



Behaviour Policy

Approved by:	Board of Governors
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Last reviewed on:	September 2025
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Next review due by:	September 2026
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Our vision

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 and Successful, showing kindness, care and respect to others

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.

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 Wellbeing and Progress Leads are responsible for reviewing and approving this policy, in consultation with the Head of Sixth Form and Headteacher, 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, and Wellbeing and Progress Leads 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 (or form tutor if appropriate) 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 in the main school) 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 can find a copy in this policy on the school website for their information. 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, and at all other times to keep it in my bag or locker
- xii. to show kindness to others and refrain from any unkind or bullying behaviour.
- xiii. not to consume food or drink anywhere other than the dining room, conservatory area and hall. 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

School rules apply to ALL students in the school, including Sixth Form

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:

- I. 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 refrain from bringing any **banned / dangerous items** into school
- IX. 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
- X. 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
- XI. To refrain from any **child on child abuse or bullying behaviour**, either online or in school
- XII. To use **mobile phones** in lessons only when and as directed by the teacher
- XIII. Not to use mobile phones in **corridors**, or main school public areas
- XIV. Not to consume **food or drink** in computer areas, science labs, the music centre or corridors. **Chewing gum** is prohibited throughout the school.
- XV. To put the **car parking** agreement into practice, and to drive carefully around and on the school site
- XVI. 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
- Sexual Health FAQ
- Anti-bullying policy
- Behaviour policy

- Consent FAQs

- *Any breach in code of conduct will lead to a **Restorative conversation** and ensuing supervisions and detentions, in keeping with our behaviour policy*
- *In addition, any breach in consequence may also lead to **loss of Sixth form privileges**, including being allowed out at lunchtime*

Name:

Form:

Date:

I have read and understood this code of conduct and agree to abide by these rules, and the rules of the school.

Enabling students to understand Code of Conduct and expectations

In addition, all students will be introduced to the idea of “RESPECT”, from the induction week in September, 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 Arbor. They are visible to students and parents through the Arbor App. 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:

Students can receive a point for demonstrating:

- Curiosity
- Creativity
- Challenge
- Kindness, Care, Respect
- Community and participation
- Leadership and role modelling
- Self-care, health and wellbeing

When students are awarded 50, 100 or 150 house points their names will be announced in House Assemblies. 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, linked to the categories for awarding points above. Whole school celebration assemblies are held towards the end of each term. Students are nominated to receive recognition for both curricular and extra/super curricular activities both in and outside of school. Form time will be allocated for students' self-reflection and celebration.

Points are also able to be converted into "currency" for students to earn physical rewards such as stationery.

The number of points required for each item is shared on the school website.

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. Postcards for achieving 50, 100 or 150 house points will also be sent home. Letters may also be used to acknowledge students' efforts that go above and beyond expectations.

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 in a Celebration Assembly. 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 rewards for the house with the largest number.

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 Restorative Conversation 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 Restorative Conversation point.

Restorative Conversations are logged on Arbor and checked weekly by the Form tutor in the first instance. Consequence are cumulative:

Initial breach <i>1 Restorative Conversation can be added at discretion of teacher</i>	Teacher talks to student during/ at end of lesson/form time	Conversation, reminder about rule and clear expectations set	Logged in Arbor Form tutor follows up with a conversation in form time
3 Restorative Conversations	Breaktime supervision (running weekly by WPL for KS3/4 and Sixth Form Team)	Student reflection #1*completed or guided apology*** Discussion with WPL	Reflection/apology sheet to be emailed (or hard copies can be collected from reception/WPL office) when date is set and students to bring a completed sheet with them to discuss with WPL during supervision. (Completed form to be scanned and uploaded to Arbor). Email from Form Tutor to parent/carer, via Arbor, to share that student has attended for this level of breach.
5 Restorative Conversations	Second breaktime supervision (running weekly by WPL for KS3/4 and Sixth Form Team)	Students reflection#2** completed Discussion with WPL and review of universal support strategies.	Second reflection/ apology sheet (scanned and uploaded to Arbor) completed prior to attending. Re-iteration of previous discussion with WPL and how behaviour has not changed/different issue arisen. Email from WPL to parent/carer via Arbor, to share that the student has attended for this level of breach, and discuss if any further support is needed. (Allows WPL's to review students' progress and monitor patterns/changes in behaviour and conduct.)

10 Restorative Conversation points	Positive Behaviour Report	Restorative conversation and action plan based around recorded behaviour and any targeted support strategies. Report length: two weeks.	WPL/Sixth Form Team phone call (logged on Arbor) to parent/carer to discuss ongoing behaviour concerns from previous 3 and 5 conversation breaches and explain protocol for report. Student placed on positive behaviour report (completed report scanned and uploaded to Arbor) for two weeks with a meeting during form time (logged in Arbor) of the first day to explain protocol. Report monitored daily by form tutor and reviewed at end of each complete week by WPL, again in form time (logged on Arbor).
15 Restorative Conversation point	Lunchtime supervision - SLT	Restorative conversation and action plan based around recorded behaviour and any targeted support strategies. Report length: four weeks.	Review of two week positive behaviour report and sheets from previous 3 and 5 conversation breaches. Discussion of what changes need to be made. Review of Behaviour and Code of Conduct signed in September. Completion of reflection sheet with targets and action plan and identification of support they would like with this (scanned and uploaded to Arbor). Completion of further positive behaviour report (completed report scanned and uploaded to Arbor) for 4 weeks, monitored by form tutor and reviewed by SLT at end of each week. Phone call (logged in Arbor) with parents to discuss before report commences, weekly progress, and at the end of the report period.
20 Restorative Conversation points	Headteacher meeting with Student, Parent/Carer	Restorative conversation and action plan based around recorded behaviour, including identification of specialist support needs.	Headteacher meeting with student and parent/carer. Review of all sheets and reports from previous 3, 5, 10 and 15 conversation breaches and discussion about Behaviour and Code of Conduct. Action plan completed (scanned and uploaded to Arbor) and appropriate support put in place. (If decided parents do not attend, then phone call and follow up email to them logged on Arbor.)
Serious misdemeanour	Internal seclusion	Reintegration conference with student, parent/carer and headteacher	Formal meeting
Serious misdemeanour	Fixed term suspension	Reintegration conference with	Formal meeting

		student, parent/carer and headteacher	
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In the Sixth Form, Restorative Conversations will not be carried across term to term, unless records show persistent poor behaviour. In the main school, they will be carried across term to term, or in exceptional circumstances, year to year. However, this is at the discretion of the Wellbeing and Progress Leads/Senior Leadership Team, where they consider this is in the best interests in supporting students to improve and maintain the highest standards of behaviour.

CAVEATS and instances where a student can go straight into a breaktime or lunchtime supervision: with communication home to parents/carers. In this instance, the member of staff will issue the supervision, asking the school office to send a standard communication, and informing both the form tutor and WPL.

For certain breaches* students can and will be put immediately into a breaktime or lunchtime supervision. or lunchtime detention, 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. Brightly coloured nail varnish in Years 7-11 is not permitted and must be removed during Form Time. Acrylic nails, particularly those that are long, are not permitted as they are a Health and Safety risk. For practical subjects such as Food Science and PE, students with acrylic nails will not be allowed to participate in practical lessons until they are removed. The expectation is that they will be removed for the following day.

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. These items may also be loaned to students if they arrive to school having forgotten to bring them. Students should visit the WPL office at the start of the day and sign out any necessary items. Any borrowed uniform must be returned to the WPL's.

Jewellery:

Teachers can confiscate jewellery and keep it safely until the end of the day. If this is not possible/practical, send the student to the WPL or member of Sixth Form team for confiscation.

Reasonable Adjustments for students with SEND

Recognising the impact of SEND on behaviour

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

When incidents occur, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student'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 student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 consider the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether the student was

- was unable to understand the rule or instruction?
- was unable to act differently at the time as a result of their SEND?
- 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 student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator Yvette Grogan may evaluate a student 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 student, 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 e.g. on two or more occasions
- Non-completion of homework
- Lateness
- Rudeness
- Defiance

On the way to/from school or out of lessons dealt with by **all** teaching and support 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:

- 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

More 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 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 and sustained 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 and sustained over a period of time
- Difficult to defend against

See the Rugby High School Anti-Bullying Policy for further details.

Restorative Conversations

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.

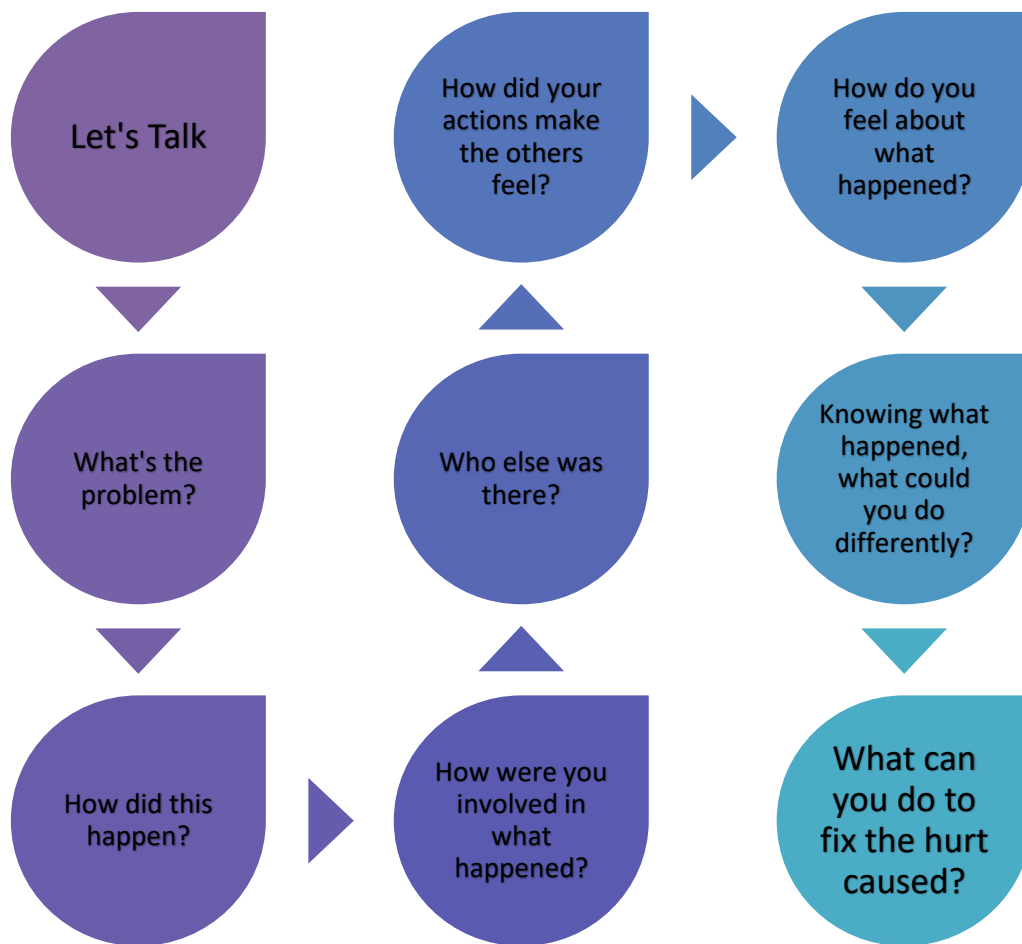
The conversation is not to be used as another opportunity to admonish students, the focus must always be about moving on and should involve the setting of targets to determine “what next?”

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 (e.g., 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 (e.g. 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.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 determining whether to use reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, 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. If searching a student is necessary, it will be carried out with sensitivity and respect.

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students 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 student).
- tobacco and cigarette papers;
- Vapes, vaping equipment and electronic cigarettes
- lighters

- fireworks; and
- pornographic images.

Searching a student

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 student, 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 student 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 student; **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 student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 student'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 students' possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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 (Yvette Grogan) without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student 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 student 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 will result in a fixed term suspension
- If a student is caught in possession of an illegal substance they will be permanently excluded suspended and the police may be informed.
- 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 this will result in a fixed term suspension
 - If a student commits any act of physical aggression this will result in a fixed-term suspension, and potentially Permanent Exclusion for acts of serious violence
 -
 - If a student commits any form of non-consensual physical contact, parents will be informed, and dependent on the severity of the non-consensual contact, either fixed-term suspension or permanent exclusion may be used.

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 student at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another student
- that could adversely affect the reputation of the school.

Appendix One
Rugby High School

Incident report

Your name:		Your form and form tutors:	
Date and time of Incident:		Location of Incident:	
Names of those involved:		Names of other people who were present but not 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>			

Rugby High School

Student Reflection for Breaktime Supervision #1

Student name:

Date of completing this reflection:

Form:

Form tutor/s:

In your own words, respond to the questions below. Bring your completed reflection with you to your breaktime supervision to discuss with the Wellbeing and Progress Lead for your Key Stage.

<p>What behaviour actions are each of your recorded restorative conversations linked to?</p> <p>Or</p> <p><i>Why have you been asked to attend this breaktime supervision?</i></p>	
<p>How do you feel about your behaviour actions?</p> <p>Are there any factors that have contributed to this behaviour happening?</p>	
<p>Who else has been affected by this behaviour and how might they feel?</p>	
<p>Knowing what happened, what could you do differently to prevent this happening again?</p> <p>What support from your Form Tutor would be helpful to you and why?</p>	

For staff use only:

Date attended breaktime supervision:

WPL:

Rugby High School

Student Reflection for Breaktime Supervision #2

Student name:

Date of completing this reflection:

Form:

Form tutor/s:


In your own words, respond to the questions below. Bring your completed reflection with you to your breaktime supervision to discuss with the Wellbeing and Progress Lead for your Key Stage.

<p>What behaviour actions are each of your additional recorded restorative conversations linked to? (Include any similarities or differences to any previously identified in supervision#1.) Or Why have you been asked to attend a further breaktime supervision?</p>	
<p>How have your feelings about your behaviour actions changed since your supervision#1?</p> <p>Are there any additional factors that have contributed to this behaviour happening?</p>	
<p>How have you changed your behaviour since your supervision#1?</p> <p>How do you need to further change your behaviour to prevent an escalation of recorded restorative conversations?</p>	
<p>What additional support from your form tutor or WPL would be helpful to you and why?</p>	

For staff use only:

Date attended breaktime supervision:

WPL:

Name:		Form:			
I am responsible for all of my actions, thoughts and words. I commit to behave responsibly, regardless of any challenges. I endeavour to show <i>kindness, care</i> and <i>respect</i> to all members of our community. I commit to working with <i>curiosity, creativity</i> and <i>challenge</i> in all my lessons					
Report to:		at:	in:		
Hand this report to your form tutor daily at the start of registration and to the teacher at the start of each of your lessons. (The teacher will record any of the following statements that have not been met.)					
Arrive to the lesson:			During the lesson:		
1. on time 2. wearing the correct uniform 3. with the necessary equipment 4. with completed home learning			5. actively engage in each activity 6. work constructively with peers 7. refrain from phone use 8. show courtesy to all staff		
	Monday / /20	Tuesday / /20	Wednesday / /20	Thursday / /20	Friday / /20
Form reg					
P1					
P2					
P3					
P4					
P5					
P6					
WPL signature					
Parent signature					
Positive comments/successes from this week: 					

Rugby High School

Student reflection for Positive Behaviour Report (2 week)

Student name:

Date of completing this reflection:

Form:

Form tutor/s:

In your own words, respond to the questions below. Bring your completed reflection with you to your meeting with your WPL (this will be arranged to take place during a form time).

<p>What behaviour actions are each of your additional recorded restorative conversations linked to?</p> <p>(Include any similarities or differences to any previously identified in supervision#1 and #2.)</p>	
<p>How have your feelings about your behaviour actions changed since your supervision#1 and #2?</p> <p>Are their common factors that have contributed to this behaviour happening and how/why do you think these are having an impact?</p>	
<p>Who else has been affected by this behaviour and how might they feel?</p> <p>How can you strengthen your relationship with these people so that they can support you in making positive behaviour choices?</p>	
<p>How do you feel about starting your positive behaviour report (two weeks)?</p> <p>Do you have any questions you would like answering?</p>	

<p>Which strategies or skills are important for you to develop to help you make positive behaviour choices?</p> <p>What support from your Form Tutor and WPL would be helpful to assist you in doing this?</p>	
<p>What are the strengths from the end of week one on positive behaviour report?</p>	
<p>What are the strengths from the end of week two on positive behaviour report?</p>	
<p>Is there any further support from your Form Tutor and WPL that you would find helpful in maintaining positive behaviour choices?</p>	

For staff use only:

Date of reflection review:

Date report commenced:

Date of end of week 1 review:

Date of end of week 2 review:

WPL:

Rugby High School

Student reflection for lunchtime supervision

Student name:

Date of completing this reflection:

Form:

Form tutor/s:

In your own words, respond to the questions below. Bring your completed reflection with you to your lunchtime supervision to discuss with the member of the Senior Leadership Team who will be supervising you.

<p>What behaviour actions are each of your additional recorded restorative conversations linked to? (Include any similarities or differences to any previously identified in supervision#1, #2 and positive behaviour report.)</p> <p>Or</p> <p>Why have you been asked to attend a lunchtime supervision?</p>	
<p>How have your feelings about your behaviour actions changed since your supervision#1 and #2 and positive behaviour report (2 weeks)?</p> <p>Are their common factors that have contributed to this behaviour happening and how/why do you think these are having an impact?</p>	
<p>Who else has been affected by this behaviour and how might they feel?</p> <p>How can you strengthen your relationship with these people so that they can support you in making positive behaviour choices?</p>	
<p>Which strategies or skills are important for you to develop to help you make positive behaviour choices?</p> <p>What support from your WPL or SLT would be helpful to assist you in doing this?</p>	

What are the strengths from the end of week one on positive behaviour report?	
What are the strengths from the end of week two on positive behaviour report?	
What are the strengths from the end of week three on positive behaviour report?	
What are the strengths from the end of week four on positive behaviour report?	
Is there any further support from your Form Tutor and WPL that you would find helpful in maintaining positive behaviour choices?	

For staff use only:

Date of reflection review:

Date report commenced:

Date of end of week 1 review:

Date of end of week 2 review:

Date of end of week 3 review:

Date of end of week 4 review:

SLT:

Rugby High School

Student apology guide

Student name:

Date of completing this apology:

Form:

Form tutor/s:

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	