



Relationships for Learning 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

3.1 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.

3.2 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.

3.3 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 outweigh 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:

5.1 Rewarding Positive Behaviour for Learning:

Students will be rewarded for good work in lessons and positive behaviour shown in and around school via Class Charts. Students will receive positive stamps which have a points value. These points can be redeemed in the Class Charts Online Rewards shop. 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:

- Class Charts 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 a 30 minute detention and restorative conversation to discuss ways to improve for the next lesson
- Detentions: Inappropriate behaviour is recorded on Class Charts and the appropriate level of detention will be issued. The detention will be carried out at the end of the school day on the same day it has been issued for 30 minutes
- Parents will be informed of the detention by Parent mail
- 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 10 minutes at the end of the



day. It is the responsibility of the student to arrive at the detention

- 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 will be placed into another classroom within the department in an attempt to re-engage them in learning. This will be followed up by the classroom teacher recording the action on Class Charts and issuing an afterschool detention for 30 minutes on the same day where a restorative conversation will take place
- In incidents of extreme poor behaviour, students will be placed into the IEU (Internal Exclusion Unit) which is a room manned by a member of the pastoral team. The length of time the student remains in IEU is determined by the person who has placed them there and a senior member of staff

6.1 Reports:

Students may be placed on a report to support them to improve their behaviour for learning and parents will be informed. This is monitored on a daily basis depending upon the level of report (See Appendix E). 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. Students may move up to the next level of report if they fail the stage that they have been placed on. If a student accelerates through the report process it will result in a 5 day internal exclusion in another school. On return they will complete the 5 day MAP programme with a member of the pastoral team to try and positively re-engage them. If this fails then the student will be placed on a managed move to another school.

7. Students with Additional Needs

Rugby Free Secondary School recognizes 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 it is 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.

9.1 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.

9.2 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 behavioral 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)

11.1 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.

1.1 Use of reasonable force

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

1.2 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.

1.3 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. This includes mobile phones. (See Appendix F).

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.

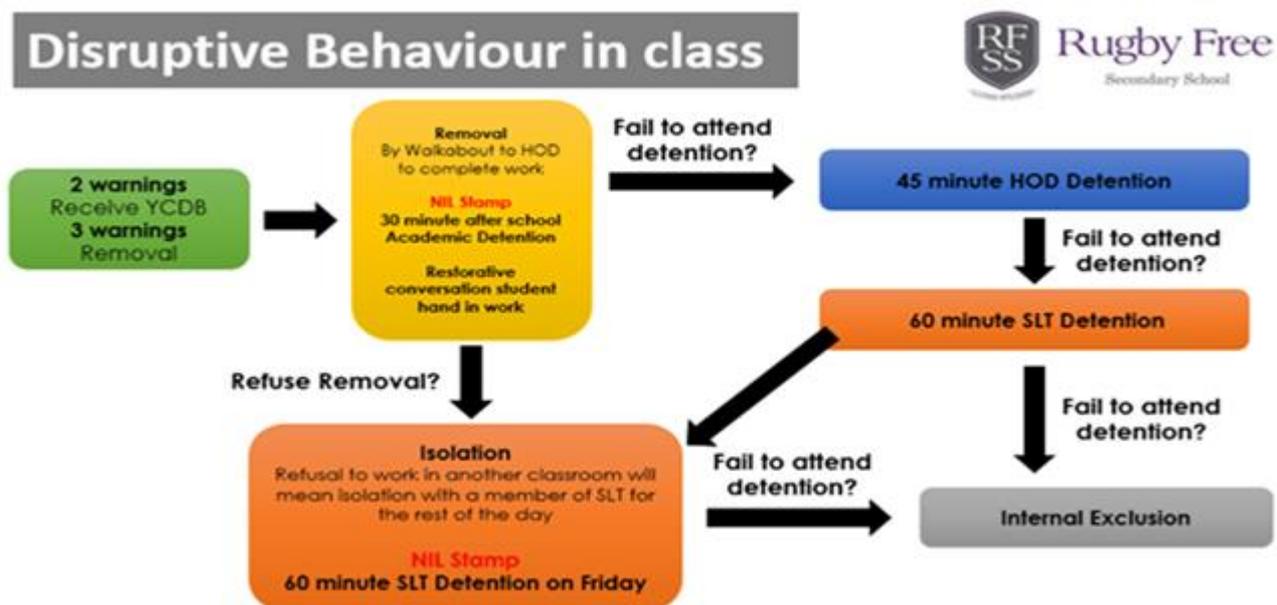
Have the correct equipment.

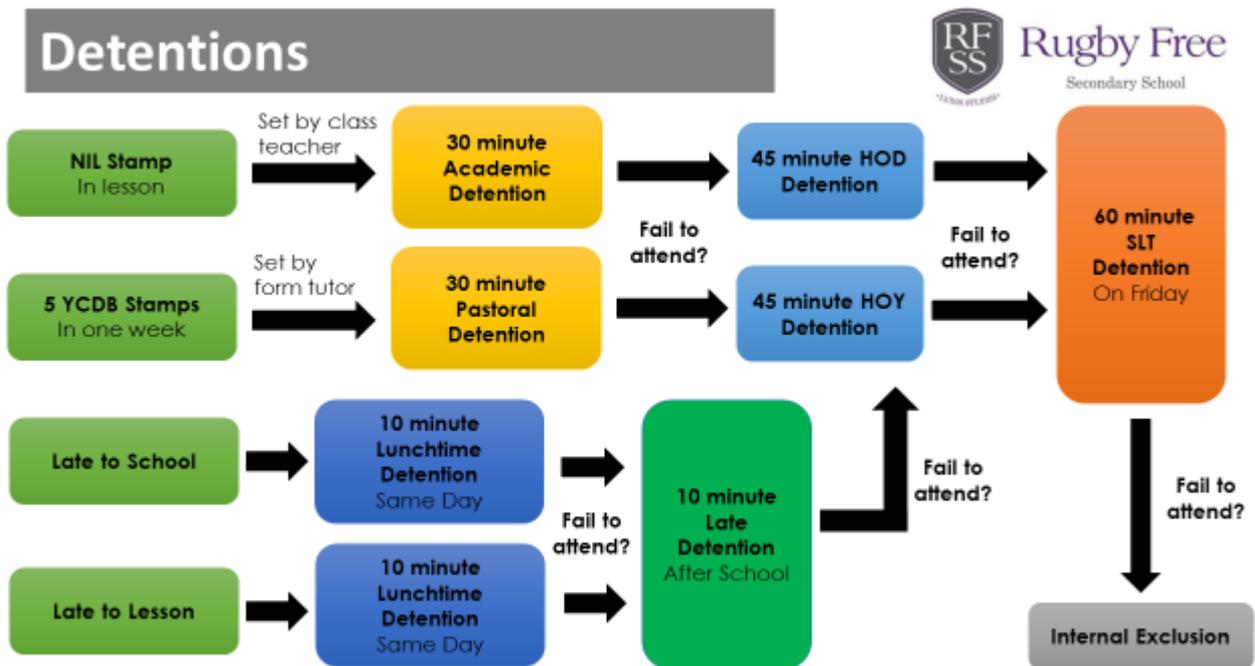
Respect the teacher and the other students during the lesson.

Attempt all work to the best of your ability.

Raise hands and not shout out.

Appendix B – Detentions:





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 IEU (Internal Exclusion Unit) for an extended period of time. IEU is manned by members of the pastoral team and they will ensure that students have sufficient work to complete throughout their period of time in IEU.

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 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 IEU.

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>

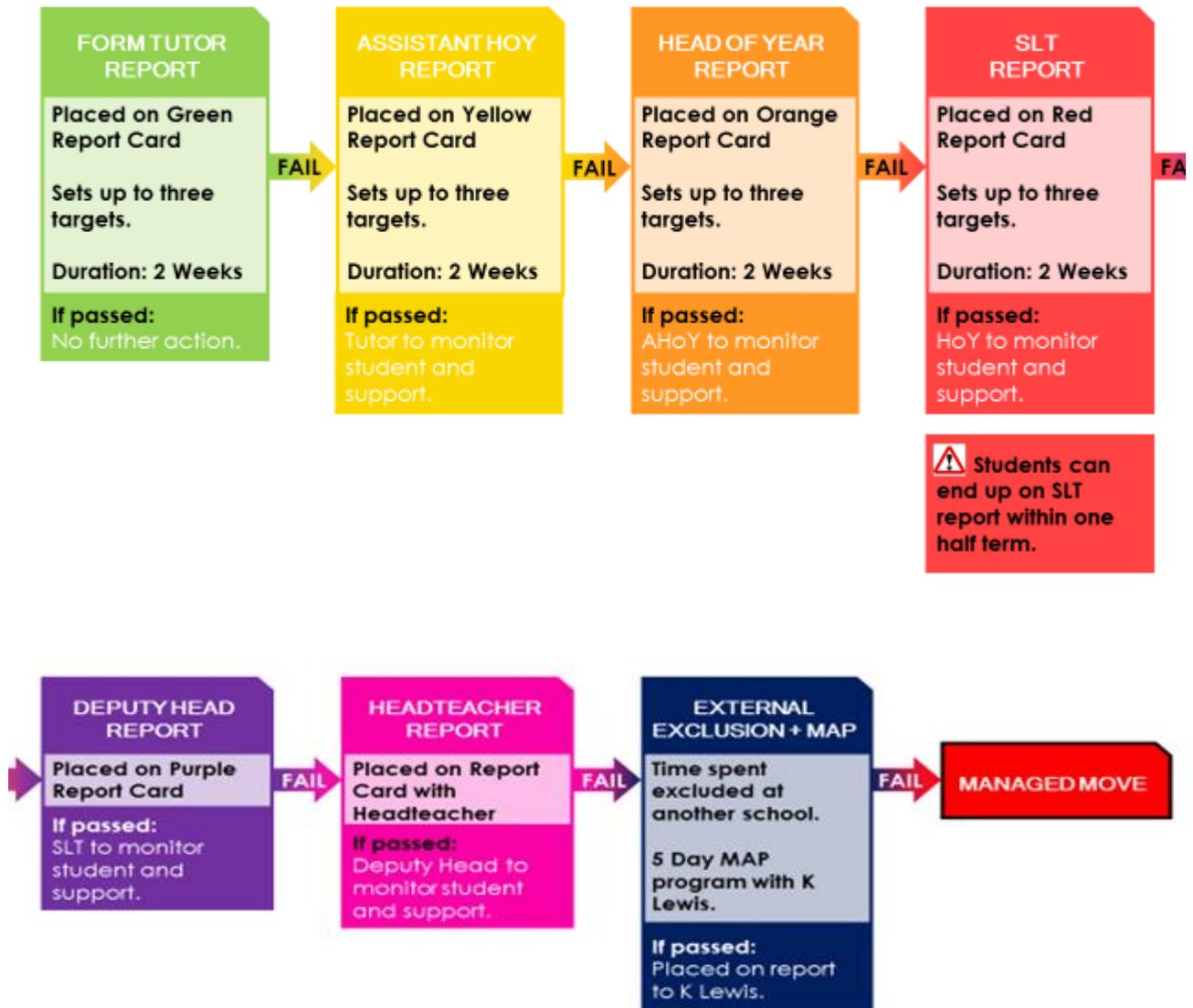
A summary can be found here:

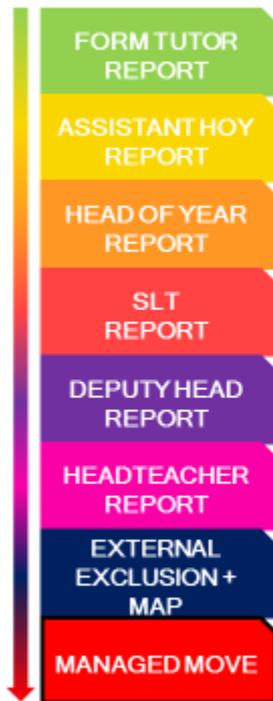
Name of Provider	Location	Part Time/Full Time	Registered School
Aim Education Ltd	Atherstone, North Warwickshire	Part-time, short term	No
Dare to Dream Foundation	Coventry	Part-time, short term	No
Leamington Lamp	Leamington Spa	Part-time, short term	No
Leamington Vineyard Learning Centre	1. Leamington 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 2.Bedworth	Up to 18 hours	No
Shaftesbury 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

Appendix E – Reports:





7 Stages of Intervention

Failure to pass a report moves to next in chain.

Passing a report moves to monitored status by the previous staff member in chain (i.e. passing SLT report would result in careful monitoring from HoY).

Separate from Subject specific issues, wherein a Departmental Leader would place student on report for their subject.

Appendix F – Mobile Phones:

Mobile phones are not to be seen or heard in school. Students must ask for permission if they need to contact home for any reason.

If a student is using their phone in school the phone will be confiscated and placed in a clear bag with the student's name on it. This will be recorded on Class Charts as a removal by the staff member who confiscated the phone and the phone handed into reception. If this is the first time, then the student may collect the phone themselves from reception at the end of the school day.

Should a student have their phone removed for a second time then the phone will be confiscated and placed in reception as before, however the student's parent or carer will need to come and collect it and meet with the HOY.

Students should also not wear mobile phone smart watches in school.



Appendix G – Relationship for Learning - COVID addendum

Scope

This addendum of the Rugby Free Secondary School Relationships for Learning Policy contains information of our behaviour expectations around COVID 19 and applies until further notice.

Unless covered in this addendum, our normal Relationships for Learning Policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

Expectations for Students in school

New rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Desmond Shirley (Deputy Head Teacher) if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Effective Protection and Control for COVID 19

We have been updating our COVID risk assessment to take account of government (DfE) and Public Health guidance which you may be aware has been updated throughout the summer. The Trust Board is currently reviewing the risk assessment which will be on the website early next week after the Board has met. We will send you a link once it is published.

When your children come into school, we will have the following protective measures



in place:

- Procedures for going to and from school, such as any changes to drop off and pick up points
- Measures to keep students safe in school (e.g. ensuring good personal hygiene, keeping them in 'bubbles', any changes to timetables, conducting regular cleaning, any social distancing measures)
- Information and support to make sure students are aware of the rules
- Clarity on any changes to uniform or school meals
- Procedures to respond if a student or staff member develops symptoms at school
- Procedures if there's a confirmed case, including who might need to self isolate

Curriculum

Although there'll need to be some changes to reflect the teaching time that was lost during the lockdown, we'll still be doing our best to provide an ambitious, broad curriculum across all year groups.

Pastoral support

We are aware that the lockdown has been a difficult time for many of us, including our students so thank you for completing the survey to raise your concerns. Our pastoral team will be supporting our students especially those who are vulnerable and who have difficulty re-engaging into school.

If you have any concerns on the above, please get in touch with Mr. Des Shirley (Deputy Headteacher/DSL) on; des.shirley@rugbyfreesecondary.co.uk.

Wearing of masks

Having carefully considered the England and Scottish government guidance in wearing masks, we have decided to support students and staff wearing masks in



communal areas and when moving between lessons.

Whilst not mandatory, feedback suggests that wearing of masks provides additional confidence for students and staff in busy areas. We are therefore asking that students provide their own masks which ideally will be plain (any colour) and need to be nonoffensive.

We will have a stock of disposable masks should students wish to use them.

Lunch and break times.

We have previously asked Year 8-11 students to pre-order and select their menu options, but after long discussions, we have taken advice and have decided not to get students to select menus in advance. One of the reasons for this is that many students change their mind.

Students will therefore continue to select their lunch at lunch times. Our catering team are following guidance on school meals so therefore they will be giving out meals in disposable bags. We have attached the three-week menu options for you to review if needed and also some information from the catering team. Please ensure there are sufficient funds available in student accounts.

Unfortunately, due to pressure on timings and requirements for social distancing within the year group bubbles, we are unable to provide refreshments at break times.



Therefore, we are encouraging students to bring food or drink for break times if they wish to.

We are unable to use the water fountains due to the potential for cross contamination and we therefore request students bring in their own personal water bottles. Water will be available at lunch times in the dining hall for students to refill their bottles.

Drop off and pick up points/student entrances

Parents and carers dropping their children at school in their cars will need to use the clearly marked drop off points in the car park but parents must remain in their cars.

Any parent/carers dropping their children off on foot will need to drop their children by the entrance gate.

Keyworker school March

We will continue to prioritise the vulnerable and children of key workers who will still be grouped together, if their year group has not yet returned to school. Students are now expected to attend school wearing the following school uniform: school shoes, black trousers and/or sensible length black skirt and white shirt. We are not expecting students to wear their blazer and/or their school tie as these cannot be easily washed. Students will now be receiving a structure to the school day in line with their normal timetable. Year 10 Transition For timetable purposes, Year 10 is currently divided into two bands, the X band and the Y band. We will alternate each band with students from either X band or Y band attending for a whole week at a time. To minimise the number of children in school at any one time and reduce the level of contact any one child or adult has (in the event of a positive case), each band will be divided into two groups and allocated to either a morning or afternoon slot.



X band will be split into Group A and Group B. Y band will be split into Group C and Group D. Students will be required to come into school each day at their allocated time on their allocated weeks. This will result in no more than 15 students in each area/room which will enable effective social distancing and effective hygiene control.

Rewards and sanctions for following rules

To help encourage Students to follow the above rules, we will:

- Continue to refer to the Relationships for Learning Policy and ask students to adhere to the COVID Behaviour Contract.
- We need to ensure we have clear, consistent and robust behaviour and attendance policies in place especially returning in September 2020 during COVID19. There will be certain behaviours that will be considered more serious due to the coronavirus (COVID-19) outbreak, that will include spitting, coughing, sneezing or blowing in someone's face intentionally, invading personal space, touching someone, fighting or any physical contact.
- All of these will result in your child being Fixed Term Excluded and parents/carers collecting your child from school. A reintegration meeting will occur upon return, together with a behaviour contract in place for your child before being allowed into school. If these incidents persist, it may result in your child receiving education through class charts or being isolated from peers in school. Students will be expected to follow all the guidelines that RFSS are following due to COVID19. Students will be informed of this at the start of term, with clarification around these expectations. Please see the Relationship for Learning policy and Attendance policy for more det

Expectations for Students at home March 2020

Parents should also read the rules and ensure their children follow them. Parents should contact [Desmond Shirley (Deputy Headteacher) if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.



Students are expected to work on their learning tasks during the week in which they are set on class charts. Students are expected to contact their subject teacher for additional support via email. Students can also request a call back via email.

Expectations for Students at home June 2020

Parents should also read the rules and ensure their children follow them. Parents should contact [Desmond Shirley (Deputy Headteacher)] if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Students are expected to work on their learning tasks during the week in which they are set. During this time, teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group to be available for students to ask questions in real time. Students can choose whether to have the camera and microphone switched on or off during the live lesson. They do not need to be seen or heard during the lesson if they do not wish to. Students are encouraged to take part in the 'Live Lessons' that are available, if they are well enough to do so.

Students will be awarded points via class charts for completion of their work and for good effort. A nominated student from each year group will be placed in to a prize draw each month for exceptional performance.

Expectations for Students at home September 2020

Remote learning rules

If Students are not in school, we expect them to follow the expectations from the **Remote Learning Policy**

Parents should also read the rules and ensure their children follow them. Parents should contact [Desmond Shirley (Deputy Headteacher)] if they think their child might not be able



to comply with some or all of the rules, so we can consider alternative arrangements with them.

Students are expected to work on their learning tasks during the week in which they are set. During this time, teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group to be available for students to ask questions in real time. Students can choose whether to have the camera and microphone switched on or off during the live lesson. They do not need to be seen or heard during the lesson if they do not wish to. Students are encouraged to take part in the 'Live Lessons' that are available, if they are well enough to do so.

Students are expected to:

- Complete all work set for them and submit this work in the specified ways
- Check emails regularly and read and respond to communication from the school
- Where students experience problems with IT systems, they should proactively inform ICT support through the ICT Manager, HoY / AHOY / Form Tutor / Class Teachers
- Students are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school.
- This includes but is not limited to:
 - Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
 - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
 - Ensuring that clothing is appropriate, following the same guidance as a normal "non-uniform" day in school.

Dealing with problems

If there are any problems with students adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Monitor daily through Classcharts all students who are not engaging with remote online learning.
- HOY, AHOY and DSL's make daily phone calls to encourage students to log on.
- Where appropriate home visits are carried out.



Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum fortnightly by Karen Grant (Assistant Headteacher Safeguarding) At every review, it will be approved by the full trust board.