



Rugby High School Behaviour Policy

This policy sets out overarching practices, procedures and specific guidance for all staff.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

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Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools 2022
- Searching, screening and confiscation at school 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Use of reasonable force in schools 2014
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

Our School

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy, Successful and Global Citizens.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

We believe that a school can only be successful when it is a true community. Achieving good relationships in school depends on every member of staff understanding that adults need to model the behaviour they wish to see from students, that good behaviour needs to be taught as much as academic content and that lapses in behaviour can be a learning opportunity for students.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy

The Restorative Approach

At RHS, we have high expectations of our students. We encourage all young people to try their best to achieve their goals. They should understand that it is the responsibility of staff, students, parents, governors, and the community as a whole to uphold and maintain our school values. For occasions when this is proving not to be the case, we use restorative approaches to help all key stakeholders understand the impact of their actions and how to put it right. We believe that by using Restorative Practice we are giving students the skills to independently make better and more informed choices in the future.

Restorative approaches encourage us all to think about how our behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection.

If a student or member of staff in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has done something wrong they will be offered opportunities to put things right and change their behaviour so it does not happen again. If this does not happen, sanctions will still be put in place.

By using the Restorative Approach, it allows ALL parties to have their say AND be listened to.

When our students find themselves in conflict or upset we will ask them:

- What happened? (Story Telling)
- Who has been affected by this? (Impact)
- What needs to happen now? (Solution Focus)

Most situations can be dealt with by working through these questions. The aim here is that everyone has a voice and the outcome is fair for everyone. If somebody is upset, we aim to help them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Roles and Responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher and SLT

The Senior Assistant Headteacher (Yvette Grogan) is responsible for reviewing and approving this policy, in consultation with the Headteacher (Mark Grady), and for presenting the policy to SLT and governors for approval.

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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and engaging in the restorative process where appropriate (all staff)
- Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them (teaching staff)
- Taking responsibility for promoting good and courteous behaviour both in classrooms and around the school (teaching staff)
- Modelling positive behaviour of care, kindness and respect (all staff)
- Providing a personalised approach to the specific behavioural needs of particular students (all staff)
- Recording behaviour incidents (all staff)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules and the school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Engage in and encourage their child to engage in restorative action where necessary

Behaviour Expectations:

Students should:

- Behave in an orderly and self-controlled way allowing all to learn safely
- Behave in an orderly and safe manner around the school at break times
- No use of physical violence between any members of the school community.
- People's personal space is respected and students can move about the school in safety.
- Threatening language will be treated as seriously as physical violence.

- No discriminatory language is used. This could be related to race, gender, sexuality or disability.
- No member of the school community is made unhappy by the unkind actions of others.
- Respect is shown to members of staff and each other
- School buildings and school property are treated with respect
- Correct uniform is worn at all times
- Consequences, when given, are accepted
- Students refrain from behaving in a way that brings the school into disrepute, including when outside school

Appearance Expectations:

The school's expectations are:

- Students take a pride in their appearance and wear the School uniform correctly to and from school and around the school site.
- Students conform to the guidelines about wearing jewellery and make up. The school expects that students do not use their appearance as extreme statements, for example, extreme hairstyles (hair dyeing that is not close to natural colours is not permitted) or tattoos.
- Students wear the correct sports kit and when representing the School ensure that they look smart.

Parents can expect:

- That the school uniform is clearly defined and reasonably priced. Help will be available in providing uniform items, if parents have a difficulty.
- That they are informed if their child is not coming to school correctly dressed.
- That they have a reasonable time to purchase replacement equipment. That the school has a lost property system.
- That the staff are consistent and vigilant in following up uniform issues.
- That judgements are made quickly about fashion

Code of Conduct

At RHS we share our expectations with students clearly, and ensure that form tutors introduce and remind students of the expected code of conduct, to ensure outstanding behaviour and ensure that all students show care, kindness and respect and are able to achieve their best.

Every student will be required to sign **a code of conduct** at the start of every academic year so they can take responsibility for their actions. This will be introduced during the first form periods and collected by the form tutor as reference. Parents will be sent a copy for their information and a copy will be available on the school website. This will form a contract and understanding between student, parent and school.

RUGBY HIGH SCHOOL (Main School)

BEHAVIOUR AND CODE OF CONDUCT – student agreement

At Rugby High School we expect **outstanding behaviour** at all times and for all members of our community to show **care, kindness and respect** to one another.

Name:

Form:

As a member of the Rugby High School community I agree:

- i. to be ready to learn every day
- ii. to arrive punctually to lessons
- iii. to have my books and equipment with me for my lessons
- iv. to work effectively in classes: on my own, in pairs or in groups, always trying my best
- v. to follow the rules of each teacher when in class
- vi. to wear my uniform correctly and follow the dress code
- vii. to respect the school site: including school property, classrooms, form rooms and toilets, refraining from littering
- viii. to move around the school corridors and stairs safely and considerately
- ix. to complete and hand in my homework on time to the best of my ability
- x. to adhere to the e-safety policy and use all technology in a safe and responsible way, as agreed by the ICT agreement
- xi. to only use my mobile phone as directed by teachers
- xii. to show kindness to others and refrain from any unkind or bullying behaviour.
- xiii. not to consume food or drink in computer areas, science labs, the music centre or corridors. Chewing gum is prohibited throughout the school.
- xiv. to behave in a way that is fitting for a school, refraining from inappropriate language (e.g. swearing) and inappropriate physical or non-consensual contact with others
- xv. Not to bring in / take any drugs, illegal substances cigarettes, vapes or alcohol on the school site
- xvi. to report any inappropriate behaviour to a member of staff, and to talk to any member of staff if they are worried about themselves or someone else.

Signed:

Date:

RUGBY HIGH SCHOOL SIXTH FORM: BEHAVIOUR AND CODE OF CONDUCT

At RH6 we expect **outstanding behaviour** at all times and for all members of our community to show **care, kindness and respect** to one another at all times.

We expect our Sixth Formers to recognise that they are **role models** for the rest of the school community. As such we want all our students to uphold the vision of our school, to be **respectful and responsible** members of the Sixth Form by adhering to the following standards:

As a member of the Sixth Form I agree:

- I. To commitment to **full time attendance** on a **full-time basis**
- II. To show care, kindness and respect to everyone in the school community: **peers, younger students, all staff and visitors**
- III. To be **punctual** for registration and all lessons
- IV. To meet all homework and coursework **deadlines**
- V. To use any **extended study leave** – either at school or at home – productively and solely for school work.
- VI. To adhere to the **Dress Code** in full
- VII. To treat the **whole school site** and neighbourhood with respect and strictly as a non-smoking area, including vaping
- VIII. To adhere to the **e-safety policy**, and use all technology in a **safe and responsible** way as agreed in the **student ICT agreement**, signed by each student
- IX. To **behave in a way that is fitting for a work place**, refraining from inappropriate language and inappropriate physical or non-consensual contact with others
- X. To refrain from any **child on child abuse or bullying behaviour**, either online or in school
- XI. To use **mobile phones** in lessons only when and as directed by the teacher
- XII. Not to use mobile phones in corridors.
- XIII. Not to consume food or drink in computer areas, science labs, the music centre or corridors. Chewing gum is prohibited throughout the school.
- XIV. To put the **car parking** agreement into practice
- XV. To **report and disclose any information about inappropriate behaviour** to any member of staff if they are concerned or worried about themselves or any other member of the school community.

For further information please refer to:

- RH6 vision statement
- E-safety policy
- Anti-bullying policy
- Behaviour policy
- Consent FAQs
- Sexual Health FAQs

Enabling students to understand Code of Conduct and expectations

In addition, Year 7 students will be introduced to the idea of "RESPECT", from the induction week in July, and shared with parents during Year 7 parents evening:

How can you be a great Rugby High School student?

All you need to remember is RESPECT

Ready to learn: have you everything you need for the start of a lesson ,including homework and correct uniform?

Engaged in lessons: are you following instructions in lessons and listening really carefully to your teachers/ peers, and getting actively involved?

Silence: you mustn't talk when a teacher or any other student is talking.

Punctuality: are you on time for the start of the school day and every lesson?

E-safety: are you being safe, responsible and careful online?

Care: are you showing care and kindness to EVERYONE in the RHS community, at all times and in all places?

Talk to a staff member if you are concerned or worried about anything

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 4 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.

Behaviour Consequence Procedures: our system

System of consequences

Any breach in code of conduct should be dealt with immediately by the member of staff in a restorative manner. If warranted, a consequence point can be issued for any breach in the code of conduct.

Any consequences should be timely and any issues to be dealt with swiftly, so that students can immediately recognise and engage with changes in their behaviour or attitude. A “low key” conversation or verbal warning is often constructive and valued by teacher and students, before an issue of a consequence point.

Consequence points are logged on SIMS and checked weekly by Form tutor in the first instance. Consequence are cumulative:

	Initial breach (1 consequence point can be added at discretion of teacher)	Teacher talks to student during/ at end of lesson / form time	Up to 5 minutes (end of period 2/4)	Conversation, reminder about rule and clear expectations set	Form tutor and curriculum leader can be informed
<i>e.g. a student, who is normally well behaved, wastes a short amount of time in a lesson chatting instead of working productively. Teacher talks to student at end of lesson, and they stay for three minutes to ensure work is caught up.</i>					
	3 consequence points	Breaktime supervision (running 3 times weekly by WPL)	15 minutes	Student reflection #1*completed or guided apology***	Information Passed from Form tutor to WPL and Curriculum Leader as needed
<i>The student reflection will be completed during the breaktime supervision, enabling them to think about their actions and consider better alternatives.</i>					
	5 consequence points	Lunch time detention Run once a week by SD	45 minutes	Students reflection#2** competed and bespoke activity, linked to misdemeanour	Form tutor issues standard letter to notify parents of lunch time detention
<i>This is the first time we name the consequence a detention. A more detailed reflection is completed, allowing the student to reflect in greater depth.</i>					

	10 consequences points	SLT detention (after school)	1 hour	Restorative conversation. Targets and action plan Reflective reading activity	Letter to parents Issued by WPL (main school) ODB/ PC (Sixth Form)
<i>A formal after school detention with a member of SLT, who will create specific targets and action plan, to be shared with teachers, parents and tutors.</i>					
	15 consequences point	Meeting with parents Staff as appropriate	-	Positive behaviour report for two weeks and plan to restore relationships and learning	FT to monitor report. WPL / ODB/ PC to review in 2 weeks
<i>Student will show behaviour report to teachers who sign every lesson, and form tutor will monitor</i>					
	20 behaviour points	Head teacher's detention	1 hour 30 minutes	Total review of code of conduct: re-signing conduct code. Any other support put in place.	Parents informed by letter of detention by MG Reviewed in one month.
	Serious misdemeanour	Internal seclusion	Duration decided on case by case basis	Reintegration conference with student, parent and headteacher	Formal meeting
<i>Students will work under staff supervision for the period of the exclusion. An internal exclusion may last for two periods or be up to two days. Parents/carers will be informed of any internal exclusion as part of the discussion of the circumstances.</i>					
	Serious misdemeanour	Fixed term suspension	Duration decided on case by case basis	Reintegration conference with student, parent and headteacher	Formal meeting
<i>Very serious offences will result in exclusion from the school and can only be authorised by the Headteacher.</i>					

CAVEATS and instances where a student can go straight into a breaktime supervision or lunchtime detention: with letter home to parents. In this instance, the member of staff will issue the supervision/ detention, sending a standard letter, and informing form tutor and WPL.

For certain breaches* students can and will be put immediately into a breaktime supervision or lunchtime, with parents notified:

1. refusal to follow a reasonable instruction from a member of staff
2. any rude or threatening language towards any other member of the school community
3. misbehaviour in toilets

(*this is not an exhaustive list)

Taking action fast: instant solutions

Nail varnish:

Form tutors will be issued with nail varnish remover for their areas/ blocks. Nail varnish can be removed immediately in form time by student.

Incorrect uniform:

There will be a stock of school uniform: blazers, jumpers, trousers and skirts and footwear in the WPL office: students can be sent to get changed. They can collect own items at the end of the day.

Jewellery:

Teachers can confiscate jewellery and keep it safely until the end of the day/ or, if this is not possible, pass it on the WPL/ member of Sixth Form team.

Reasonable Adjustments for students with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents occur, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with infringements of the school rules by students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator Yvette Grogan may evaluate a pupil who exhibits challenging behaviour 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Definitions

Poor Conduct:

In lessons dealt with by the subject teacher e.gs.:

- Talking whilst the teacher is talking or whilst work is in progress
- Calling out
- Inattention
- Using phone
- Chewing
- Forgetting equipment regularly
- Non-completion of homework
- Lateness
- Rudeness
- Defiance

On the way to/from school or out of lessons dealt with by any staff

- poor behaviour on site
- rudeness
- repeated failure to fulfil uniform requirements
- bringing in banned items
- repeated lateness to lessons/school
- canteen queue
- misbehaviour in toilets

Serious poor conduct:

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual jokes or taunting, including derogatory references based on gender stereotyping e.g. anti-LGBTQ+ language
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of, or pressuring others to share, nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking and vaping - at any time on or near the school site, as the school is a non-smoking site for all students, staff, parents and visitors
- Racist, sexist, homophobic, transphobic or other discriminatory behaviour
- Misuse of mobile phones e.g. to film or record anti-social behaviour and posting material online which bring the school into disrepute

Bullying:

- Consequences are dependent on the specifics of each case and can include any of the sanctions available to the school.
- Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Excluding, tormenting, making unkind comments of a personal nature.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice based and discriminatory including: <ul style="list-style-type: none">• Racial• Faith-based• Belief-based• Ethnicity-based• Gendered (sexist)• Sexuality-based• Transphobic• Disability-based• Appearance-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, ethnicity)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Restorative Conversations

An opportunity for those involved (staff – student / student – student) to begin to rebuild the relationship and for each person to express their own perspective and feelings about the incident

The restorative conversation is, and always will be, the most important part of any consequence put in place. It provides an opportunity for those involved (staff – student / student – student) to begin to rebuild the relationship and for each person to express their own perspective and feelings about the incident. Any consequence undertaken must involve this conversation at some point (not always at the same time) and must be discussed with parents / carers in a follow up telephone call.

The conversation is not to be used as another opportunity to admonish students, the focus must always be about moving on and should involve the setting of targets to determine "what next?"

Restorative conversations should always:

- Help the student(s) reflect on their behaviour
- Be based on the use of restorative practice (What? So What? Now what?)
- Move the student(s) on from that behaviour

When moving on from the behaviour incident, it is important to always remember:

- Reinforce the school values at all times
- Remind students of the school ethos of community and explain how putting things right adds to that sense of togetherness
- Reinforce positive aspirations
- Remind students of when they did this thing well in your lesson
- Provide support for positive behaviours (eg, move seats...)
- Agree and write down a strategy to improve the student's behaviour (on the Reflection Sheet)
- Take an active part in helping them to improve in the long term
- Agree on a change that will benefit the student if necessary (eg, meet with parents)



There may be a safeguarding issue which is a mitigating factor in the behaviour choice made and you will need to raise this with the DSL or other member of the safeguarding team. There may also be another revelation that will need following up (e.g. friendship issue, bullying etc) which may also need passing on. Framework/scripts are provided for staff.

Rugby High School

Student Reflection for breaktime supervision

Student name:

Form tutor:

Date:

Reflection log	
In your own words tell me what happened. (e.g. why you were given the consequences point, or why you were sent to supervision) Please be sure to include what you did.	
Why do you think this happened?	
What would you need to make sure this doesn't happen again?	
Is there anything else you need? (what else can we do to support you?)	

Rugby High School

Student reflection for lunchtime detention

Name:

Form tutor:

Date:

Reflection log	
In your own words tell me what happened. (e.g. why you were given the consequences point, or why you were sent to detention) Please be sure to include what <u>you</u> did.	
How can we make this right?	
Whom did your actions effect? Please list the people and identify how you affected them	
What steps can you take to repair your relationship with each person?	

Moving forward	
What strategies or skills can you work on to improve your responses in the future?	
If something similar happens again in the future, what will you do?	
Is there anything else you need to be successful in this? (<i>what else can we do to support you?</i>)	

Rugby High School

Student apology guide

Good apologies:

1. Identify what you did wrong
2. State why it was wrong or the harm it caused
3. Highlight what you will do differently in the future
4. Express care

Apology planning	
Who are you apologising to?	
What did you do?	
How did your actions impact this person? <i>Did it hurt them physically? Emotionally? Did it embarrass them? Scare them? Be specific</i>	
What will you do in the future?	
Write your apology	

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE document: Searching, Screening and Confiscation in Schools 2023.

Confiscation

Any prohibited items listed below found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- Vapes, vaping equipment and electronic cigarettes
- fireworks; and

- pornographic images.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Lead DSL, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Serious Incidents in School

Serious Incidents in School

Following an alleged serious incident, statements (Appendix One) from the victims(s), alleged perpetrator(s) and any members of staff will be taken and parents informed. SLT will then investigate the matter and appropriate sanctions applied.

- If a student is caught smoking or vaping in or around School then this may result in a suspension or a suitable, equal alternative (e.g. a longer placement in isolation).
- If a student is caught in possession of an illegal substance they will be suspended and the police may be informed on the first offence.
- If a student is caught dealing in illegal substances they will be either permanently excluded from the School or Alternative Provision will be put in place, and the police informed.
- If a child is caught with alcohol or other solvent they will be immediately sent home and parents invited in for interview. They will also be sanctioned appropriately, dependent on circumstances.

Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or

the allegation may have been a cry for help. If so, a referral to the Children and Families Front Door may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Behaviour outside of the school premises

Any poor behaviour exhibited by a student that contravenes the school rules outside of the school premises may receive a sanction in the following circumstances:

- when a student is taking part in any school-organised or school-related activity;
- when a student is travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

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:			
<p>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.</p>			