



Behaviour policy

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Next Review due: September 2022

RUGBY HIGH SCHOOL Behaviour Policy

This policy is linked to the school's Safeguarding and Child Protection Policy and its associated policies including the Anti-Bullying Policy. It is also linked to the Homework Policy. It has been drawn up in compliance with the Department for Education's Behaviour and Discipline in Schools Advice for Headteachers and School Staff 2016 and with Keeping Children Safe in Education 2018.

Behaviour Principles

- In line with our ethos of mutual care and respect, Students are expected to show care and respect for each other and to behave responsibly at all times.
- Students are expected to behave in ways that facilitate and promote their own and others' learning.
- All members of the school community are expected to behave in ways which promote the self-esteem and development of others.

Roles and Responsibilities

Parents

The school recognises that its partnership with parents is very important in helping our students to meet our behavioural expectations. We expect parents to work in partnership to assist the school in maintaining high standards of behaviour both in school and in the wider community. Where a student's behaviour fails to meet our expectations we will inform parents and work with them to support their son or daughter in addressing this. The Home School Agreement sets out the expectations that the school has of parents and students and that parents and students can have of the school.

All Members of Staff

All members of staff have a responsibility to promote and encourage good behaviour in a strong and positive manner.

Form Tutors

Form Tutors have a key role in promoting good behaviour. They have daily contact with their group and they are able to give an overview of each student's case and circumstances. All problems not easily resolved should be discussed with the Form Tutor. It is the Form Tutor's responsibility to explain expected behaviour to their group. They should monitor behaviour, including through regularly checking records on SIMs, be proactive in picking up problems, gathering information and helping to co-ordinate a response in line with the rewards and sanctions policy. In doing this they will be supported by the pastoral team and where appropriate by the school's Senior Leadership Team.

The Pastoral and Senior Leadership Teams

The Pastoral Team led by the Senior Assistant Headteacher with Responsibility for Student Progress with the other members of the Senior Leadership Team have overall responsibility for the personal development of students in the school and provide early help to students

needing support in adopting positive behaviours. The Senior Leadership Team will deal with serious problems which other strategies will have failed to resolve through the use of Individual Behaviour Plans

Subject Teachers

Subject Teachers have responsibility for student behaviour within the groups they teach. They should liaise as appropriate with their Heads of Department and with form tutors and take action if it is a subject specific problem. Heads of Department have responsibility for students studying a subject for which they have overall responsibility. They should support members of their department in dealing with subject-specific problems.

Promoting Positive Behaviours

The school promotes positive behaviours through its rewards system with its public acknowledgements of desired behaviours and through positive modelling of its core values: care and respect for others. Staff and older students act as role models and mentors for students who may be experiencing difficulties in meeting behavioural expectations. Assemblies and PHSE sessions e.g. Prison Me No Way Day are used to help students to know and understand about behavioural expectations and the law.

REWARDS

Individual rewards system

House points are the way in which this school chooses to recognise and reward students. All students, including those in Sixth Form, may be awarded individual house points. House points are recorded on SIMS. They are visible to students and parents on Frog. They may be awarded by any member of staff. As a guide, it is recommended that each teacher aim to award a minimum of 3 points, per class, per week. It is the responsibility of the member of staff organising extra-curricular activities and events to record any house points awarded. There are themed weeks, and double points weeks e.g. double house points for acts of kindness during Cool to be Kind Week.

House points may be awarded as follows:

- 1/5/10 Points - for extracurricular activities (sports teams/open evenings/ parents evenings/ concerts school play etc.)
- 1 point - for progress
- 1 point - for sustained excellence
- 1 point - for school motto (collaborative working/ respecting and caring each other/ acts of kindness)
- 1 point - for uniform and equipment
- 1 point - for growth mindset
- 1 point – for attitude to learning

Students receive a certificate for 50 (bronze), 100 (silver), 150 (gold) etc house points gained across the year. These are awarded in House assemblies. Each term students are allocated

raffle tickets (1 raffle ticket per 10 house points) which are entered into a draw to win gift vouchers. There are separate draws for the lower, middle and upper school.

Students who achieve the most points in a category over a half term are invited to breakfast with the Senior Leadership Team. Students may be invited to no more than one breakfast each year. These breakfasts have a theme, for example, in autumn term 1 the theme is attitude to learning, autumn term 2 is Growth Mindset.

Whole school celebration assemblies are held towards the end of each term, and parents of award winners are invited to attend. Departments nominate students to win awards.

Friday form time will be allocated for students' self-reflection and celebration.

Postcards Home

The school recognises the value of sharing good news about achievement, progress and effort with parents. Every department has department postcards that can be sent home to acknowledge good work, progress or special effort.

House Rewards

The competition for the house shield runs from September to July. The house shield is awarded to the winning house at the end of the summer term and again on Foundation Day. This competition includes individual house points and points achieved from house competitions that are organised by departments throughout the year. In addition to the house shield, each term the house points achieved by individuals and through competitions will be totalled, with prizes for the house with the largest number.

Examples of house prizes (not an exhaustive list):

- Non-uniform day
- Time off timetable for an educational activity
- Lunch pass tickets for a week
- House colours on flagpole/ bunting in hall.

School Rules

In order to ensure the safe and smooth functioning of the school community a set of rules has been developed for the main school to which all students are expected to adhere. A separate code of conduct applies to the Sixth Form.

At Rugby High School students can expect:

- to be treated with respect and consideration
- to be valued and listened to
- to be able to work in a safe and stimulating learning atmosphere.

All students are expected to be courteous to others and show care and respect. This extends to the use of electronic communications e.g. emails, posts, online messages.

Each student must:

1. Attend regularly and punctually at both registrations and each lesson.
2. Complete homework punctually to the best of their ability.
3. Bring the correct resources to each lesson.
4. Ensure that all property brought to school is clearly named.
5. We operate a cashless system in school but students must ensure that any money brought in must be kept safe and not be left in coat pockets or bags, where it may be vulnerable to theft.
6. Wear the correct school uniform at all times.
7. At the start of the day, while COVID 19 Safety precautions are in place, students must proceed to their allocated handwashing station and then to their form room in their Year group bubble area and wait sensibly for registration at 8.50am
8. Wait sensibly for the school bus home; and remain inside the school gate until their bus has arrived, face coverings must be worn while waiting for and travelling on the bus.
9. Remain in school throughout the school day if students are in the main school. Students will only be allowed to leave the site if accompanied by a member of staff or by a parent/carer. Separate arrangements are in place for Sixth Form students.
10. Ensure that they see a teacher to catch up work missed due to non-attendance at a lesson.

All students:

11. Must not bring chewing gum into school at any time.
12. Must not smoke anywhere on or near the school premises.
13. Must not bring into school any unsuitable or illegal substances e.g. alcohol, cigarettes, illegal drugs, any unsuitable material, e.g. indecent images or any dangerous instruments e.g. lighters, knives.
14. Must not consume food or drink (including water) in computer areas, the reading room, the Science labs, the music centre or in corridors. Students may only eat in designated dining spaces.
15. Must not take anything from another student's locker or desk without permission.

COVID-19 Addition to the Behaviour Policy Rules and Expectations

In line with our Behaviour Principles it is essential that, whilst additional measures are in place to safeguard our students and staff during the COVID-19 pandemic, students adhere to all social distancing, handwashing and hygiene guidelines and instructions from staff when on the school site. Students must ensure that they respect staff and student choices

regarding the wearing of additional PPE. While a one-way system is in place in school, it is our expectation that all staff and students will respect this. If students do not follow measures in place at this time, this will be considered a serious incident and will be reported immediately to a member of SLT. Parents will be informed.

Discipline Outside the School Gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'.

In line with DfE Guidance, the school may discipline a student for any misbehaviour when the student is:

- 1) taking part in any school-organised or school-related activity or
- 2) travelling to or from school or
- 3) wearing school uniform or
- 4) in some other way identifiable as a student at the school or misbehaviour at any time, whether or not the conditions above apply, that:
- 5) could have repercussions for the orderly running of the school or
- 6) poses a threat to another students or member of the public or
- 7) could adversely affect the reputation of the school

Power to Search

School staff can search a student for any item that may contravene the school's Behaviour Policy

The Headteacher and staff authorised by the Head have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Any search should be conducted by a person of the same gender as the student and in the presence of a second adult (wherever possible this person should also be the same gender as the student). Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Staff will use Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018 to guide them.

SANCTIONS SYSTEM

Sanctions are applied on the rare occasions that students fail to meet expectations and to ensure a positive atmosphere in lessons and around the school. The purpose of sanctions is

to ensure outstanding behaviour for learning. Sanctions should always be proportionate and appropriate to the behavioural issue which has arisen. Staff will use verbal reminder to make it explicit to a student the behaviour that is expected of them.

Sanctions are issued as a consequence for behaviour that does not meet expectations. They are not punitive. It is important that either as part of the lesson, (or a follow-up conversation if appropriate) that a discussion takes place to re-inforce positive behaviours – this may be with the class-teacher, or a member of the pastoral or senior team dependent on the nature of the sanction.

The 6th form Prefect Team will coordinate the setting up and running of a homework club for students in the main school so that students have somewhere quiet to go and do homework at lunchtime. This will run daily and will begin again when Covid-19 social distancing measures have been removed.

Behaviour Points

Behaviour points are given for behaviour that does not support a positive learning approach.

1 Behaviour point

- Homework not handed in on time
- Uniform
- Lateness
- Food/drink
- No equipment

2 Behaviour points

- Homework not produced after extension to deadline given (in addition to the penalty point issued above)
- Inappropriate behaviour

Some examples of what may constitute 'Inappropriate behaviour' include rudeness, refusal to follow instructions, disturbing the learning of others, dishonesty, off task despite warning, mobile phone use, missing lessons (6th form). This list is not exhaustive.

5 Behaviour points = 30 minute lunchtime detention (HOD supervision on a rota) or letter sent home by form tutor if points are gained while Covid-19 social distancing precautions are in place. If a student fails to turn up to a lunchtime detention, then they will receive an after school detention. Form tutor to flag up to Pastoral team if more than one behaviour incident.

10 Behaviour points = 60 minute after school detention (SLT/Pastoral team supervision) or a letter sent home from Senior Assistant Head if points are gained while social distancing measures are in place. Form tutor to flag up to Pastoral team.

15 Behaviour points = pastoral referral - interventions to be planned based on individual need. An Individual Behaviour Plan to be created and shared with teachers and other relevant staff. Note - this may include a referral to a HOD if the issues relate to only one subject.

The member of staff issuing the Behaviour point(s) needs to make it clear to the student that Behaviour point(s) has/have been issued and the reason why before the point(s) is/are recorded on SIMs.

Behaviour points will only be counted if they are in the last two consecutive half terms

Students and their parents can see when a Behaviour point has been issued by logging onto Frog.

If a student is exhibiting behaviour which is not resolved by the above or who is a danger to themselves and/or others should be removed from the lesson by a member of SLT. A responsible student should be sent to reception to ask for an appropriate member of staff.

The sanction, by law, must be issued whilst the student is under charge of the member of staff and be in proportion and reasonable, taking into account the student's age, any SEN or disability they may have, safeguarding issues and any religious requirements affecting them.

Sanctions from SLT

Members of SLT may issue a detention for a more serious breach of discipline e.g. for smoking on school premises, for being discourteous to members of staff, for bullying, peer on peer abuse, or when a student has had to be removed from a lesson. This provides an opportunity for a student to reflect on what has happened, why it was unacceptable and or dangerous. The student may be required to carry out some relevant research and to present his or her findings in the form of an information leaflet or advice and guidance to his/her peer group.

Other Sanctions

Sometimes it may be appropriate to ask a student whose conduct merits a sanction to undertake a specific task for the benefit of the whole community e.g. a student may be asked to clear up litter, clean off graffiti, tidy an area of the school. These sanctions are usually related to the behaviour that has merited the sanction.

In some circumstances, loss of privileges may be an appropriate sanction e.g. loss of a responsibility, inability to attend a school function.

Report

Sometimes a student may be placed on report as a way of monitoring behaviour. Report is used to reinforce and encourage desired behaviour by recording every occasion on which the desired behaviour has occurred. Reports are specific to the student i.e. they are designed for that specific individual. Students on report are required to have that report

monitored on a daily basis by a named member or staff. Students and staff are encouraged to share reports with parents.

Individual behaviour Plans

Where a student has reached 15 BFL points or where there is sufficient concern about a student's behaviour either subject staff or the Pastoral Team will draw up an Individual Plan to identify what support will be put in place for that student and detailing how any further behavioural incidents will be dealt with.

Behaviour on School Trips

Students wanting to go on school trips will need to have a behaviour record that suggests that they can comply with instructions and behave sensibly and safely. In cases where behaviour may be affected by a disability or special educational need, the school will consider what reasonable adjustments can be made to enable the student to participate in the trip.

In cases where a student's behaviour on a school trip is a cause for concern, trip staff should contact the member of SLT responsible and seek advice. Parents will be informed of serious breaches of the trip code of conduct and their assistance sought in ensuring compliance for the remainder of the trip. Loss of free time/remote supervision may be appropriate sanction whilst the trip is in progress in some cases. In cases where there is a serious risk to the safety of the student or of others, consideration will be given to repatriation.

More Serious Offences

Extremely serious offences e.g. a student refusing to comply with a request, violent behaviour etc. The member of staff should send for a member of the senior leadership/pastoral team by contacting Reception.

Investigation

Investigations into serious incidents e.g. assaults on other students, vandalism, bringing a prohibited substance or item into school will be carried out by a member or members of the pastoral team, or a member or members of the Senior Leadership Team. It is very important that the investigator establishes clearly what happened, when and whether or not there were any witnesses or any evidence that might shed further light on what has happened. The students involved will normally be asked to provide signed and dated written accounts. These will be in the form of a clear "Rugby High School Incident Report" proforma (see Appendix One). These may provide the starting point for further investigation and questioning. In some cases the investigator may wish to ask students to answer a series of specific questions instead of writing a free account. Depending on the nature of the incident, the investigator may also ask staff to provide an account. The investigator should reach a reasoned written conclusion (dependent on the nature of the incident, this may be an email to the parents of individuals, a report on myconcern or a formal written investigation.) as to what has happened and explain how they have arrived at that conclusion. Investigators are expected to use their professional judgement, and use the balance of available factual evidence when coming to conclusions. Hasty judgments should

be avoided. The outcome of investigations should be shared with all parties. For safeguarding and data-protection reasons the nature of sanctions applied MUST NOT be shared with any student or parent(s) except for the student and parent(s) to whom they apply

Bullying

The school will make every effort to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviours including Peer on Peer abuse using, amongst other methods, preventative strategies through active development of students' social, emotional and behavioural skills. All reported incidents of bullying and peer on peer abuse are recorded on "My Concern".

We will ensure that staff model the values (care and respect) that we want to see reflected in our students' conduct and we will, through our Sex and Relationships Education programme, teach them explicitly about consent. The school will work hard to create a supportive culture in which students feel that their concerns are listened to, taken seriously and addressed. It will encourage students to report concerns as they occur, swiftly, in order that they can be addressed.

Further information and advice is detailed in Rugby High School's Child Protection Policy, Bullying Policy and E-safety Policy; copies of which can be obtained from the school office or on the school's website.

Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will always be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Students with Special Education Needs and Disabilities

Those students with Special Education Needs (SEN) and disabilities, as well as those who face additional challenges, will have their needs taken into consideration when administering sanctions and rewards. This may include, for example, students who are under evaluation or assessment by Rugby High School's SENCo or those allocated a Key Worker.

Lastly, students identified as having possible mental health issues will have those taken into consideration too. In all instances, behaviour plans should be in place to support students and their additional needs.

Seclusions and Exclusions

Seclusions, fixed term or permanent exclusions may be used as sanctions in the case of serious offences. A seclusion may be awarded by any member of the Senior Leadership

Team. An exclusion (either fixed term or permanent can only be awarded by the headteacher).

Seclusion

During a seclusion, the student will work with a member of staff in isolation from her peer group and may take breaks and lunch times at a different time from the rest of the group. A seclusion may be for a lesson, a half day or a full day. During a seclusion the student may be asked to reflect on what has happened, why it was unacceptable and or dangerous. The student may be required to carry out some relevant research and to present his or her findings in the form of an information leaflet or advice and guidance to his/her peer group. He or she will also be asked to complete work set by the teachers of the lessons he/she is missing.

Exclusion

The school recognises the serious consequences for a student of an exclusion and will, wherever possible, put strategies in place to support the student to avoid using this sanction. There are some occasions where a student's behaviour may make an exclusion necessary before support is put in place e.g. if a student were to be found dealing drugs on school premises. Where a student is known to be at risk of exclusion, the school will work with other local headteachers and Warwickshire County Council to identify external forms of support including a managed move and alternative provision. Please see the Exclusions Policy for further details.

Allegations of Abuse against Staff

Allegations of abuse are to be taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner.

The investigation will be led by the Headteacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

Physical Restraint

Violence and aggression are unacceptable behaviours. The school is committed to helping students who exhibit violence or aggression to learn to take responsibility for and to manage their behaviour, to learn to recognise their triggers and to adopt alternative, positive responses to them. Careful behaviour management and risk assessment are crucial tools in preventing violence and aggression. Risk assessments must be completed for any student who is repeatedly violent and aggressive. Students for whom risk assessments have been compiled will be offered advice and support which may be provided by the school or by external agencies. Wherever possible, staff should use de-escalation strategies e.g. communicating calmly with the child using non-threatening verbal and body language to

defuse a potentially violent situation. There are rare occasions when staff may need to intervene physically or to restrain a student.

The use of physical intervention and restraint must comply with the law. To be judged lawful the restraint must be proportionate to the consequences that it is intended to prevent and the degree of force must be the minimum required to achieve the desired result. The intervention or restraint must be in the best interests of the student. There are times when a member of staff might need to physically intervene in a situation e.g. to stand between students or to block a student's path.

Occasionally a student may need to be physically restrained in order to prevent her from harming herself and/or others. Examples of these forms of active physical contact include: leading a student by the hand or arm or ushering a student away by using a hand in the centre of the back. Whenever physical restraint is used, the first consideration should be whether medical attention is required for the student or for anyone else involved in the incident. Any instance in which physical intervention or restraint is used must be recorded in the Physical restraint is used must be recorded in the Physical Intervention and Restraint Log and a letter sent home to parents explaining what has happened and why.

Appendix One

Rugby High School Incident Report

Your name:		Your form:	
Date of Incident:		Time of Incident:	
Location of Incident:		Names of other people who were present but not involved:	
Names of those involved:			
What happened? Only tell us what you actually saw and heard. Don't tell us about what others told you had happened or what they said they saw. Continue on a separate sheet if necessary.			

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Linked Policies:

Esafety Policy

Anti-Bullying Policy

Child Protection and Safeguarding Policy

Exclusions Policy

Mobile Phone Policy

RSE Policy

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