings/diagrams in pencil, ruler for straight lines
5. Meaningful response to feedback

APPENDIX 14 – Rutlish Sanction Levels

(Note - this is a reference for sanction levels not an prescription of every behaviour and appropriate sanction. Professional judgement is required)

Dept Information	NND	NND and 'Thursday Four' until 4pm
Dept Intervention and Pastoral Intervention	Teacher and student restorative conversation	Parental communication Reflective work by student
Missing homework	L1 Unkindness towards another student	L2 Lying to a member of staff
Missing lesson book	L1 Repeated Level 0 (x3 one day) AP	L2 Intimidating other students
Missing lesson equipment	L1 Continually talking despite warnings	L2 Rudeness to staff
Low Level - Talking over the class teacher	L1 Electronic Device on person	L2 Electronic Device - Refusal to hand over
Low Level - Interrupting other students	L1 Continually disrupting the learning	L2 Dangerous behaviour
Low Level - Calling out	L1 Persistent lateness to lessons	L2 Persistent refusal to follow staff instructions
Low Level - No engaging with work	L1 Misuse of ICT	L2 Verbal aggression towards another student
Low Level - Making noises	L1 Refusal to follow staff instructions	L2 Persistent disruptive behaviour
	L1 Missed L0 detention	L2 Missed L1 detention
Low Level - Not staying in seat	L1 Truancy from lesson	L2 Racist
Low Level - Answering back	L1 Incorrect PE Kit issue (PE)	L2 Sexist
Year Team Information	L1 Incorrect uniform - persistent (x3)	L2 Homophobic
Incorrect uniform - shoes	L1 Uttering	L1 Racist
Incorrect uniform - jewellery	L1 Other	L2 Disability
Incorrect uniform - clothing	L1 Sexist	L2 Bullying
	L1 Homophobic	L2 Other
	L1 Transphobic	
	L1 Disability	

Level 1 and Level 2 allocated by all staff

Level 3 and Level 4 by Middle and Senior Leader

9am-12pm)	Internal/ S2S	External Suspension
Parental Communication PSM Reflective work by student	Parental meeting Pastoral Support PSM Reflective work by student	Parental Communication Pastoral Support PSM SEND Investigation
L3 Vaping/ smoking equipment found	L4 Physical assault against an adult	L5 Physical assault against an adult
L3 Physical aggression towards another	L4 Physical assault against a pupil	L5 Physical assault against a pupil
L3 Verbal aggress/threat behaviour	L4 Verbal abuse/threat behav - student	L5 Verbal abuse/threat behav - student
L3 Persistently disruptive behaviour	L4 Verbal abuse/threat behav - adult	L5 Verbal abuse/threat behav - adult
L3 Bringing the school in to disrepute	L4 Sexual misconduct	L5 Sexual misconduct
L3 Highly dangerous behaviour	L4 Drug and alcohol related	L5 Drug and alcohol related
L3 Racist	L4 Damage	L5 Damage
L3 Sexist	L4 Theft	L5 Theft
L3 Missed L2 detention	L4 Persistent disruptive behaviour	L5 Persistent disruptive behaviour
L3 Homophobic	L4 Other	L5 Other
L3 Transphobic	L4 Racist	L5 Racist
L3 Disability	L3 Bullying	L4 Sexist
L3 Other	L4 Homophobic	L5 Homophobic
	L4 Transphobic	L5 Transphobic
	L4 Disability	L5 Disability
	L4 Bullying	L4 Bullying

RIGHT CLICK ON SIMS

*Nb Staff will use the information, guidance and training given to them by the school to understand and apply 'reasonable adjustments' to the full range of individual student needs (vulnerable) and circumstances when implementing the Behaviour for Learning Policy.

Intervention / Initiatives	
Inclusion - AP ONLY	
Internal Exclusion (full day)	
Internal Isolation (part of day)	Bullying Levels
Learning Mentor	
Medical (office only)	Level 2 - Persistent and deliberate incidents or significant incident
Pastoral Work (HOY & DHOY only)	Level 3 - Persistent and deliberate incidents after warnings or very significant incident
Exclusion (OFFICE STAFF ONLY)	Level 4 - Ongoing incidents despite warnings or extreme incident
Pupil Premium Intervention	
Reintegration	
SEN Intervention	Racist/sexist/homophobic/ transphobic Levels
SLT Intervention	Level 1 - Indirect written or spoken comment or slur
Saturday Detention - 20 points	Level 2 - Direct written or spoken comment or slur
Saturday Detention - HOY	Level 3 - Deliberately offensive comment directed at someone to deliberately offend
Saturday Detention - SLT	Level 4 - Ongoing deliberately offensive comments directed at people to deliberately offend
Student Search	
Pastoral Information	
Targeted Tutor Intervention	
Time Out (AP ONLY)	
Tutor Intervention	
Suspension 1 day	
Suspension 2 days	
Suspension 3 days	
Suspension 4 days	
Teacher sanction	
Department sanction	
Teacher/ Dept - Additional support	