



Rugby Free

Secondary School

Relationships for Learning (Behaviour) Policy

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1. Principles

Rugby Free Secondary School is committed to ensuring high standards of behaviour in order to engage and educate all students and enable them to make outstanding progress in their learning. Our Behaviour Management Policy is based on the clear values of respect, fairness and inclusion. All staff are responsible for implementing this policy and all students are responsible for behaving in accordance with the policy with the support of parents and carers. Behaviour of all students can be improved by building strong relationships between students, staff, parents and carers.

2. Aims and Purpose

Rugby Free Secondary School will:

- provide a safe and positive learning environment to enable all students to raise their attainment
- establish a positive ethos based on courtesy, collaboration, cooperation and mutual respect to ensure that all students can thrive
- promote consistency when managing behaviour
- support students to manage their own behaviour in lessons and around the school site
- Investigate reasons around continuous negative behaviour and refer to, or recommend appropriate intervention
- promote a proactive approach and intervene to reduce the occurrence of inappropriate behaviour rather than being reactive to it.

Our students should expect to:

- enjoy learning
- find mutual respect, tolerance and trust amongst all members of the school community
- have interesting and challenging lessons
- gain the best qualifications



- become successful independent learners who are able to integrate effectively into society, develop as responsible citizens and be confident throughout their lives in their ability to learn.

3. Roles and Responsibilities

Staff

The Headteacher, staff, Student Council representatives and Trustees will develop this policy and keep it under review on an annual basis. They will ensure that it is presented and communicated to all students and parents/carers so that expectations of positive behaviour are made clear.

All staff will follow the Rugby Free Secondary School's attitude towards positive behaviour for learning, celebrate student success which means they will:

Speak to students in a calm manner and help the student respond in a calm manner. Discuss negative behaviour in private and remind the student that they are unhappy with the negative behaviour and not with the student as a person. They will share opportunities to learn how to improve next time.

- The primary person responsible for good behaviour is the classroom teacher. If instances of behaviour are continually disruptive then the classroom teacher will record the incidents on SIMS and the appropriate sanction will be issued.
- Heads of Department are responsible for monitoring the behaviour of students within their faculty/department by promoting and acknowledging positive behaviour and attainment. Heads of Department will support staff in addressing any concerns.
- Heads of Year are responsible for monitoring student behaviour outside of the classroom, monitoring the behaviour of students who cause concern across a number of subjects and dealing with any serious incidents, should they occur. They will do this by acknowledging positive behaviour and achievement and will support staff in addressing any concerns.
- The Senior Leadership Team are responsible for supporting Heads of Department and Heads of Year in the application and implementation of the policy and supporting staff in addressing concerns.



Students

- Students, with the support of staff, parents and carers, are expected to take responsibility for their conduct both inside and outside school and make clear, positive choices regarding their behaviour.
- All students will be expected to adhere to Rugby Free Secondary School's Positive Behaviour for Learning expectations. This means they will take pride in their achievements and support others who receive recognition. They will communicate in a calm and respectful manner. They will discuss behaviour in private and avoid attention seeking and they will understand discipline is not a personal attack and to not take it personally. Mistakes will be seen as an opportunity to do better next time.
- Students will be expected to complete and submit homework and other assignments on time, dress in the appropriate uniform and attend regularly and punctually. They will be expected to treat all facilities and equipment carefully and with respect and move about the school in an orderly and quiet manner.
- Students will be expected to adhere to the rules on drugs, weapons, alcohol and smoking which are strictly forbidden within Rugby Free Secondary School.

Parents

- Parent and carers will be expected to work in partnership with Rugby Free Secondary School to support the school in maintaining high standards of behaviour. Parents and carers will be expected to work in partnership with Rugby Free Secondary School to support the school in maintaining high standards of behaviour.
- Parents and carers are expected to encourage a positive attitude to Rugby Free School life ensuring their son/daughter attends regularly and punctually, with appropriate uniform and equipment and to ensure that the school is notified of any absence by telephone. **Please see Attendance and Punctuality Policy**
- Parents and carers are expected to monitor progress, attitude and behaviour in conjunction with Rugby Free Secondary School and to inform them about any issues or concerns that might affect performance at school.



- All staff, students, parents and carers have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

4. Procedures

Senior leaders at Rugby Free Secondary School in consultation with staff, students and parent/carers will develop the procedures arising from this policy. The procedures will make clear to students how acceptable standards of behaviour can be achieved. The procedures will be consistently and fairly applied and promote the idea of personal responsibility.

5. Acknowledging Positive Contributions from Students

A school ethos of encouragement and celebration is central to the promotion of good behaviour. Acknowledging positive contributions is essential to achieving this. This acknowledgment has a motivational role in helping students to realise that achievement and good behaviour are valued. Integral to the system of acknowledging achievement is an emphasis on praise, both informal and formal. Rugby Free Secondary School creates a climate where praise and encouragement outweighs sanctions and punishments.

All staff are expected to praise and celebrate positive behaviour.

Students' achievements and positive contributions are also recognised through the following procedures/systems:

Rewarding Positive Behaviour for Learning:

Students will be rewarded for good work in lessons and positive behaviour shown in and around school via a sticker system. The points associated with stickers are logged by the student onto the schools Carrot Reward system. Students who achieve all of their stamps for the whole week will be awarded a sticker to be logged on to this same system. On achieving a certain amount of points students cash points in for tangible rewards or they can decide to save points and redeem larger rewards at a later date. Other methods of rewarding positive behaviour for learning include:

- **Rewards Assemblies:** At the end of each term each of the Heads of Year will hold a Rewards Assembly where student's achievements and contributions are recognised and celebrated with the presentation of certificates and prizes.



- **Rewards Trips:** trips are organised at the end of the summer term to reward and celebrate good behaviour for learning, strong attendance and exceptional contributions in other aspects of school life. Trips may include visits to theme parks and cinemas but students will be consulted as to what trip they may prefer.
- **Presentation Evening:** This will be an annual event in the school calendar where outstanding achievement and behaviour of students is recognised and celebrated.
- **Letters/post cards of recognition or commendation** will be sent to the parents/carers of students for any positive contribution to school life.
- **Celebration Breakfasts** are held for those students achieving full stamps and for other contributions to school life.
- **Displays** are an important way in which the school recognises success. Displays of work will be used to encourage children who have made real effort. Departmental/Year Team notice boards will display individual or group achievements.
- **Student Leadership/responsibility:** We recognise that many of our students are very responsible young people who can make a difference to the efficient running of Rugby Free Secondary School. A significant number of these take on positions of responsibility such as

Senior Students (Year 10), Sports Captain, School Council, Year Council, Form Captains, Vice Form Captains.

6. Sanctions for Inappropriate Behaviour from Students

Most students naturally observe the school's expectations as part of their day-to-day lives, however, sometimes there is the need to apply sanctions in order to challenge unacceptable attitudes and inappropriate behaviour. Sanctions include:

- The student planner indicates 'negative stamps' for when a student fails to follow the Classroom Expectations for Learning. Negative stamps are you can do better (YCDB) and NIL stamps.



- **Restorative Conversations:** When a student is given a Nil stamp they will be expected to meet with the classroom teacher at the end of the day for no more than 10 minutes to discuss ways to improve for the next lesson.
- **Detentions:** Inappropriate behaviour is recorded on SIMS and the appropriate level of detention will be issued. Students will be informed by the class teacher, Head of Department, Head of Year or Form Tutor of the day and length of the detention. Parents will be informed of any detention that is longer than 20 minutes and held at the end of the day.
- Parents will generally be informed of the detention by Parentmail.
- Failure to attend a detention will automatically result in a student being moved to the next level of detention. (See Appendix B).
- During the detention a restorative conversation will take place in order to strengthen relationships and build trust.
- Any student who is late for school will be detained for 20 minutes at lunchtime. **It is the responsibility of the student to arrive at the detention.** If they fail to attend at lunchtime, parents/carers are then contacted to inform them that their son/daughter is required to complete a 20 minute detention that same afternoon after school.
- **Walkabout System:** The school operates a Walkabout System where colleagues can call for the assistance of a senior member of staff/Head of Department to remove a student from the area when all other classroom management strategies have failed. The student may be placed into another classroom within the department in an attempt to re-engage them in learning. This must be followed up by the classroom teacher recording the action on SIMS and a restorative meeting held after school for no more than 10 minutes.
- In incidents of extreme poor behaviour, students will be placed into **Refocus** which is a room manned by a senior member of staff. The length of time the student remains in Refocus is determined by the person who has placed them there.



Head of Year Report:

Heads of Year can place students on a report to support them to improve their behaviour for learning and parents will be informed. This is monitored on a daily basis by the Head of Year and taken home by the student. Staff should aim to include positive comments wherever appropriate. Constructive verbal feedback to the student at the end of each lesson/tutor time is an essential part of the report monitoring process.

7. Students with Additional Needs

Rugby Free Secondary School recognises that some children have additional needs which may impact on their ability to regulate their emotions and/or control their behaviour. We use a graduated approach to supporting such students. We assess their needs using a variety of tools and work closely with a variety of professionals. Where we have concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, we will in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This may involve assessing the suitability of Rugby Free Secondary School for a student. Where a student has an EHC plan, we will consider requesting an early annual review or interim/emergency review.

8. Managed Moves

In order to avoid a student being permanently excluded from Rugby Free Secondary they might be referred to the local authority Area Behaviour Panel. This may result in a student being offered a temporary placement in another school to support them in improving their behaviour. There are three tiers to managed moves:

- Tier 1 managed move: this is a move that usually takes place as its felt that the student needs a fresh start elsewhere. This may not necessarily be as a result of behaviour.
- Tier 2 managed move: this is a move that usually takes place as a result of ongoing behaviour issues.



- Tier 3 managed move: this is a move that would involve going to another placement in order to avoid a permanent exclusion.

There will be a review at five weeks and ten weeks and if the host school agree after ten weeks to take on the student they will move off roll from Rugby Free Secondary School and on roll at the new school. At any time during the ten weeks the student's placement can be terminated and the student will return to Rugby Free where the next step of action will be discussed. The exception to this is if the student is on a Tier 3 managed move and instead of returning to the RFSS, the local authority will seek to provide another setting.

9. Exclusion of Students

The school uses three types of exclusions. These are: Inclusions for a fixed term, exclusions for a fixed term and permanent exclusions. These operate at the discretion of the Headteacher. Please refer to the Exclusion of Students Policy (See Appendix C).

Where we have concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement is required. This should involve assessing the suitability of provision for a student's SEND. Where a student has an EHC plan, Rugby Free Secondary School will consider requesting an early annual review or interim/emergency review.

Looked after children:

Where a child who is looked after is at risk of exclusion, the Virtual School will be contacted immediately for advice and any prevention or intervention added to their EPEP.

Alternative Provision:

When all other strategies have been exhausted, Rugby Free Secondary School may seek support from alternative education providers who specialise in working with and supporting children with emotional and/or behavioural needs. A child may be placed at one of our alternative providers for a temporary period of time or on a permanent basis depending upon the needs of the child. Rugby Free Secondary School only seek support from providers who have high aspirations for the children they serve and are committed to safeguarding the wellbeing of all students.



Any child that we place at an alternative provider will be dual registered and Rugby Free Secondary School will monitor, by regular visit the suitability of the placement. (Appendix D)

10. Inappropriate Behaviour Outside of School Premises

The Headteacher has the power to discipline students for misbehaving outside of the school premises when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- posing a threat to the orderly running of the school
- posing a threat to another student or member of the public
- posing a threat to the reputation of the school

11. Restrictive Physical Intervention (RPI)

Our approach to best practice

Rugby Free Secondary School is committed to safeguarding our students and therefore we strive to achieve a best practice where physical intervention is not necessary. We actively research, adopt and promote strategies to reduce physical intervention and positively influence behaviour. Rugby Free Secondary School is committed to ensuring that all staff and adults with responsibility for students' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use RPI as a last resort in line with advice. If used at all, it will be in the context of a respectful, supportive relationship with the student. We will always aim to ensure minimal risk of injury to students and staff. This doesn't prevent in an emergency a member of staff taking immediate action by using physical intervention as a first resort. Staff are advised that unless absolutely necessary they should avoid intervening alone. They should aim to win time to call for assistance from other members of staff.

The Education Act 1996 (Section 550A) states that it is lawful for teachers and other authorised staff to use reasonable force to prevent a student from committing an offence, causing injury



or damage or disrupting the good order and discipline of the school. Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures.

In line with Education Act 1996 (Section 550A) in the following situations staff must judge whether or not RPI would be reasonable or appropriate:

- risk to the safety of students, staff or visitors or
- where there is a risk of serious damage to property or
- where a student's behaviour is seriously prejudicial to good order and discipline or
- where a student is committing a criminal offence.

This judgement will take into account the specific circumstances of the incident. Staff will view RPI as a last resort for the purposes of maintaining a safe environment. If students are behaving disruptively or anti-socially, every escalation strategy will be used to manage behaviour positively to prevent a deterioration of the situation and the need to RPI.

Staff will understand the general importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with students who may have emotional and behavioural needs which may increase their aggression. All staff will understand the importance of responding to the feelings of students, which lie beneath the behaviour as well as to the behaviour itself.

Decisions to restrain must be judged on whether it is reasonable (necessary and proportionate) in the specific circumstance to use physical restraint. Physical restraint will only be used in exceptional circumstances.

Use of reasonable force

All Rugby Free Secondary staff will be trained in Safer Handling.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.



When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Refer to DfE: Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies (July 2013)

12. Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from students:

- A member of staff can confiscate, retain or dispose of a student's property as a punishment as long as it is reasonable in the circumstances. In most cases, the confiscated property will be returned to the student at the end of the school day. Every effort will be made to ensure confiscated items are retained securely, but the school cannot be held responsible for any subsequent damage or loss.
- Staff can search without consent for "prohibited items" including:
 - weapons (e.g. knives, BB guns or any other item that might be used to inflict harm)
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images



- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Refer to: DfE: Searching Screening and Confiscation: Advice for Head Teachers, Staff and Governing Bodies (Feb 2014), Health and Safety Act at Work (1974)

Any confiscated weapons, drugs or pornography will be handed over to the Police and may result in a permanent exclusion.

13. Training

The Trust Board will ensure that appropriate high quality training on all aspects of behaviour management, care and control and safeguarding is provided to support the implementation of the policy.

14. Involvement of External Agencies

Rugby Free Secondary School works very positively with many external agencies in supporting students. (See Appendix D).

Appendix A – Classroom Expectations:

Arrive to lessons on time and in correct uniform.

Have the correct equipment.

Respect the teacher and the other students during the lesson.

Attempt all work to the best of your ability.

Raise hands and not shout out.



Appendix B – Detentions:

Day and Time	With	Duration
Wednesday at 3.10	Head of Department	30 mins
Thursday at 3.10	Head of Year	1 hour
Friday at 3.10	SLT	1 hour 30 mins
Mon – Fri at 1.25	Head of Year	20 mins
Mon – Fri at 3.10	Head of Year	20 mins

Appendix C – Exclusions:

Fixed Term Internal Exclusion:

When a student has failed to meet classroom expectations in a number of different lessons or there has been a serious breach of our behaviour policy, they may be placed in Refocus for an extended period of time. Refocus is manned by senior members of staff and they will ensure that students have sufficient work to complete throughout their period of time in Refocus.

Parents will be informed when their child receives a Fixed Term Inclusion and may be required to attend a meeting at school with the Head of Year.

Fixed Term Exclusions:

In some cases, the Head of Year/Senior Leadership Team may recommend to temporarily exclude the student until parents/carers have attended a meeting to discuss the situation. In such cases the Deputy Headteacher's or the Headteacher must be consulted. The Headteacher must take the final decision as to whether to exclude. **We operate a zero tolerance approach towards acts of physical aggression and verbal abuse of staff.** The Headteacher or Deputy Headteacher's must sign and approve the exclusion. On the



student's return, they will be reintegrated back into school following a reintegration meeting to help ensure that their needs are supported. This may involve spending time in Refocus.

Permanent Exclusions (PEX):

The decision to permanently exclude a student can only be made by the Headteacher in consultation with the Trustees. In such cases the appropriate Head of Year and Deputy Headteacher will be consulted and parent/carer informed.

Permanent exclusions are used as a last resort; it must be lawful, reasonable and fair. Persistent breaches of the school's behaviour policy, where allowing the student to remain in school would seriously harm the education or welfare of the student or others in school and a serious breach such as bringing illegal substances or a weapon (e.g. knife, BB gun, replica weapon) onto the school site would result in permanent exclusion.

Students should not be in a public place for 5 days after the PEX or they could get fined.

Disruptive behaviour can be an indication of unmet needs. Rugby Free Secondary School will identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation we will consider whether a multi-agency assessment that goes beyond the student's educational needs is required.

Day 6 Provision:

If a student does 2 fixed term exclusions which goes beyond 5 days, the day 6 provision will need to be implemented, either within the school environment or at an alternative school.

Removal from the Admissions Register:

The name of a student who has been permanently excluded from the school will not be removed from the school until 15 days after the exclusion hearing has taken place in order to allow for appeal.

Under Section 51A of the Education Act 2011, all students who have been permanently excluded by a panel of the Trusts' Student Disciplinary Committee, have the right to appeal to a "Independent Appeal Committee" that can either uphold the decision of the Student Disciplinary Committee or recommend the committee to re-consider.



Appendix D – Alternative Providers:

Information on the available alternative education providers can be found at the following website: <https://i.warwickshire.gov.uk/content/alternative-provision-warwickshire/alternative-provision-warwickshire>

A summary can be found here:

Name of Provider	Location	Part Time/Full Time	Registered School
Aim Education Ltd	Atherstone, North Warwickshire	Part-time, short term	No
Dare to Dream Foundation	Coventry	Part-time, short term	No
Leamington Lamp	Leamington Spa	Part-time, short term	No
Leamington Vineyard Learning Centre	1. Leamington Spa 2. Rugby	Up to 15 hours, over 3 days	No
North Warwickshire & South Leicestershire College	Nuneaton	Up to full time hours	No
Nulogic Training Ltd	Various Locations	Up to 10 hours a week	No
Nuneaton and Bedworth Leisure Trust	Nuneaton	Up to 17 hours per week	No
Orion Training And Development	TBC	Up to 17.5 hours per week	No
Positive about Young People	1. Warwick	Up to 18 hours	No



	2.Bedworth		
Shaffesbury Young People	Kerseley, Coventry	Full time hours (Up to 25 hours per week)	Yes
TUTE Education Ltd	On-line delivery	Part-time, short term	No
U-NEEK Learning Ltd	Hinckley, Leicestershire	Part-time, short term	No
Values Academy	Nuneaton	Full time (Up to 25 hours per week)	Yes
Warwickshire College Group	1.Leamington Spa 2. Moreton Morrell 3.Warwick 4. Rugby	Part-time, short term	No