



Rugby Free

Secondary School



Triumph
Learning Trust

Aspiration - Collaboration - Innovation



Rugby Free
Secondary School



Relationships for Learning

Policy Details

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1. Introduction

Rugby Free Secondary School is committed to ensuring high standards of behaviour to engage and educate all students and enable them to make outstanding progress in their learning. Our Relationships for Learning Policy is based on the clear values of kindness, collaboration and mutual respect. 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. We believe that positive behaviour reflects the values at RFSS, students' readiness to learn and respect for others. RFSS staff are expected to model positive relationships and apply a model of support and sanctions when students do not meet the standard expectations of behaviour across school.

2. Scope of Policy

Positive relationships are at the heart of all we do at RFSS, we have a strong sense of community. In all communities there can and will be times when we struggle to regulate emotion and experience conflict. We therefore use a restorative approach to restore good relationships when there has been conflict or harm; when developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm happening. This aims to help students to improve emotional and social skills and develop a sense of community and belonging. Our restorative approach will recognise the need and purpose behind the misbehaviour, as well a focus on repairing relationships through a collaborative approach and should be used by all staff and students wherever possible.

Restorative practices in action: The three 'Rs'

- Reflect – Encouraging students to reflect on their actions and potential causes of incorrect choices
- Responsibility – Encouraging students to take responsibility for their own actions and choices
- Repair – Encouraging students to repair the harm to relationships with others and recognise the impact their choices have had on those around them and to themselves

3. 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 kindness, collaboration, curiosity, resilience, respect and endeavour 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 appropriate intervention

Our students should expect to:

- Receive mutual respect and kindness amongst all members of the school community
- Improve their skills to become independent, resilient and curious learners who endeavour to achieve their potential
- Become successful learners who are able to integrate effectively into society, develop as responsible citizens and be confident throughout their lives in their ability to learn
- To be respectful of others around them and respect their right to learn.

4. Responsibilities

The Trust

The Trust is responsible for monitoring and approving this behaviour policy's effectiveness and holding the Headteacher to account for its implementation

The Headteacher

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

The Headteacher will delegate the ongoing quality assurance and monitoring of behaviour management to the Deputy Headteacher for Behaviour. Incidents of students' misbehaviour and action taken will be recorded on the school's behaviour management system.

The Pastoral Team

Deal with incidents of misbehaviour and liaise with staff, teachers, Heads of Departments, parents/carers and SLT where necessary

Analyse and monitor incidents recorded on the school's behaviour management system and will act/report to SLT/other stakeholders as appropriate. Heads of Year, Assistant Heads of Year will also analyse the distribution of points and reward students in their year groups

Monitor persistent poor behaviour and provide appropriate sanctions and strategies/interventions to support students

Provide ongoing CPD to support staff in managing behaviour

All Staff

All staff are responsible for setting the tone and context for positive behaviour around the school. Staff are responsible for:

Implementing the behaviour policy consistently, fairly and in a calm manner. Consider the needs of our students and ensuring that we respond appropriately.

- Modelling and teaching positive behaviour



- Creating a calm, supportive and high-quality learning environment
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents in accordance with the behaviour management system. The Pastoral and Senior Leadership Team will support staff in responding to behaviour incidents.

Teaching Staff

The approach to behaviour management must be seen within the context of maintaining high expectations of students at all times, whilst encouraging students to succeed and achieve their full potential and offering high support and care when needed.

All staff are responsible for setting the tone and context for positive behaviour around the school and teachers within the classroom.

They will create and maintain a stimulating environment that encourages students to be engaged, this may include

- Greeting students at the start of lessons
- Establishing clear routines
- Highlighting and promoting good behaviour through praise and rewards
- Dealing effectively with low level disruption
- Use reinforcement, targeted praise, de-escalation and preventative strategies to maintain an appropriate environment for learning
- Maintain a calm and positive manner and foster positive interactions with students
- Display the school values as positive role models
- Develop a positive relationship with students

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 act in line with our core values of kindness, respect, resilience, curiosity, endeavour and collaboration.

Students should reflect behaviours which match the high expectations and standards of RFSS. Students are expected to:

- Attend school every day that it is open to students unless unwell or circumstances for absence are in line with criteria outlined in the government's Working Together to Improve School Attendance 2024 document
 - Follow the classroom expectations
 - Complete their SET for Learning Task
 - Ask and answer questions in lessons
 - Listen to the teacher throughout the lesson
 - Use the green pen to respond to feedback and self or peer assess work
 - Review their learning, making improvements
 - Complete work to the best of their ability



Move calmly and orderly, around school using the one-way system between lessons and during social times

Arrive to school and be in tutor time by 8:45am Arrive to lessons on time and wait outside for entry if more than 4 minutes late Students are also expected to adhere to the uniform expectations as outlined below:

- RFSS school blazer
- RFSS tie (with at least 4 stripes visible)
- RFSS school jumper (optional)
- White shirt buttoned including the top button and tucked in
- Black skirt (should be loose fitting, worn at an appropriate length, this must not be a fashion skirt or stretchy material)
- Black school trousers (should be loose fitting around the leg, should not be leggings or of a stretchy material, should have a proper fastening)
- Black school shoes (not soft fabric or logo'd trainers)
- Black/white socks
- Only a single pair of ear studs to be worn. No other facial piercings to be worn. Any piercings which cannot be removed must be covered by medical tape, plaster or equivalent.
- No other jewellery is allowed except for a watch (excluding smart watches)
- Natural make-up (no fake eye lashes)
- Natural hair colour and no extreme hairstyles

Bring the following equipment to lessons:

- Pen (Black or blue ink and a spare pen)
- Pencil, ruler, rubber and sharpener
- Calculator (preferably a scientific calculator)
- Scissors and glue
- Green pen
- Any other highlighters, colouring pens or pencils

Students should also abide by the following expectations both in and outside of school:

- Behave in a quiet and orderly manner whilst travelling on school transport. Failure to do this is likely to result in travel passes being withdrawn.
- Be responsible for their social and learning environment including school buildings and property and must report any disruptive behaviour.
- Be proactive report concerns, don't accept don't be a bystander.
- Place all litter in the appropriate bins provided.
- Homework must be completed on time and submitted via Class Charts or as stated by the teacher issuing the work.
- Not chew gum during lessons or around school.
- Not be involved in physical contact - Rugby Free Secondary is a 'no hands-on' school.



- Not use bad language and show courteous behaviour
- Not bring on site any illegal substances such as: alcohol, tobacco and offensive weapons.
- If staff are concerned about the demeanour of any RFSS student, they will be challenged and searched if needed. Parents will be informed of this and a search form completed at the time, with the student signing the form.
- Not smoke on school premises, on the way to and from school, when wearing RFSS uniform or on school transport. Smoking and vaping are strictly forbidden (please see the trust's No Smoking Policy).
- Not bring expensive items or large sums of money to school. This includes personal entertainment equipment. Any such items may be confiscated and placed into the school safe until they can be collected by parents/carers.
- Not use mobile phones on the school site. Students can have mobile phones in their possession only on the understanding that they are turned off at the school gate and are kept out of sight at all times. Mobile phones should not be seen or heard. They should be handed in as valuables during practical lessons. Students must ask for permission if they need to use their mobile on school site. If a student's phone is 'seen or heard' without permission being sought beforehand the phone will be confiscated and handed to the Student Office. On the first and second occasion, during an academic year, the phone will be returned to the student. On the third, and any further occasions, parents are required to collect the mobile phone or smart watch that has been confiscated.

Parents and Carers

Parent and carers are 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 RFSS life ensuring their child 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 for further details. To support the school parents should be aware of the school behaviour policy, be part of the of school life and culture.

Parents and carers are expected to monitor progress, attitude and behaviour in conjunction with RFSS and to inform their child of any issues or concerns that might affect performance at school.

This policy will help to make behaviour expectations transparent to all students, parents/carers and staff. It provides reassurance that expectations and responses to behaviour are consistent, fair, proportionate and predictable. Parents have an important role in supporting the school's policy and should reinforce the policy at home when appropriate.

Staff at RFSS want the best for all students. Staff do not expect to be shouted out or sworn at, positive relationships are key to getting the best from students, we expect that parents support RFSS staff in this.

RFSS will reinforce the whole school approach Parents/carers are expected to:

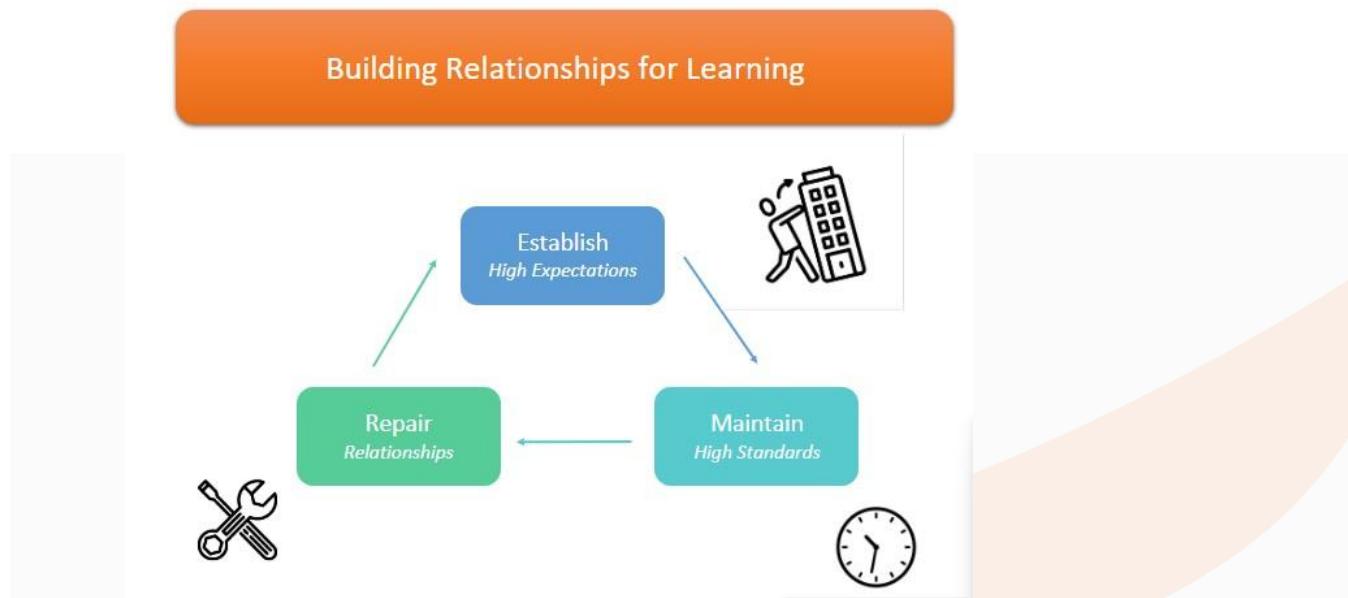
- Promote and model positive behaviour at home

- Support their child in adhering to the student code of conduct
- Support the school in resolving behaviour incidents and issues
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or members of the pastoral team promptly

5. Procedures

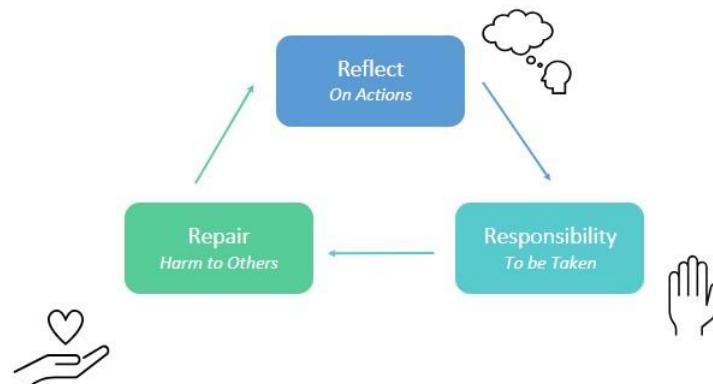
Support students with self-regulation

We use a restorative approach when dealing with behaviours at RFSS. Our trauma informed approach is based on values which separate the person from the behaviour. We recognise that behaviour is often a form of communication for students and try to look at the root cause of the issue as well as the symptomatic words and/or actions that come as a result. Our relationships focused approach promotes accountability and seek to repair any harm caused in a situation which helps to create a peaceful learning environment for students to become successful learners, confident individuals and responsible citizens. Our approach is summarised in the diagrams below:



Students and staff are encouraged to have restorative conversations which centre on the following key points:

Restorative Conversations



This means students will receive sanctions for negative behaviour however the sanction will always be accompanied by a conversation and some self-reflection about the behaviour or incident which is often in the form of the following questions:

- What do you think you could have done differently?
- How have you not shown the values of RFSS?
- Who has been affected by what you have done, in what way have they been affected?
- What do you think you need to do to make things right?

We recognise that some students struggle to regulate their behaviour as a result of social, emotional or mental health difficulties. This may present in a variety of ways but is often characterised by persistently poor behaviour. If a student shows no improvement, we will use a variety of assessment tools in order to establish if there is an underlying need as often continues behavioural difficulties is a symptom of an underlying cause. We will use a variety of internal and external intervention alongside a sanction to address any underlying cause before permanent exclusion is considered.

6. Sanctioning Negative Behaviour

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of our expectations
- Explaining the possible impact of misbehaviour on others
- Withdrawal from lessons followed by a restorative conversation
- Detentions: break, lunchtime, or after school
- Parental meeting



The student being placed on one of the following:

- Late Report
- Form Tutor Report
- Assistant Head of Year Report
- Head of Year Report
- Assistant Headteacher Report
- Deputy Headteacher Report
- Headteacher Report
- Subject Report
- Removal from lessons to the Internal Reflection Room
- A suspension for a fixed period of time
- A temporary period of respite at another local school
- An Offsite Direction to another school
- Permanent Exclusion

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.

Please see the flow charts below which demonstrate the strike system for negative behaviours observed within lessons and around school.

Misbehaviour is defined as, comments or actions which deliberately undermine our core values or obstruct our classroom learning expectations. It may also include the cause of emotional and/or physical harm to others (including students, teachers and support staff).

This may be exhibited in the following:

- Students causing disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of class learning or homework
- Non-compliance with the school uniform code
- Persistent breaches of the school rules
- Bullying, including, online, social media, child on child, physical and emotional bullying
- Sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, LGBTQ + phobic or discriminatory behaviour against protected characteristics
- Cyber bullying or inappropriate behaviour online



Possession of any prohibited items including but not limited to:

- Knives or weapons (bladed or other including pepper spray)
- Ammunition
- Alcohol
- Illegal drugs
- Stolen or missing items
- Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes and any smoking paraphernalia
- Fireworks and fire lighting equipment
- Pornographic images
- Caffeinated energy drinks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

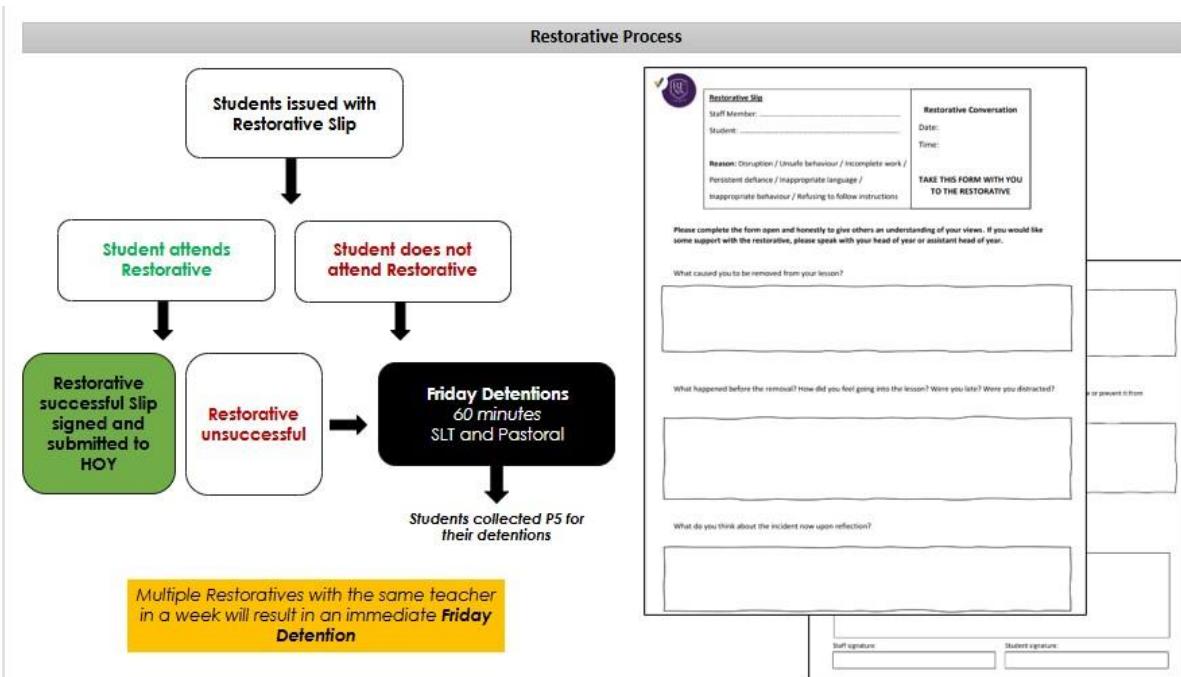
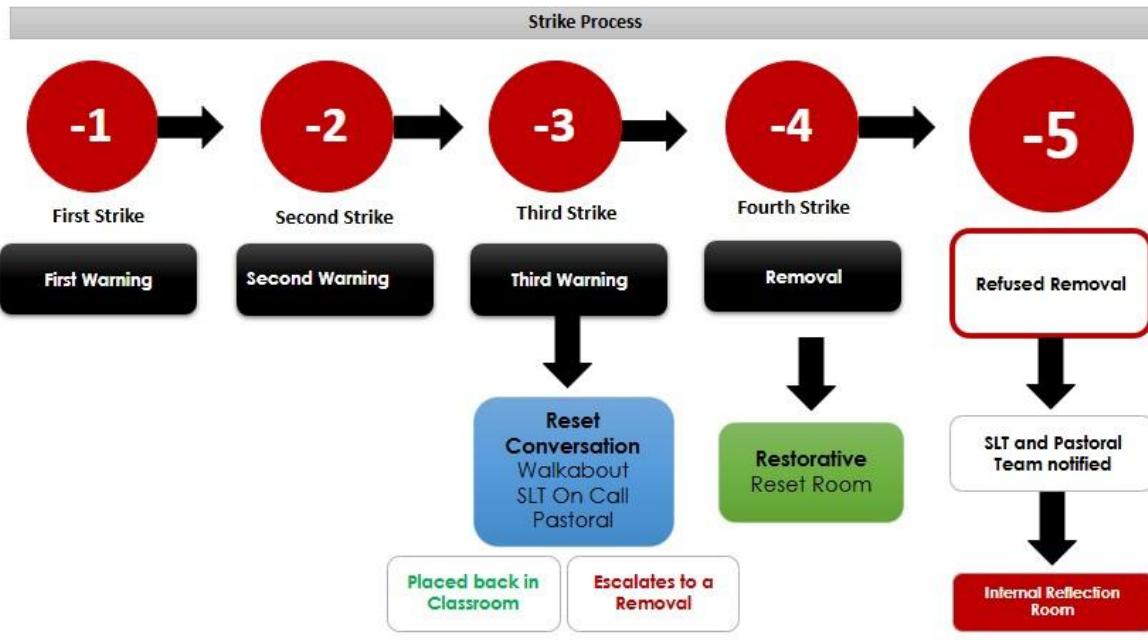
We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety.

This is not an exhaustive list of misbehaviour. The Headteacher may choose to sanction for misbehaviour and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

If students fail to show our core values or follow classroom expectations, they will be issued with a first strike when they receive their first warning. If students continue to display this negative behaviour or attitude, they will be issued with a second strike and their second warning. If behaviour continues this will then escalate to a third strike and at this point, Walkabout or a member of SLT or the Pastoral team on duty will attend the lesson to have a 'Reset Conversation' with the student. At that point the student will be placed back into the classroom if appropriate. If the behaviour further escalates or the student is unable to reset themselves, they will be removed into a 'Removal Room' elsewhere in the department. At this point they will be provided with a Restorative Slip with reflection questions to complete and a time to go and hold a Restorative Conversation formally with their classroom teacher.

If students then fail to attend this Restorative Conversation or it does not end positively, it will be escalated to a Friday Detention for 60 minutes.

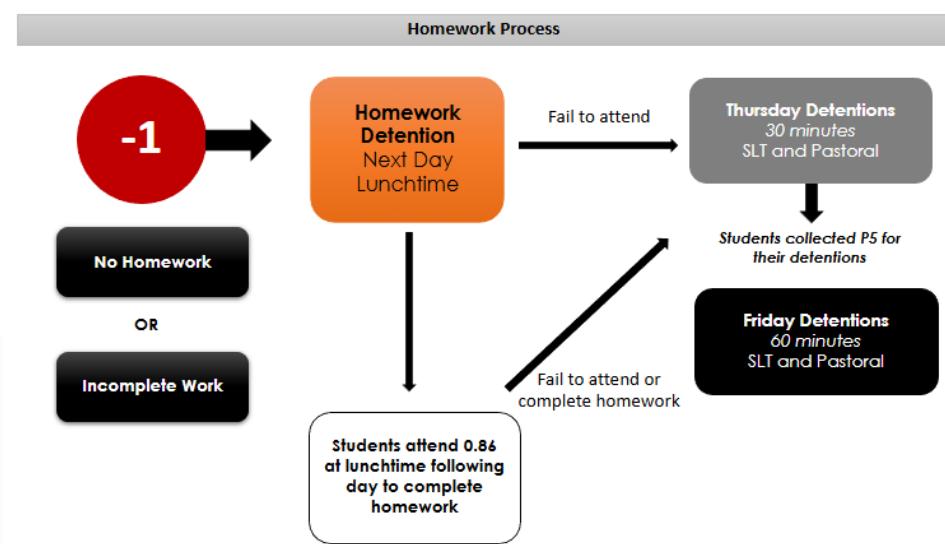
This process is summarised below:



Students can automatically receive a third or fourth strike without prior warnings being given for more serious offences which not only disrupt the learning of their peers but pose a risk to them.

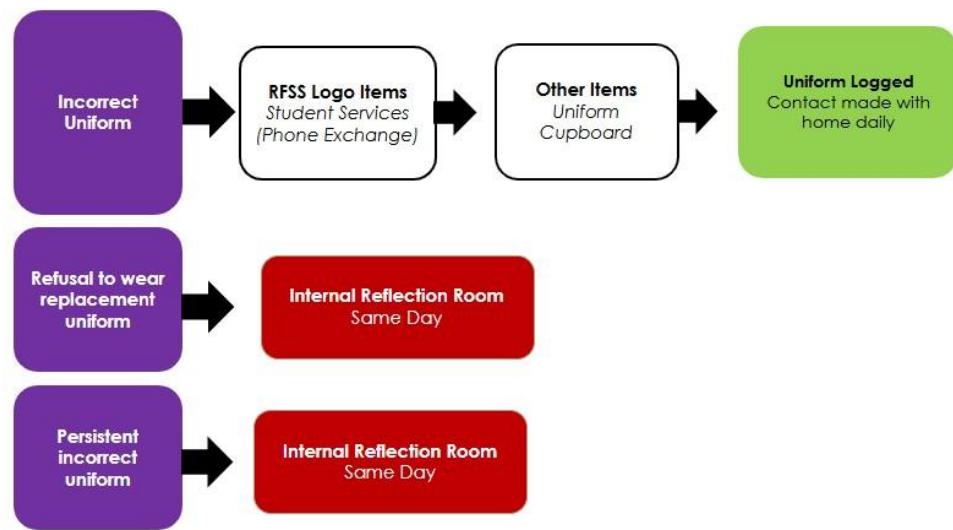
In addition to the detentions outlined above, Directors of Learning may also issue their own Departmental related detentions in line with their own detention and Relationships for Learning expectations. An example of this would be detentions issued for a lack of PE kit in PE for instance. These are held at the discretion of each department and will be overseen by the Director of Learning for that subject.

The detention process for No Homework or Incomplete Work in lessons can also be seen below as this is structured slightly differently to allow students additional opportunities to address their incomplete homework/work in school with appropriate support.



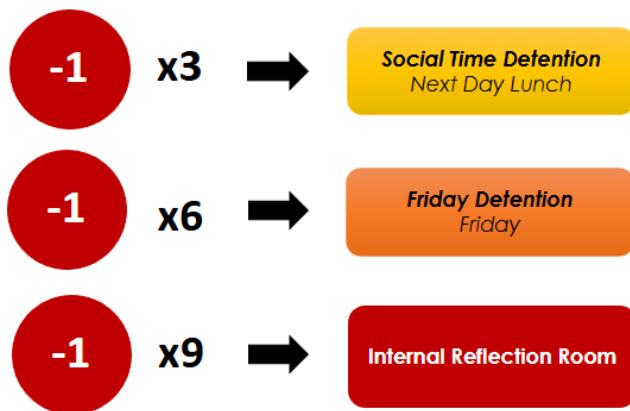
Students with issues regarding punctuality are monitored closely and placed on Late Report (either to school or to lessons) where appropriate. Failure to pass the Late Report will result in a Friday Detention. Any students who are continually on Late Report and do not show improvements will then be picked up by their Head of Year for further intervention and sanctions where needed.

Similarly, the process for addressing uniform issues can be seen below, including that of Uniform strikes issued and corresponding sanctions:



Any reasonable changes to uniform must be accompanied by either a Uniform Pass or a signed note from parents

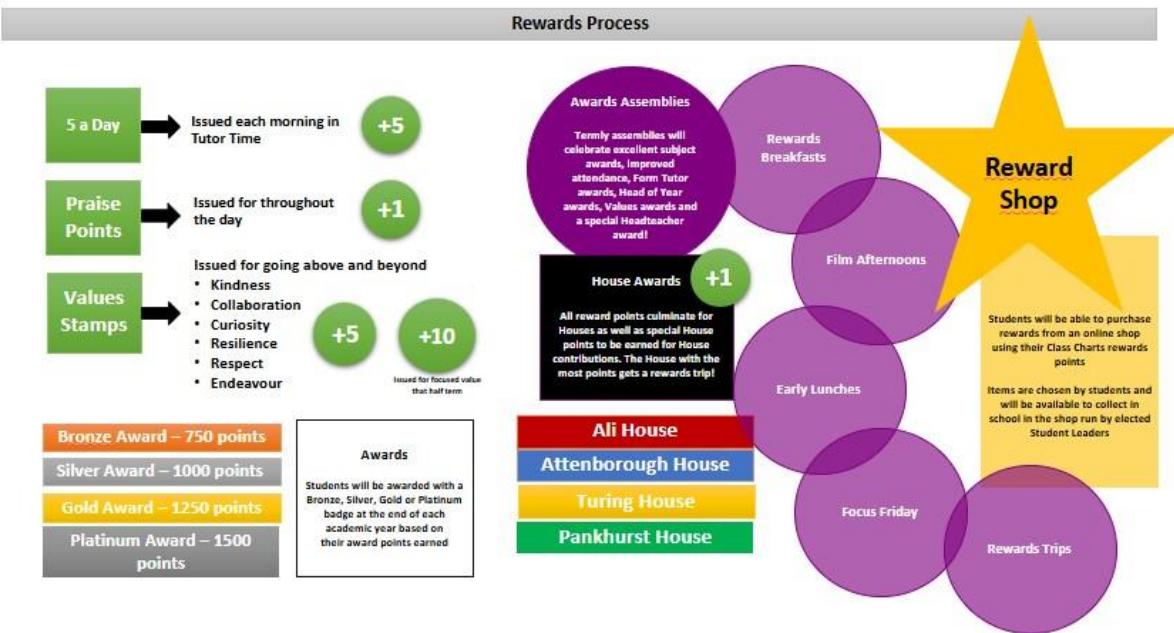
Uniform Process



Any reasonable changes to uniform must be accompanied by either a Uniform Pass or a signed note from parents

7. Rewarding Positive Behaviour

A school ethos of encouragement and celebration is central to the promotion of good behaviour. Acknowledging positive contributions is essential to achieving this. This acknowledgement 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.



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. 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 students' 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.

Letters/post cards of recognition or commendation: These will be sent to the parents/carers of students for any positive contribution to school life.

Displays are an important way in which the school recognises success. Displays of work will be used to encourage students who have made real effort. Departmental/Year Team notice boards will display individual or group achievements.

Student Leadership: 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.

8. Bullying / Child on Child abuse

Definition of Bullying:

This school has chosen to adopt Warwickshire Anti-bullying Partnership's definition:



"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future.
- 'Bullying' can take many different forms:
 - Physical, e.g. kicking, hitting, taking and damaging belongings
 - Verbal, e.g. name calling, taunting, threats, offensive remarks
 - Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
 - Racial e.g. using race or religious differences
 - LGBTQ+-phobic e.g. making fun of someone's sexuality or gender identification
 - Cyber, e.g. texts, e-mails, picture/video clip bullying, other forms of social media
- Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, by:
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of their child.
 - Providing appropriate education and support regarding their behaviour or actions.
- Support to both the alleged victim and alleged perpetrator.
- Where RFSS receive a report of Child on Child abuse, they will follow the principles as set out in part 5 of Keeping Children Safe in Education 2025 and of this outlined within the Safeguarding policy.
- If online, requesting that content be removed and reporting accounts/content to service provider and/or police.
- Sanctioning, in line with school Relationships for Learning Policy, this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, external agencies that will educate students or the Children and Young People's Mental Health Service
- For further details of Child on Child abuse please refer to our Safeguarding Policy available on our school website.

9. Students with Additional Needs

Rugby Free Secondary School recognises that some students 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 student with additional needs, a student with an EHC plan



or a child in care (CiC) or child previously in care (CPiC), we will in partnership with others (including the local authority as necessary, for e.g., contacting the Virtual School for a Child in Care or Previously in Care), consider what additional support or alternative placement may be required. This may involve assessing the suitability of Rugby Free Secondary School for a student with an EHC plan. Where a student has an EHC plan, we will consider requesting an early annual review or interim/emergency review.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to misbehaviour may be differentiated to cater to the needs of the student. Therefore any student will not be discriminated against on the basis of their sex, race, disability, religion or belief, sexual orientation, pregnancy and/or maternity, or gender reassignment.

The school's special educational needs co-ordinators will evaluate a student who exhibits misbehaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

Should a child in care be at risk of exclusion the virtual school will be contacted immediately to support the student with next steps.

Ongoing analysis of behaviour data serves to ensure that the school doesn't unintentionally discriminate against any identified group of students.

Inclusion

Inclusion is an area of the SEND Department that is used to support students with identified needs. Students may work with Learning Support Assistants, in this space, on a scheduled basis to meet the needs of the student. Inclusion also provides an appropriate space for students with SEND to complete sanctions such as internal exclusion.

10. Managed Moves and Offsite Directions

A managed move is used to initiate a process which leads to another mainstream school permanently. It is a voluntary process and all parties including, schools, parents and the local authority. Managed Moves occurs when it is the student's best interest to move.

The move is used as a planned intervention. The original school; should be able to evidence that appropriate initial interventions have taken place.

Where a student has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the Local Authority prior to the managed move. If the local authority both schools,



parents/carers are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

An Offsite Direction is used as a form of respite for students who are struggling within school and may benefit from a temporary 'reset' at another local secondary school. As per local authority guidelines this does not have to be done with parental consent, however we always strive to work with parents and students in such cases, to achieve a successful outcome.

Throughout this 10-week period, students will remain on roll at RFSS and be dual registered at another school. Throughout this time RFSS will continue to work in conjunction with the placement school to support students with periodic reviews and mentoring. At the discretion of the placement school, Offsite Directions, if successful, can lead to permanent Managed Moves where the student remains on roll at the placement school.

Similarly to a Managed Move, Offsite Directions are a planned intervention and supportive measure to address behaviour and prevent more severe sanctions such as permanent exclusion.

11. Suspension of Students

Suspensions and Permanent Exclusion operate at the discretion of the Headteacher. Please refer to the Exclusion of Students Policy (See Appendix A).

Where we have concerns about the behaviour, or risk of permanent exclusion, of a student with additional needs, a student with an EHC plan or a Child in Care, 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. Any necessary adjustments will therefore be made for SEND students before an exclusion is made.

Where a child who is a Child in Care is at risk of exclusion or receives a suspension, the Designated Teacher at RFSS and the appropriate Virtual School will be contacted immediately for advice and any prevention or intervention added to their EPEP.

12. Inappropriate Behaviour Outside 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



13. Restrictive Intervention

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent or stop them from:

- Causing an injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of physical restraint must:

- Always be used as a last resort and use the least amount of force or least restrictive intervention necessary for the least amount of time required
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents via our 'Positive Handling' system

Use of Reasonable Force to Search Pupils

- Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have a reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items.

Other physical contact pupils

In circumstances where it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- To give first aid
- To guide or escort pupils
- To comfort a distressed pupil
- To congratulate or praise a pupil (eg handshake)
- To demonstrate how to use a musical instrument
- Demonstrating exercises or techniques in PE

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 students 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

Designated 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 Headteachers, Staff and Governing Bodies (July 2013)

14. Searching and 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 or retain a student's property 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, however at times it may be required that a parental meeting takes place to discuss the item confiscated and potentially return to parental possession. 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 and smart watches. 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
 - Smoking paraphernalia (including cigarettes, tobacco, cigarette papers, lighters, chewing tobacco/snus and vapes)
 - 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 Headteachers, 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. All staff will complete a Student Search Form which students will sign along with another member of staff when a search has been completed. Parents will be informed that this search has taken place.



15. Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the consequence of this action will be at the discretion of the Headteacher.

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

16. 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.

17. Involvement of External Agencies

Rugby Free Secondary School works very positively with many external agencies including alternative provisions in supporting students. (See Appendix B).

18.Appendices

Appendix 1	Suspensions and Exclusions
Appendix 2	Alternative Providers

Appendix 1 – Suspensions and Exclusions

Suspensions & IRR:

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 IRR (Internal Reflection Room) for an extended period of time. IRR is manned by members of the pastoral team or teachers and they will ensure that students have sufficient work to complete throughout their period of time in IRR.

In some cases, the Head of Year/Senior Leadership Team may recommend to temporarily suspend 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 suspend or. **We operate a zero-tolerance approach towards acts of physical aggression and verbal abuse of staff or students.** The Headteacher or Deputy Headteacher must sign and approve the Suspension.

Parents will be informed when their child receives a suspension and will be required to attend a reintegration meeting at school with the Head of Year.

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, RFSS will ensure that all parties are included in the process. For any student with an EHCP the LA will be contacted in the case of a permanent exclusion.

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 (e.g. drugs), a weapon (e.g. knife, BB gun, replica weapon) onto the school site or serious physical assault of a member of staff or student, would result in permanent exclusion.

Students should not be in a public place for five 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 completes two fixed term exclusions which goes beyond five days, the day six 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 Trust's 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 2 – Alternative Providers

Information on the available alternative education providers can be found at this <https://schools.warwickshire.gov.uk/early-help-targeted-support/alternative-provision/1> A summary can be found via the Warwickshire County Council website.: This list is updated and changed by Warwickshire Local Authority and provisions may and will be removed by the Local Authority. RFSS will seek advice when needing to place at an Alternative Provision and will work closely with the student, parent, carer and local authority to ensure the student is placed in a provision that best supports their needs. The placement within provision will be for a six-week period up to a total of twelve weeks. A transition plan will be written by the provision to support the student back into their next school or next provision.