



Rugby Free

Primary School

RFPS Behaviour and Relationships for Learning Policy

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1. Our Principles

Rugby Free Primary School is committed to ensuring high standards of behaviour in order to engage and educate all pupils and enable them to make outstanding progress in their learning. Our Behaviour and Relationships for Learning Policy is based on the clear values of **kindness, collaboration and mutual respect**. All staff are responsible for implementing this policy and all pupils are responsible for behaving in accordance with the policy, with the support of staff, parents and carers.

2. Our Approach

Positive relationships are at the heart of all we do at RFPS, we believe these are vital to a successful school and we have a strong sense of community. In all communities there can and will be times when we struggle to regulate emotion and experience conflict. We therefore use a restorative approach to restore good relationships when there has been conflict or harm; when developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm happening.

This aims to help pupils to improve emotional and social skills and develop a sense of community and belonging. Our restorative approach will recognise the need and purpose behind the unwanted/unwanted behaviour, as well as a focus on repairing relationships through a collaborative approach and should be used by all staff and pupils wherever possible.

Restorative practices in action: The four 'Rs'

- Respect: Listening to others' opinions and valuing them
- Responsibility: Taking responsibility for your own actions
- Repair: Talking with others to sort out how to repair any harm that has been caused.



- Reintegration: Working through a process that solves the problem but allows pupils to remain included and involved in classrooms

The above will need to be at an age appropriate level and will look different depending on the age and needs of the child. E.g. a conversation with an 11 year old will be more in depth than one with a 4 year old.

3. Aims and Purpose

Rugby Free Primary School will:

- Provide a safe and positive learning environment to enable all pupils to progress
- Establish a positive ethos based on kindness, collaboration, curiosity, resilience, respect and endeavour to ensure that all pupils can thrive
- Promote consistency when managing behaviour
- Support pupils to manage their own behaviour in lessons and around the school site
- Actively listen to pupils to ensure that their voices are heard
- Investigate reasons around continuous negative behaviour and refer to appropriate intervention

Our pupils should expect to:

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

4. Equality

Underpinning every aspect of our school are the beliefs of equality and justice. Rugby Free Primary School Staff are totally committed to ensuring that every member of their school community behaves in a manner which is respectful. No member of their community should behave in an aggressive manner particularly where race, disability or gender are the issues.

In addition, Rugby Free Primary School believes that it is their duty to ensure that the community remains a safe and secure environment, which means they remain vigilant of inappropriate behaviour and in particular bullying.

5. Values and Rights

5.1 British Values:

At Rugby Free Primary School, we will take every opportunity to promote British Values, defined by the government as; democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

5.2 Democracy:



Democracy will be embedded at our school. Pupils will always be listened to by adults and will be taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. As the children get older, we will have a school council where pupils can air their opinions and ideas. This will be elected by pupils, reflecting our British electoral system and demonstrating democracy in action.

5.3 The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, will be consistently reinforced. Pupils will be taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. School assemblies and visits from authorities such as the Police and Fire Service help reinforce this message.

5.4 Individual Liberty:

Within school, pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record their work or what they choose to participate in from our numerous enrichment activities, pupils will be given the freedom to make choices.

5.5 Mutual Respect:

Mutual respect will be at the heart of our values. Children will learn that their behaviours have an effect on their own rights and those of others. All members of the school community will treat each other with respect.

5.6 Tolerance of those of different Faiths and Beliefs:

Our School welcomes all children and families and promotes diversity. Assemblies are regularly planned to address and celebrate different beliefs and cultures either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures.

Our RE, PSHE and teaching will reinforce this and members of different faiths or religions will be encouraged to share their knowledge to enhance learning.

Children will visit places of worship that are important to different faiths.

At Rugby Free Primary School, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Rugby Free Primary School we believe that everybody has the right to be treated well and nurtured in a way that helps them to learn and develop. We believe every individual in our school community has the right to:

- Mutual respect
- Respect for property

- Fairness and honesty
- Self-respect
- Care and consideration
- Self-discipline

The rights implicit in such values include:

- The right to be safe
- The right to be heard
- The right to fair treatment
- The right to be treated with respect
- The right to teach
- The right to learn

Rights do not exist in a vacuum and depend on others taking responsibility to protect those rights e.g. responsibilities of pupils might be letting other pupils get on with their work, responsibilities of teachers might be providing appropriate work for the pupil's academic ability.

6. Our Curriculum

The curriculum at RFPS is designed to fully support pupils social, emotional and mental health as well as teach them about keeping themselves and others safe. Safeguarding issues and safe/unwanted behaviours are taught throughout many subjects but they are also taught discreetly. Some pupils also benefit from individual or small group teaching regarding particular behaviour or safeguarding issues. Often, the curriculum is planned for but we also take the opportunity to teach about safe and unwanted behaviours when faced with a new, different, or occurring situation e.g. new E-safety issue.

Here are some ways we teach safe and unwanted behaviours at RFPS:

- Our PSHCE curriculum which is taught weekly. This includes our Relationships and Sex Education curriculum.
- Protective behaviours – taught yearly but revisited throughout the year
- Anti-bullying work (in anti-bullying week and revisited throughout the year)
- E-safety curriculum – in every computing unit and revisited when necessary
- SMSC curriculum – assemblies, RE lessons, class discussions, special interest days or weeks e.g. Black History Month - based on British Values – particularly promoting tolerance and respect of different cultures, genders, disabilities, religions etc.
- Circle time – individual class teachers use this to discuss unwanted/unwanted behaviours that is affecting the class.
- PANTS (from NSPCC) – respecting your own and each other's bodies.
- Teaching of contextual safeguarding issues e.g. Road safety, Water Safety etc



We also change our curriculum/learning to address issues that come up e.g. increase use of homophobic language or derogatory language. This flexibility in the curriculum and our teaching is vital to address issues/behaviours pertinent in our pupils.

7. Roles and Responsibilities

7.1 The Trust

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

7.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Headteacher may delegate the ongoing quality assurance and monitoring of behaviour management to other members of the Senior Leadership team.

7.3 Senior Leadership Team (including Family and Children's Support worker FCSW)

SLT will:

- Deal with incidents of significant misbehaviour and liaise with staff, teachers, parents/carers and other members of SLT where necessary.
- Analyse and monitor incidents recorded on the school's behaviour management system (CPOMS) and will act/report to SLT/other stakeholders as appropriate.
- Phase leaders will also analyse patterns and frequency of behaviours
- Monitor persistent poor behaviour, alongside class teachers and provide appropriate strategies and interventions to support pupils

Provide appropriate CPD to support staff in managing behaviour and establishing strong relationships.

7.4 Teaching staff

The approach to behaviour management must be seen within the context of maintaining high expectations of pupils at all times, whilst encouraging them to succeed and achieve their full potential.

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

Teachers will:



- Develop a positive relationship with pupils which should include:
 - Greeting pupils positively and warmly in the morning/at the start of lessons
 - Always referring to the child by their chosen name
 - Establishing clear routines
 - Highlighting, celebrating and promoting good behaviour
 - Concluding the day positively and starting the next day/lesson afresh especially if a restorative conversation was needed
 - Dealing effectively with low level disruption appropriately
 - Use reinforcement, targeted praise, de-escalation and preventative strategies to maintain an appropriate environment for learning
 - Maintain a calm and positive manner and foster positive interactions with pupils
- Display the school values and allude to them constantly
- Create and maintain a stimulating environment that encourages pupils to be engaged with their learning
- Liaise effectively and regularly with parents and carers about their child's behaviour, especially if the pupil is struggling to regulate their emotions.
- Are responsible for raising concerns with SLT/SEND/CO/FCSW if a pupil's behaviour has deteriorated and needs additional support/intervention.

7.5 All staff

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

All staff are responsible for:

- Implementing the behaviour policy consistently, fairly and in a calm manner.
- Modelling and teaching positive behaviour
- Creating a calm, supportive and high-quality learning environment (this includes not shouting unless a dangerous situation is about to occur or to be heard e.g. on the playground)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording significant behaviour incidents via CPOMS

The Pastoral and Senior Leadership Team will support staff in responding to behaviour incidents but does expect all staff to take a proactive and supportive approach.

Any staff seen ignoring unwanted/unwanted behaviours will be given additional training and supported in improving their practice.

7.6 Pupils

Pupils, with the support of staff, parents and carers, are expected to take responsibility for their conduct both inside and outside school and make clear, positive and safe choices regarding their behaviour, again at an age appropriate level.



All pupils will be expected to always act in line with our core values of kindness, respect, resilience, curiosity, endeavour and collaboration. Pupils should reflect behaviours which match the high expectations and standards of RFPS.

Pupils are expected to (with parental/school support):

- Follow the classroom expectations of:
 - Respect the teacher and the other pupils during the lesson, understanding that opinions may differ but everyone is entitled to voice theirs if appropriate.
 - Support peers and work collaboratively with them
 - Attempt all work to the best of your ability
 - Raise hands and not shout out
 - Look after the school's belongings and equipment
 - Sitting on the chair properly
 - Not touching or distracting other pupils when they are trying to work
 - Using indoor voices only
- Walk around school quietly and respectfully
- Arrive to school on time with the help of your parents/carers, and if walking to school alone or with friends, ensuring you do not get distracted on the way.
- Wear full school uniform which includes no trainers but black shoes, no make up, no jewellery (except small stud earrings) and school blazer.
- Respecting the school by placing all litter in the appropriate bins provided
- Hanging up your belongings or putting them in your locker in a tidy manner. Younger children will have support with this.
- Not be involved in physical contact - Rugby Free Primary is a 'no hands-on' school
- Not use bad language and courteous behaviour is expected at all times
- Behave respectfully before and after school whether on the school playground
- Not use mobile phones or smart watches on the school site and hand them in immediately to your class teacher on arrival. If a pupil is seen with a mobile phone or smart watch during school time that hasn't been handed in, it will be confiscated and parents will be responsible for collecting it from the school office during opening hours.
- Not to bring in toys or things from home without the class teachers permission

The school rules, which are up around the school, are:

Respect each other and belongings

Friendly and kind words and actions

Persevere and try your best

Safely and quietly walk around school

7.7 Parents

Parent and carers will be expected to work in partnership with Rugby Free Primary School to support the school in maintaining high standards of behaviour.

Parents and carers are expected to encourage a positive attitude to RFPS life ensuring their son/daughter attends regularly and punctually, with appropriate uniform and equipment and to ensure that the school is notified of any absence by telephone immediately (by 9am) and on every day of absence. Please see Attendance and Punctuality Policy for further details.

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

Parents/Carers are expected to:

- Promote and model positive behaviour at home
- Support their child in adhering to this policy and school rules and expected conduct
- Support the school in resolving behaviour incidents and issue
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Understand that the school is an impartial body and that all sides will be heard if it is a behavioural issue with another child.

8. Procedures

8.1 Support pupils with self-regulation

We use a restorative approach when dealing with negative behaviours at RFPS.

Our approach is based on values which separate the person from the behaviour.

We promote accountability and seek to repair any harm caused in a situation which helps to create a peaceful learning environment for children to become successful learners, confident individuals and responsible citizens. This means pupils will receive sanctions for negative behaviour however the sanction will always be accompanied by a conversation and some self-reflection about the behaviour or incident which is often in the form of the following questions (again in an age/cognitive appropriate way):

- How do you feel about what has happened?
- Could you tell me why it has happened?
- What do you think you could have done differently?
- How have you not shown the values of RFPS?
- Who has been affected by what you have done?

- In what way have they been affected?
- What do you think you need to do to make things right?

We recognise that some pupils struggle to regulate their behaviour as a result of social, emotional or mental health difficulties or because of their age or cognitive abilities.

If a pupil shows no improvement to their behaviour, we will use a variety of assessment tools in order to establish if there is an underlying need as often continued behavioural difficulties is a symptom of an underlying cause. We will use a variety of internal and external intervention to address any underlying cause.

8.2 Dealing with unwanted behavior

The school may use one or more of the following sanctions in response to unwanted behaviour. **The level of the sanction will be appropriate to the child's age and cognitive ability.**

- Use of our 123 warning system which is in place in each classroom (1 verbal warning, 2 second verbal warning, 3 time out immediately if appropriate or later if immediate isn't appropriate)
- A verbal reminder of our expectations
- Explaining the possible impact of misbehaviour on others
- Withdrawal from lessons followed by a restorative conversation
- Missing some or all of 'playtime'. Pupils who miss playtime will often be taken outside to get some fresh air and exercise at another point as we believe this is necessary for their physical and mental health.
- The pupils having a behaviour log book which assesses behaviour throughout the day and goes between home and school. This allows the pupil to know that their behaviour is being monitored closely but also allows staff to see particular triggers to support the child further.
- Internal exclusion (anything from a lesson, half a day, one day or two days) in a quiet space, away from peers. The pupils will be supported by a school adult. This is usually because a FEX is not appropriate but the pupil needs to be removed from the situation/classroom. Parents will be informed if any internal exclusion longer than a lesson occurs.
- Fixed Term exclusion (between 1 and 10 days)
- Managed Move to another school
- Permanent exclusion (this is in very exceptional cases and usually follows several FEX or a very significant behavioural incident resulting in significant harm or damage)

8.21 123 behaviour system

As written above, 123 is our school system for dealing with unwanted and unwanted behaviours. Below is the structure of this system.

1. A child is placed on a 1 if they are doing anything against the class/school rules that is 'minor'. Some children will get a warning before this as it is necessary for them because of their age/stage of development.
2. A child is placed on a 2 if they continue doing the thing they were warned to stop doing when they were placed on a 1 or any other minor unwanted behaviour.
3. If the child displays another minor unwanted behaviour, they will be put on a 3 and asked to go to time out. They take the timer with them and remove themselves from the situation to calm down and think about their actions. They have as many time out minutes as their chronological age e.g. 5 year old has 5 minutes. If a child has missed work during the time out period, they will need to catch up in their break time or lunch time in order to discourage behaviour to avoid doing a task. This is done in an age appropriate way. The child will usually not be asked to leave the room for safety reasons. However, they may need to with an adult to find a calm space.

However, if the unwanted behaviour is a 'major' one, they can go directly to 3 and time out. In some circumstances the child may be asked to go to a different classroom to a named teacher or a member of the Senior Leadership Team depending on the severity of the behaviour.

Examples of minor behaviours:

- Calling out
- Distracting other children
- Not tidying up when asked to
- Saying something unkind
- Not doing as told to first time
- Being disrespectful to others e.g. talking when someone else is showing work
- Not settling down to work
- Not looking after belongings correctly

Examples of major behaviours:

- Any form of physical violence (biting, hitting, scratching, kicking etc)
- Verbal abuse which results in another child becoming very upset
- Talking back or being rude to an adult
- Destroying/damaging school property
- Swearing/bad language
- Any racist/homophobic/sexist incident*
- Bullying of any form (Bullying is Several Times On Purpose)*

**A member of the Senior Leadership team will be informed of these incidents straight away by the class teacher and their parents will be informed and a detailed log of this will be recorded. Further actions may be required.*

Any pupil who is put directly on a 3 will have the incident recorded on our electronic safeguarding system: CPOMS. This is so we can keep a log of incidents and see if any patterns in behaviour is occurring. If a child is put on a 3 twice in one day, this will be reported to the phase leader, DHT or HT who will discuss their actions with them in an effort to prevent the behaviour from recurring. If they have a further incident during the same day, parents will be informed and a plan will be put in place to prevent the behaviour in the future.

So that pupils can have a fresh start, they are put back to the beginning at the start of a morning or afternoon session. This is important 'to wipe the slate clean'.

Staff make a discreet note of who has been placed on a 1, 2 or a 3 throughout the school day. This is kept as a personal note to the staff member to help them remember. This isn't shared with anyone and kept discreetly from all other children. If a child has been put onto a '3' then the staff member will record this on our electronic safeguarding system: CPOMS.

123 is helpful in supporting children knowing that they have done something inappropriate or unwanted and at the same time giving the opportunity to stop this behaviour. This helps with self-regulation in the majority of cases/ It is done in a non-threatening and non-public way.

What happens if 123 doesn't work for a child?

- Lack of co-operation will result in the school contacting the child's parent.
- If the pupil is disrupting other children's learning or is being threatening in any way, senior leaders or teachers, who are trained with the Team Teach approach, will use this approach to remove the child from the room.

If this fails repeatedly, referral to the SENDCo will be considered as it may be there is further, unrecognised need.

Referral to the SENDCo:

Some incidents of repeated behaviour require further investigation and support. The criteria for referral to our Inclusion Leader is at the discretion of teachers however is likely to include:-

- Fighting (on several occasions)
- Harming other children or adults significantly by biting, hitting or spitting etc
- Bullying (see anti-bullying policy)
- Racial Abuse (see anti-racism policy)
- Swearing
- Frequent behaviour such as:-
 - Calling out several times during a lesson
 - Being disrespectful to staff.
 - Getting into minor scuffles over a period of weeks
 - Continuously low-level disruption

If a child is referred to the SENDCo, the reasons for this behaviour, if any, will be investigated and then a decision made about whether the child needs to be added to the SEND Register in order to gain some additional support with their behaviour. This will involve a personal plan being written with specific targets which will help the child. Parents will be informed and involved in this process and advice from outside agencies will be sought as and when needed.

123 is intended to encourage each pupil to work and behave in accordance with the school expectations and focus them on their learning. It is hoped to provide them with positive behaviour patterns and co-operative skills which they can take forward into adult life.

Most pupils naturally observe the school's expectations as part of their day-to-day lives, however, sometimes there is the need to apply sanctions in order to challenge unacceptable attitudes and inappropriate or unwanted behaviour.

8.3 Rewarding Positive Behaviour

A school ethos of encouragement and celebration is central to the promotion of good behaviour. Acknowledging positive contributions is essential to achieving this. This acknowledgment has a motivational role in helping pupils to realise that achievement and good behaviour are valued. Integral to the system of acknowledging achievement is an emphasis on praise, both informal and formal. RFPS creates a climate where praise and encouragement outweigh sanctions and punishments. Positive Behaviour is defined as: Comments or actions which exemplify and promote our core values and classroom expectations. All staff are expected to praise and celebrate positive behaviour.

Pupils' achievements and positive contributions are also recognised through the following procedures/systems:

- Positive verbal praise
- Stickers
- Postcards/texts home
- Caught being gold tokens – the house group or class earns reward time
- Certificates of achievement/Star of the Week weekly
- Sending pupils to other members of staff for congratulations either for improved/excellent behaviour or for high level of effort with work.
- Some classes use some additional systems e.g. Dojo points. This is because every class is different and requires different behaviour management systems. RFPS wants to give staff autonomy with this as they know their pupils and their classes the best. However, if SLT feels this is having a negative impact on the pupils, this may be removed or changed.

9. Bullying/Child on child abuse

Definition of Bullying: This school has chosen to adopt Warwickshire Anti-bullying Partnership's definition: "When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unwanted and/or frightened
- Unable to do well and achieve

- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future.

'Bullying' can take many different forms:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial e.g. using race or religious differences
- LGBTQ+-phobic e.g. making fun of someone's sexuality or gender identification
- Cyber, e.g. texts, e-mails, picture/video clip bullying, other forms of social media

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school Relationships for Learning Policy, this may include official warnings, loss of breaktimes, and internal, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, external agencies that will educate pupils or the Children and Young People's Mental Health Service.

10. Pupils with additional needs

RFPS recognises that some children have additional needs which may impact on their ability to regulate their emotions and/or control their behaviour. We use a graduated approach to supporting such pupils. We assess their needs using a variety of tools and work closely with a variety of professionals.

Where we have concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, we will in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This may involve assessing the suitability of RFPS for the pupil. Where a pupil has an EHC plan, we will consider requesting an early annual review or interim/emergency review. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to misbehaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits misbehaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a 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.

Should a looked after child be at risk of exclusion the virtual school will be contacted immediately for advice and any prevention added to their Personal Education Plan (PEP).

11. Managed Moves

In order to avoid a pupil being permanently excluded from Rugby Free Primary they might be referred to the local authority Area Behaviour Panel. This may result in a pupil being offered a temporary placement in another school to support them in improving their behaviour. There are three tiers to managed moves:

- Tier 1 managed move: this is a move that usually takes place as its felt that the pupil needs a fresh start elsewhere. This may not necessarily be as a result of behaviour
- Tier 2 managed move: this is a move that usually takes place as a result of ongoing behaviour issues
- Tier 3 managed move: this is a move that would involve going to another placement in order to avoid a permanent exclusion There will be a review at five weeks and ten weeks and if the host school agree after ten weeks to take on the pupil, they will move off roll from Rugby Free Primary School and on roll at the new school. At any time during the ten weeks the pupil's placement can be terminated and the pupil will return to RFPS where the next step of action will be discussed. The exception to this is if the pupil is on a Tier 3 managed move and instead of returning to the RFPS, the local authority will seek to provide another setting.

12. Exclusion of pupils

The school uses three types of exclusions. These are: internal exclusions - a pupil is withdrawn from lessons and works in a quiet space with a school adult and exclusions for a fixed term and permanent exclusions. These operate at the discretion of the Headteacher. Please refer to the Exclusion of Pupils Policy.

Where we have concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement is required. This should involve assessing the suitability of provision for a pupil's SEND. Where a pupil has an EHC plan, RFPS will consider requesting an early annual review or interim/emergency review.

12.1 Looked after children

Where a child who is looked after is at risk of exclusion, the Virtual School will be contacted immediately for advice and any prevention or intervention added to their PEP.

12.2 Alternative Provision

When all other strategies have been exhausted, Rugby Free Primary School may seek support from alternative education providers who specialise in working with and supporting children with emotional and/or behavioural needs. A child may be placed at one of our alternative providers for a temporary period of time or on a permanent basis depending upon the needs of the child. Rugby Free Primary School only seek support from providers who have high aspirations for the children they serve and are committed to safeguarding the wellbeing of all pupils. Any child that we place at an alternative provider will be dual registered and Rugby Free Primary School will monitor, by regular visit the suitability of the placement.

13. Inappropriate behavior outside of school

The Headteacher has the power to discipline pupils for misbehaving outside of the school premises when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Posing a threat to the orderly running of the school
- Posing a threat to another pupil or member of the public (this includes inappropriate use of the internet and cyber bullying outside of school).
- Posing a threat to the reputation of the school

The level of discipline will be appropriate to the inappropriate behaviour displayed and is also dependent on the level of harm caused. This could include internal, fixed or permanent exclusion from school.

14. Physical Intervention

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

- Committing an offence
- Causing significant disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint 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 (via CPOMS) and reported to parents

14.1 Our approach to best practice

Rugby Free Primary School is committed to safeguarding our pupils and therefore we strive to achieve a best practice where physical intervention is not necessary.

We actively research, adopt and promote strategies to reduce physical intervention and positively influence behaviour. RFPS is committed to ensuring that all staff and adults with responsibility for pupils' safety and welfare will deal professionally with all incidents involving aggressive or unwanted behaviour, and only use physical intervention as a last resort in line with advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. This doesn't prevent, in an emergency, a member of staff taking immediate action by using physical intervention as a first resort. Staff are advised that unless absolutely necessary they should avoid intervening alone. They should aim to win time to call for assistance from other members of staff.

The Education Act 1996 (Section 550A) states that it is lawful for teachers and other authorised staff to use reasonable force to prevent a pupil from committing an offence, causing injury or damage or disrupting the good order and discipline of the school. Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures.

In line with Education Act 1996 (Section 550A) in the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:

- Risk to the safety of pupils, staff or visitors or
- Where there is a risk of serious damage to property or
- Where a pupil's behaviour is seriously prejudicial to good order and discipline or
- Where a pupil is committing a criminal offence

This judgement will take into account the specific circumstances of the incident. Staff will view physical intervention as a last resort for the purposes of maintaining a safe environment. If pupils are behaving disruptively or unwantedly, every escalation strategy will be used to manage behaviour positively to prevent a deterioration of the situation and the need to physically intervene.

Staff will understand the general importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with pupils who may have emotional and behavioural needs which may increase their aggression. All staff will understand the importance of responding to the feelings of pupils, which lie beneath the behaviour as well as to the behaviour itself. Decisions to restrain must be judged on whether it is reasonable (necessary and proportionate) in the specific circumstance to use physical restraint.

Physical restraint will only be used in exceptional circumstances.

14.2 Use of reasonable force

- All Rugby Free Primary School will be trained in Safer Handling.
- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

Refer to DfE: Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies (July 2013)

15. Searching or confiscating items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- A member of staff can confiscate, retain or dispose of a pupil's property as a punishment as long as it is reasonable in the circumstances. In most cases, the confiscated property will be returned to the pupil at the end of the school day. Every effort will be made to ensure confiscated items are retained securely, but the school cannot be held responsible for any subsequent damage or loss. This includes mobile phones.
- Staff can search without consent for “prohibited items” including:
 - Weapons (e.g. knives, BB guns or any other item that might be used to inflict harm)
 - Alcohol
 - Illegal drugs/drugs of any kind
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Refer to: DfE: Searching Screening and Confiscation: Advice for Head Teachers, Staff and Governing Bodies (Feb 2014), Health and Safety Act at Work (1974) Any confiscated weapons, drugs or pornography will be handed over to the Police and may result in a permanent exclusion.



16. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy and our complaints policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

17. Training

The Trust Board will ensure that appropriate high-quality training on all aspects of behaviour management, care and control and safeguarding is provided to support the implementation of the policy.