

# Behaviour Management Policy & Procedure

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## **RMF Behaviour Management Policy & Procedure**

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## **1) Vision Statement**

- a) Russell Martin Foundation (RMF) strives to create a caring community where every member takes responsibility for their behaviour, and where everyone has the right to feel valued and respected.
- b) RMF aims to provide all students with relevant knowledge, skills and concepts so as to nurture a love of learning and encourage striving towards self-development and excellence.
- c) RMF believes that understanding our emotions is key to understanding and managing behaviour.
- d) RMF wishes to support students to manage their behaviour, and it aims to create environments that are conducive to learning and to sports participation.

## **2) Definitions**

- a) When we use the word 'student' in this policy we are referring to children and young people who participate in RMF run schools' educational programmes, sports participation events or other activities.
- b) When we use the word 'school' in this policy we are referring to RMF run educational or sports participation programmes, and the venues used for the delivery of these programmes.

## **3) Principles of this Policy**

- a) Our policy encapsulates our thinking about the behaviour at RMF places of learning and activity venues, and its application shows our determination to affect the behaviour of our students in a positive manner.
- b) RMF believes that our students:
  - i. are of equal worth;
  - ii. are unique, with differing abilities and personal circumstances;
  - iii. deserve equal opportunities to develop intellectually, physically and emotionally;
  - iv. should be encouraged to reach their highest personal achievement;
  - v. should enjoy a purposeful and engaging environment.
- c) RMF believes the most effective teaching and learning is achieved by adopting a consistent approach to managing student behaviour in all activities. This is done by:
  - i. being positive;
  - ii. rewarding good behaviour;

- iii. teaching and upholding appropriate behaviour and conduct;
  - iv. giving clear instructions;
  - v. having simple rules and consequences that are implemented by all staff;
  - vi. making classrooms and activity spaces inviting and welcoming.
- d) The importance of all members of our RMF community contributing to a positive learning and participation environment is outlined in our Student & Parent Agreement which must be signed by all students and parents/carers before enrolment on RMF Extra Time Projects.
- e) The following principles provide the rationale for our Behaviour Management Policy and Procedure:
- i. all teachers have the right to teach all students;
  - ii. all staff have a responsibility to promote good behaviour which supports learning;
  - iii. all staff have a responsibility to model appropriate behaviour;
  - iv. all staff have a responsibility to reward and praise students for their learning, effort, progress and achievements;
  - v. all students have a right to learn;
  - vi. all students have the responsibility to contribute to learning and participation in a mutually respectful and safe environment.

#### **4) Aims**

This policy is designed to:

- a) Make schools and programme venues safe and welcoming places where students wish to succeed and respect the rights of others.
- b) Develop a consistent approach to behaviour management which encourages and rewards hard work and good behaviour at every opportunity and recognises and rewards those who make positive changes in their behaviour.
- c) Promote the belief that the best learning opportunities occur in a supportive and structured environment where progress, achievement and a positive attitude are acknowledged and celebrated.
- d) Promote the concept that all students are individuals whose needs must be considered at all times.
- e) Promote the importance of positive mental health and well-being for all members of the RMF community.
- f) Establish clear guidelines of behaviour with appropriate rewards and consequences which are clearly understood across by all.
- g) Ensure that when behavioural problems occur, all staff, students and parents or carers understand the procedures used for behavioural management.

- h) Develop a proactive and incremental system of managing students with complex needs or exhibiting anti-social behaviour which is understood by RMF staff, the students and parents/carers.

For students to:

- i) Develop a sense of pride in themselves, in their school, their group and in RMF.
- j) Take responsibility for their actions and to accept the consequences of poor or unacceptable behaviour.

For staff to:

- k) Take responsibility for the behaviour of students in their lessons or activities as well as around the school or venue at all times.
- l) Develop a flexible approach in dealing with students who have complex needs, are disaffected or at risk from exclusion.
- m) Be proactive in forming positive relationships with students whose behaviour causes disruption to lessons or other activities.
- n) Feel encouraged and able to resolve behavioural problems when they occur.
- o) Have a sense of pride in RMF and in their students.
- p) Provide information about students' behaviour for staff and student files.
- q) Feel supported so as to implement effective behaviour management.

For parents/carers and schools:

- r) To be advised that they can access RMF's Behaviour Management Policy & Procedure via the RMF website, as well as through the induction and referral process.
- s) To be clear about the expectations we have for our students, our programme participants and our staff.
- t) To understand that the use of restrictive interventions, where needed and appropriate, applies to everyone, and that this is an important way of building and maintaining RMF's culture of creating a caring community where every member takes responsibility for their behaviour, and where everyone feels safe, valued and respected.

## **5) Rules for Students and Participants**

### **a) Extra Time Project (ETP) School Rules**

RMF's rules for student behaviour in the ETP school are:

- i. Arrive on time to all lessons, properly equipped and ready to learn.
- ii. Students must undertake a security wand screening (bags, coat, and full body wand search) each morning. Staff will not be touching any person during this search unless the person being searched acts in a manner which may put staff or student safety at risk. Entry will NOT be allowed for individuals who do not agree to the searches
- iii. Switch off phones and electronic devices.
- iv. Leave phones, electronic devices and headphones in bags.
- v. All possessions that are NOT needed for lessons, including mobiles, are locked away until the end of the day when items are returned.
- vi. Enter classrooms quietly and calmly and sit where your teacher asks.
- vii. Wear the agreed uniform (no jumpers, skirts, cycling shorts or jeans) and remove all outdoor clothing.
- viii. Follow instructions straight away.
- ix. Show respect to everyone in the class.
- x. Listen in silence to your teacher and other students.
- xi. Put up your hand when you need attention or want to make a contribution to the lesson.
- xii. Take part sensibly and thoughtfully in class activities and classwork.
- xiii. Treat equipment provided with respect.
- xiv. Respect the 'no touch' policy. Keep hands, feet, objects and inappropriate comments to yourself.
- xv. Food should not be eaten during lessons.
- xvi. Do not leave the ETP site.

### **b) Sports Activity Participation Rules**

- i. Use socially acceptable behaviour.
- ii. Comply with the RMF policies and procedures.
- iii. Respect one another, accepting differences of race, gender, ability, age and religion.
- iv. Ask for assistance if needed.
- v. The club rules for football and other sports activities are compiled with the children and are discussed regularly.

c) Uniform and Kit

- i. If a student is not in wearing the correct uniform or kit, they should have brought a note from home explaining why this is the case. At the start of all lessons or sessions any student not in the correct uniform or kit should show staff their note.
- ii. If the non-wearing of uniform or kit is a regular occurrence parents will be called in for a meeting
- iii. The CEO or senior member of RMF staff may exclude a student for a fixed term or permanently if they repeatedly ignore uniform or kit rules.

d) Extra Time Project (ETP) School Rules ONLY

- i. With the consent of parents, the CEO (or a person authorised by the CEO) may ask a student to go home to change if the student has arrived at school dressed incorrectly. This would be an authorised absence, rather than an exclusion.
- ii. If the student takes longer than necessary to change, or takes advantage of this rule, the absence will count as unauthorised.
- iii. In both situations, the absence should be recorded, and parents must be notified. Before deciding whether to send a student home, the CEO (or other authorised person) should consider the student's age and vulnerability, the ease/time it will take, and the availability of the student's parents or carers.

e) Equipment

If a student does not have the correct equipment for school or for a sports session this should be recorded by staff on the register and where possible equipment loaned to the student. Senior staff will monitor points issued for lack of equipment and take further action against students who accumulate multiple points.

**6) Rewards System**

- a) The importance of recognising achievement and effort is a key part of this policy. A rewards system is a key part of motivating students in their learning and in their efforts, and in developing a sense of responsibility for effectively managing their own progress. This policy aims to build positive approaches to behaviour and learning by the informal and formal use of praise as a regular feature of the rewards process. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

- b) Extra Time Project Schools (ETP):
- i. Students are tasked to achieve one star per lesson, up to a maximum of 4 per day.
  - ii. Students will receive a star for a particular lesson if they show engagement, good effort and produce a good or acceptable amount of work.
  - iii. If a student receives all 4 stars for that educational day, they will have the choice of 3 recreational activities to choose from during period 5.
  - iv. Students will not receive a star for their respective lesson should they dis-engage, become unfocused or a distraction for other students, not complete work or not behave appropriately during lesson time.
  - v. If a student does not achieve 4 stars for the day, they will be placed in 'catch up' for period 5, where they must complete their work.
  - vi. Should a student need to be removed from a lesson for unacceptable behaviour, then a 20-minute detention will be issued for the end of the day, where further work will need to be completed.
  - vii. Students removed from lessons will work 1:1 with a member of staff away from the rest of the group for the remainder of their lesson. They will then have the opportunity to return to their next timetabled lesson and continue the day in a more positive attitude towards their learning.
  - viii. Should the student continue to have a negative attitude towards learning, they will be at risk of being sent home.
  - ix. If a student is sent home, then a re-integration meeting will take place with a member of staff the next morning at the ETP school.
  - x. Continued instances of being sent home can result in the student being removed from the ETP school due to disengagement with the project.

**7) Dealing with Incidents of Unacceptable Behaviour – Extra Time Project (ETP) Schools**

- a) All staff should follow the same procedures for dealing with inappropriate behaviour by using the agreed steps in each situation. Staff may also call for assistance if there is a serious behaviour incident that needs additional support.

- b) When dealing with incidents of unacceptable behaviour it is important to:
- i. examine the behaviour and not criticise the student;
  - ii. consider a student's complex or additional needs;
  - iii. use a staged response to misdemeanours;
  - iv. use private rather than public reprimands wherever possible;
  - v. be consistent when dealing with students.
- c) The main responsibility for behaviour within the classroom or session must always rest with the individual teacher or coach, supported by the Senior RMF staff member on duty.
- d) Staff should record any incident and what action was taken, so that a student's behavioural record gives a complete picture.
- e) Comments made must be factual and they may be shared with the school, parent or carer.
- f) A class teacher or session coach can issue a sanction or refer the incident on to the RMF Head of Department or senior staff member.
- g) There are weekly meetings between individual teachers or coaches and senior management where student behaviour is reviewed.
- h) The Head of Department will take action or refer on to the school or to the parents/carers.
- i) Keeping parents and carers informed of behaviour is an important part of our approach to managing and improving behaviour.
- j) Occasions may arise when a crisis develops which requires immediate support. There are always staff on duty to deal with any such situation.
- k) If it proves necessary to remove the student concerned, arrangements can be made for the student to work elsewhere for the remainder of that session. However, if a student's behaviour poses a risk to others' safety, the individual will be immediately removed from the premises, and the Police can be called. If appropriate, teachers or coaches can seek support from the Senior Manager.
- l) Students cannot be withdrawn permanently from ETP lessons other than in very exceptional circumstances, such as if the student's behaviour is placing the safety of staff and other students at risk. The decision to do so can only be taken by the RMF's CEO, a member of RMF Senior Management Team, or RMF's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

**8) Dealing with Incidents of Unacceptable Behaviour - Sports Participation Programmes**

- a) If a child's behaviour is concerning, the RMF Head Coach will take the following steps:
- i. The child will be given a verbal warning and explanation about why their behaviour is unacceptable;
  - ii. If this does not resolve the matter, then the parent will be informed;
  - iii. If the unacceptable behaviour continues the staff will monitor and record the incidents and keep the parents informed;
  - iv. If there is no improvement, then a meeting will be called between the parents and manager.
  - v. At the meeting a strategy will be agreed with SMART objectives and review dates set
  - vi. In the unlikely event that the behaviour does not improve RMF reserve the right to exclude the child from the club on a temporary or permanent basis.
  - vii. Abuse, both verbal and/or physical, against a member of staff or another child will not be tolerated and may lead to immediate exclusion.
  - viii. If at any time a child's behaviour is extremely anti-social, then temporary or permanent exclusion may be implemented immediately.
  - ix. If a child's behaviour consistently affects the good feeling within a club, RMF may exclude this child.
- b) RMF will make sure that staff will receive training, if required, in respect of basic behavioural management and how to control situations to ensure the safety of the children.
- c) Children will be made aware of the effects of their behaviour on others and methods of discussion and distraction shall be used when confronting behaviour issues. No undue stress shall be placed on the child in terms of humiliation, segregation or any form of physical punishment.
- d) Incident sheets will be used to record any incident where handling or physical intervention is needed. Sheets will be kept on file and copies and made available to parents.
- e) Parents are expected to provide suitable detail in terms of behavioural traits and any additional needs of their children when registering their child or when there is a significant change.

## 9) Exclusions – ETP Schools

### a) Internal Exclusion

If a student repeatedly misses detentions or is continually disruptive, or persistently wears non-uniform or unsuitable clothing, or if there is no improvement after the imposition of previous sanctions, a period of internal exclusion may be appropriate. Internal exclusions can also be issued for significant breaches of RMF's behaviour code. Students who are internally excluded will lose some break and lunchtime and will also remain in ETP school for 20 minutes.

### b) Seclusion

A student may be secluded if the severity of their behaviour warrants it. Seclusion may also be used when a student has already had an internal exclusion or where behaviour has been poor during an internal exclusion. If placed on seclusion a student will work in isolation for some sessions. If behaviour is unacceptable during this period, then a fixed term exclusion could be issued.

### c) Fixed Term Exclusion

A fixed term exclusion may be issued for a student who has been involved in a serious incident, or whose behaviour is consistently interfering with other students' ability to learn. A fixed term exclusion may be issued for any of these behaviours:

- i. persistent disruptive behaviour;
- ii. drug or alcohol related behaviour;
- iii. damage or theft to personal or school property;
- iv. physical assault against an adult;
- v. physical assault against a student;
- vi. not following safety guidelines;
- vii. racist / sexist/ homophobic abuse;
- viii. sexual misconduct;
- ix. theft;
- x. verbal abuse / threatening behaviour to an adult;
- xi. verbal abuse / threatening behaviour to a student;
- xii. other: e.g., carrying a knife or other weapon.

### d) Re-integration Following a Fixed Term Exclusion

The RMF Senior Manager will arrange a meeting in school with the student and parents / carers before the student can resume attendance. A way forward will be discussed, and a member of an external agency may be invited to the meeting.

e) Permanent Exclusion

Permanent exclusion will be considered for:

- i. use of or possession of knives or other weapons;
- ii. drug dealing;
- iii. serious threats of violence and actual violence;
- iv. bullying;
- v. persistent and serious breaches of RMF behaviour policy;
- vi. where RMF believes that a student's presence in the school or programme represents a serious threat to the well-being of others.
- vii. If a student has had fixed term exclusions totalling more than 45 days in any year, then permanent exclusion is inevitable.
- viii. Permanent exclusion can also be used in cases where a student's actions constitute a serious danger to the student or others although the number of excluded days is fewer than 45.
- ix. Only the RMF CEO may exclude students though some of RMF's Senior Management team have delegated powers to make the decision to exclude.

**10) Out of Lesson or Session Behaviour**

- a) In some cases, incidences of unacceptable or poor behaviour happen outside of the classroom or session. Most incidents outside of the classroom or session should be addressed immediately by the member of staff who has witnessed the poor behaviour. For example:
  - i. Uniform infringement
  - ii. Littering
  - iii. Anti-social behaviour
- b) Staff will address the misdemeanours above with the student and will issue them a verbal warning and in some cases give a sanction.
- c) Poor behaviour or non-compliance as a result of a sanction being issued will be escalated and should be reported to the Head of Department.
- d) Should a member of RMF staff witness poor behaviour of a serious nature outside of the classroom or outside the session a member of RMF Senior Management should be called immediately. For example:
  - i. Fighting
  - ii. Vandalism
  - iii. Threatening/intimidating behaviour

iv. Carrying a knife or other weapon

- e) Further action will be taken by the RMF Senior Management and the student's own school as appropriate. Such instances could lead to an exclusion depending on the severity of the incident.

**11) Behaviour When Outside of School or Usual RMF Venue**

- a) Students are expected to maintain a high standard of behaviour when they are outside of the school or the usual RMF programme venue.
- b) The Department for Education's policy, Behaviour and Discipline in Schools, explains that, in line with the behaviour policy, staff may discipline students for misbehaviour when they are on a school trip.
- c) If students are representing the school or RMF, or if they are travelling to and from school or to and from an RMF activity, and they are wearing school uniform or are identifiable as students or participants of RMF programmes, they must continue to uphold RMF's and their school's rules of behaviour.
- d) For misbehaviour outside of school or an RMF activity, staff should confirm the misbehaviour at the time, and implement any sanctions as soon as practicable.

**12) Restrictive Interventions Including Using Reasonable Force**

- a) All members of RMF's Extra Time Project (ETP) school staff have a legal power to use restrictive interventions including reasonable force in limited circumstances. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In our ETP school, force may be used for two main purposes – to control students or to restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member, and there is no expectation that they intervene physically.
- b) Our staff are trained in preventative strategies and in restrictive interventions.
- c) Restrictive interventions include reasonable force and seclusion. But these will be employed by our staff only if absolutely necessary, and as a last resort, and solely for the purpose of keeping a child and others safe.
- d) '*Reasonable Force*' - the term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with students. Force is usually used either to control or restrain a student, and this

can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight, or where a student needs to be restrained to prevent violence or injury.

- e) *'Control'* means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- f) *'Restrain'* means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- g) *'Seclusion'* is a type of restrictive intervention, involving the supervised confinement and isolation of a student with very limited interaction. It involves placing the individual alone and away from other students in an area from which they are prevented from leaving of their free will, for reasons of safety, to prevent risk of injury to themselves or others. Seclusion includes locking a door or physically blocking a door, and it must never be used as a punishment. Seclusion is not the same as internal suspension.
- h) *'Internal Suspension'* is a supervised, structured and time-limited, and is focused on learning and reintegration. It involves separating a student to manage their behaviour, but does not necessarily involve a "locked door" or a "prevented from leaving" scenario.
- i) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. *'Reasonable in the circumstances'* means using no more force than is needed. Using force as a punishment is unlawful and should not be done.
- j) RMF has a legal duty to record every 'significant incident' where force is used and report it to parents. A 'significant incident' is defined as any use of force that goes beyond appropriate physical contact between staff and students.
- k) RMF's aim is always to prevent significant incidents occurring, but should these arise our first strategy is de-escalation. Our staff are trained to use proactive strategies, including Calm Scripts and a trauma informed approach to minimise the need for force, encouraging prevention and de-escalation techniques. Our staff also receive Price training around de-escalation and preventative measures.
- l) Restrictive interventions will only be used as a last resort.
- m) RMF staff working with students with special educational needs and disabilities (SEND) must consider triggers like sensory overload or

communication difficulties when deciding if an intervention is appropriate. With safe adult support, students have access to sensory regulation tools if required.

- n) 'Seclusion' means confining a student and preventing them from leaving as a non-disciplinary measure. This will only be carried out as a last resort, and following government guidance. Any instances of seclusion will also be recorded by our staff and reported to parents/carers as part of our legal duty.
- o) Our staff may use reasonable force if a student is a risk to themselves or to others.
- p) Our staff would implement seclusion only there was a severe risk of injury to the student themselves or to others. We would not seclude students as a matter of practice, but seclusion would be used to keep a student or those around them safe.
- q) RMF's Incident Reporting Procedures
  - i. *Incidents of Use of Reasonable Force* - the incident is recorded on Chronology, and notification of the incident is passed on to parents/carers and the student's school on the same day, via a phone call and then via email with a written follow up summary. All parties are given the opportunity to discuss the seclusion incident.
  - ii. *Incidents of Use of Seclusion* - the incident is recorded on Chronology, and notification of the incident is passed on to parents/carers and the student's school on the same day, via a phone call and then via email with a written follow up summary. All parties are given the opportunity to discuss the seclusion incident.
- r) Prevention and De-escalation Measures
  - i. RMF prioritises the provision of positive organisational and classroom environments which can support all our students to achieve and thrive.
  - ii. Through regular risk assessments, staff meetings and training RMF reviews and set out guidelines for best practice for whole-class behaviour management, and for managing communal spaces such as corridors and outside areas.
  - iii. RMF staff are trained in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
  - iv. De-escalation strategies will vary depending on the circumstances and individual student needs, but these could include:
    - Staff and students carrying out daily reflections.
    - Offering students time and space.
    - Offering students movement breaks and a more relaxed timetable.

- Taking student voice into consideration during reintegration meetings (when the student is regulated).
  - v. RMF staff focus on the development of working staff- student relationships and building trust and respect.
  - vi. We record and analyse data on the use of restrictive interventions to inform improvement planning.
  - vii. RMF works closely with parents/carers to support individual pupils.
  - viii. We have strategies to support individual students based on their identified needs, including the development of tailored behaviour support plans.
  - ix. Where a pupil has a disability, RMF understands its legal obligation under the Equality Act 2010 to support all students, with reasonable adjustments, to ensure they can benefit from what our Extra Time Project offers.
  - x.
- s) For details of new the government guidance from 1 April 2026 which includes additional clarification on when force may be used safely and appropriately please see 'Restrictive Interventions, Including Use of Reasonable Force, in Schools'

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

### **13) Searching and Confiscating**

- a) RMF has a statutory obligation to manage the health and safety of staff, students or participants, and to ensure that school or session discipline is maintained.
- b) Under this authority we reserve the right to search students under the following circumstances and to confiscate items as described below:
  - i. Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search.
  - ii. Personal items will only be searched in the presence of the student.
  - iii. Searching should be carried out by a member of staff who is the same sex as the student.
  - iv. There must be a second member of staff present during the search to act as a witness.
  - v. Members of staff who have the authority to search are as follows: RMF Senior Managers, ETP Centre Managers, the Designated and Deputy Designated Safeguarding Leads, and the CEO.

- vi. There is a limited exception to the same sex and witness rule when there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.
  - vii. Parents and carers will not be informed prior to a search or to seek parental consent, and there is no legal requirement to keep records of searches carried out.
  - viii. Parents will be informed if a search or screening uncovers items that will result in RMF disciplinary action or police involvement.
- c) Searching with Consent. Any member of RMF staff can search for any item with consent from the student. It is not necessary to obtain parental permission or notify parents or carers in advance. We do not require written formal consent in advance of a student search; it is enough for a teacher or coach to ask the student to turn out their pockets, empty their bag or allow access to a search of their locker.
- d) Searching Without Consent. If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required. All RMF staff are authorised and have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned items listed below. A student refusing to co-operate with a search will be subject to disciplinary measures from RMF.
- e) ETP Centre Students must undertake a security wand screening (bags, coat, and full body wand search) each morning. Staff will not be touching any person during this search unless the person being searched acts in a manner which may put staff or student safety at risk. Entry will NOT be allowed to ETP premises for individuals who do not agree to the searches.
- f) The list of prohibited items:
- i. Stereos or portable speakers
  - ii. Skateboards
  - iii. Micro-scooters
  - iv. Cigarettes, tobacco, cigarette papers, filters
  - v. Matches
  - vi. Lighters
  - vii. Electric cigarettes
  - viii. Fireworks/bangers
  - ix. Knives or any other type of weapon
  - x. Glass bottles
  - xi. Cans
  - xii. Chewing gum

- xiii. Laser pens
- xiv. Energy drinks
- xv. Alcohol
- xvi. Stolen items
- xvii. Illegal drugs
- xviii. Any item a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to others, or damage property.

g) Electronic devices

School staff may examine data files held on personal devices during a search if they believe they have good reason to do so. In determining a good reason to examine or erase data or files, school staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break school rules. If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police.

- h) Mobile phones are not permitted on ETP school sites. This rule is non-negotiable and is as agreed in the pre-programme student interview and in the student, parent/ carer and school agreement. On arrival entry is not permitted unless phones are handed in to ETP staff to be safely locked up. Phones are returned to students at the end of the day.

i) Confiscation

- i. School staff can seize any prohibited item found as a result of a search. They can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material to the police.
- ii. Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- iii. Confiscated weapons, knives or bladed items, items believed to be stolen, and illegal drugs will be passed on to the Police or disposed of by the school.
- iv. Dangerous items may only be returned to parents or carers who call at school/ETP Centre to collect them personally. RMF reserves the right to hand over items to the Police without prior consultation with parents or carers.

- j) Valuables. RMF will not accept responsibility for the safety of any valuables in school or in any RMF run sessions or programmes.

#### **14) Malicious Accusations**

- a) Complaints against staff are always investigated thoroughly.
- b) If after a full and thorough investigation, RMF considers that the allegation against the member of staff was unfounded or malicious, any record of the incident will be removed from that member of staff's file.
- c) The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

#### **15) Equality Act 2010**

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

#### **16) Policy Review**

The policy will be reviewed by RMF on an annual basis or sooner if required, e.g., where there are changes in legislation, or recommended changes to improve best practice.

#### **17) Related Policies**

Please see other related RMF policies available on our website or by request from [info@rmfoundation.co.uk](mailto:info@rmfoundation.co.uk) including:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy and Procedure
- Complaints Policy
- ETP Student Code of Conduct, Behaviour and Agreement Policy
- Equalities Policy
- Health and Safety Policy