



## SETTLEBECK SCHOOL

# WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

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# POLICY STATEMENT

## 1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Headteacher' is used this also refers to any Manager with the equivalent responsibility for children.

## 2. Introduction

The Department for Education have, in their document 'Behaviour and Discipline in Schools – advice for Headteacher's and school staff' set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (England) Regulations 2014

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Headteachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of students at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)'

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among students.

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

- Child Protection Policy and Procedures
- Health and Safety Policy and Procedures
- Online Safety Policy and procedures
- Whistleblowing procedures
- Supporting Students with Medical Conditions Policy and Procedures
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance procedures
- Complaints procedure
- Code of Conduct for Staff and other Adults
- Educational Visits procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- CCTV Procedures (Data Protection Policy)

- Home to School Agreement (voluntary)
- Exclusion Policy

### 3. Ethos

At Settlebeck School we are ambitious on behalf of all our students regardless of ability or background and are committed to creating an inclusive, caring, learning environment which allows our students to thrive as a result of exemplary behaviour and excellent relationships. Good behaviour, excellent relationships and attitude to learning are the key foundations for ensuring excellent progress and a happy school. Everyone within the school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

To achieve a positive ethos, it is essential that all of the school community works well alongside each other and develop positive working relationships (this includes as adults working in school, students and parents).

Many children need help to manage and articulate their emotions and our behaviour policy guides staff to teach our students to develop self-discipline to prepare them for the rigours of adult life. It echoes our core values of **respect, responsibility and aspiration** with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions which support staff and students. We are committed to supporting all our students to be the very best they can be.

Through the promotion of student's spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. To achieve this, we will;

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect of their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. Consistency lies in the behaviour of adults not simply in the application of procedures. A truly sustainable approach comes from the determination of all staff to hold firm, establishing clear expectations and routines and modelling the behaviour we want from our students. The key is to develop consistency that ripples through every interaction on behaviour. Where learners are treated as individuals and feel valued they are more likely to respect adults and their authority. Taking the diverse needs of our school community 'flexible consistency' is appropriate so that reasonable adjustments can be made for those students with additional needs, including social, emotional and mental health needs.

The School will not tolerate bullying, discrimination or intimidation of any description. A complaint of bullying will always be taken seriously.

#### **4. Aims**

We aim to ensure that every member of our community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual respect, taking responsibility for our actions and respect for self and others. This policy and procedure is therefore designed to support the way in which all members of the school community can support each other to thrive.

Our aims are;

- To create a culture of exceptionally good behaviour for learning, for community, and for life where students can be the best they can be.
- To ensure all learners are treated fairly and shown respect.
- To build a community which values kindness, care, good humour, empathy for others and obedience.
- To develop a sense of self- discipline and an acceptance of responsibility for one's own actions.
- To ensure that excellent behaviour is an expectation for all.
- To create conditions for an orderly school which enables learning to take place.
- To recognise the diverse needs of our school community and ensure that behaviour management strategies takes into account the individual needs of our school population.
- To ensure that reasonable adjustments are made for students with additional needs and Mental Health difficulties.

The purpose of this policy is to provide practical procedures for staff and learners that;

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

#### **5. Communication**

Settlebeck Academy Trust Governing Body is required to ensure that this policy and procedures is published on the school website. A copy of this policy and procedures is also available on request.

# PROCEDURES

## 1. RESPONSIBILITIES

The commitment of Governors, staff, students and parents is vital in developing a positive school community. The expectations of Governors, staff, students and parents are outline below;

### **The Governing Body will:**

- Support with the implementation of the policy
- Provide advice to the Headteacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy and procedures
- Understand that behaviour is a management issue
- Treat each other and all members of the school community with respect
- Work together with the Headteacher for the overall good of the school community

### **The Headteacher will:**

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Work alongside the Governing Body, staff, students and parents for the good of the school community.
- Communicate both success and concerns with parents
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Offer students the chance and choices to make the right decision
- Ensure that the curriculum meets the needs of learners
- To make reasonable adjustments for students with additional needs and/or Mental Health difficulties.
- Take seriously any complaints of bullying, discrimination or inappropriate behaviour reported to them.

### **Senior Leaders, including the Headteacher will;**

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Offer students the chance and choices to make the right decision

**All staff will;**

Apply a fair and consistent approach to supporting good behaviour by maintaining high expectations by upholding the 3 basis expectations of all students

- **Be ready and equipped to learn**
- **Respect themselves, others and the school environment**
- **Aim to be the best version of themselves.**

**All staff will;**

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Consistent, calm adult behaviour
- Recognising good conduct straight away
- Applying routines relentlessly
- Focus positive recognition on those going over and above expectations
- Praise in public, Reprimand in private.
- Follow clearly defined procedures as set out in this policy
- Apply consequences fairly, consistently and proportionately.
- Use restoration not punishment to change behaviour
- Take into account the individual needs of our students.
- Develop supportive mutually respectful relationships with staff, students and parents/carers.
- Inform parents/carers of their child's behaviour – positive as well as negative.
- Adapt the learning for all students in their class
- Provide a safe, secure and ordered environment
- Offer students the chance and choices to make the right decision.

**Students will;**

- Arrive in school and to lessons on time in full uniform, be equipped and ready to learn
- Take an active role in their learning
- Strive to do the very best they can in all aspects of school life
- Respect the right of teachers to teach and students to learn
- Listen carefully and follow directions the first time they are given
- Show respect to others, the property of others and the school environment
- Deal with conflict in a non-aggressive manner
- Accept consequences and engage in resolving issues with staff and others
- Value all members of the school community
- Use ICT responsibly and in line with our Online Safety Policy.
- Report to an adult any bullying behaviour by others including cyber bullying.
- Report to an adult any forms of discriminatory behaviour including when received online.

## **Parents/Carers**

The school sees parents/carers as important partners in encouraging positive student behaviour, attendance and punctuality. Parents are expected to sign and follow the home school agreement at the front of student planners at the start of each academic year.

### **Parents/Carers can help by:**

- Supporting staff to uphold the 3 basic expectations.

#### **Be ready and equipped to learn**

#### **Respect themselves, others and the school environment**

#### **Aim to be the best version of themselves.**

- Developing and supporting mutually respectful relationships between students, parents/carers and staff.
- Sending their child to school on time, in the correct uniform with homework completed and the necessary equipment.
- Support the school in its high expectations of student behaviour, attendance and high standards of achievement.
- Support the school in its use of rewards and consequences.
- Maintain regular communication with the school including providing absence notes, avoiding holidays in term time, attending parent's meetings and keeping appointments.
- Signing the home school agreement
- Informing school of any concerns which may affect the child's learning/well-being
- Encouraging and supporting their child's academic progress
- Support the school's approach to online safety.
- Providing the school with feedback on how policies and practices might be made more effective.

## **2. Celebrating Success**

We recognise and reward learners who go 'over and above' our standards. Although there are awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. We aim to catch our students 'getting it right'!

At Settlebeck School we regularly celebrate the success of our students in a variety of way as outlined below (not exhaustive);

- Verbal praise in class
- Written praise in marked work
- Phone call/email home to parents
- Postcard home
- Headteacher commendation letter for sustained effort and positive attitude to learning.
- Half Termly/Termly prize draws
- Passport to Prom
- Achievement points
- Certificates in assemblies.

- Achievement trip (based on attitude to learning)

### 3. Behaviour management

Unfortunately, there are occasions where sanctions are given as a consequence for behaving below the expected standard. We believe it is important to teach our students how to self-regulate and self-manage their own behaviour and that behaviour needs to be taught. We aim to give our students the chance to 'get it right' before imposing sanctions.

The system has 4 clear steps

1. **Chance**
2. **Choice**
3. **Consequence**
4. **Assistance**

#### Chance

This is a verbal caution which offers students the **chance** to get it right. This should be delivered in a gentle but firm approach, privately. Students should be made aware of their behaviour. The focus should be on positive language.

#### Choice

When a child continues not following expectations it should be made clear, in a gentle but firm approach, that the child has 'chosen' to continue with an unwanted behaviour. They should be presented with the **choice** of either complying or receiving a consequence.

#### Consequence

If despite being given opportunities to meet expectations the behaviour continues. The student is informed the despite being given the chance to change their behaviour they have chosen to continue. The consequence should be issues in a firm but gentle manner and logged onto SIMS

A range of consequences may be given and this is down to professional judgement but staff must ensure that reasonable adjustments are made for students with additional needs);

- Moved seats within the classroom
- Talk to the adult outside the classroom
- Time out (maximum 5 minutes)
- Moved to work elsewhere.
- Complete missed work at lunchtime/break time
- Class teacher detention (15 minutes)

#### Assistance

Where the behaviour is continuing an adult may call for assistance. The range of assistance offered/required will be wholly dependent on the concerns raised and each concern will be assessed individually. Outcomes might include;

- Place student with a colleague in another lesson
- Member of staff supervises your group while you discuss the issues with the student concerned.
- The student is spoken to by a member of SLT and returned to class.
- Student is removed from the lesson.

### 3.1 Restorative Conversations

Restorative conversations are key to resolving issues and rebuilding relationships. Where a student has been removed from a lesson and/or a serious incident has occurred a restorative conversation will be facilitated to ensure that each party reflects on their actions and tries to find a solution to move forward. This forms part of our fundamental belief that we should teach our students to take responsibility for their actions whilst being able to move on.

Further consequences

### 3.2 Detention

The ranges of consequences issued varies and is solely depended on the severity of the incident.

If the 'Chance, Choice, system has failed to resolve the unwanted behaviour staff may require the student (s) to return to them at break time or lunchtime. Students may also lose a proportion of their social time to catch up on missed or incomplete classwork.

If a student fails to attend they will automatically be placed in a Whole School Detention'. Failure to attend whole school detention will result in a requirement to attend Headteacher Detention after school.

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parental consent** although consideration should be given to whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Detention may be given at the following times:

- any school day where the pupil does not have permission to be absent;

### 3.3 Reports

Students are placed on report for a variety of reasons to support them in correcting unwanted behaviours. Examples of reports used are as follows;

- Subject report
- Punctuality report
- Social time report
- Targeted report
- Homework report
- Form Tutor report – issued for 3 or more behaviour concerns in a half term.
- Head of Year – Failure to improve on FT report
- Deputy Headteacher report
- Headteacher report – for the most serious concerns and return from exclusion

### 3.4 SOS

There are times when a student cannot access normal lessons as a result of their behaviour. In such instances students may spend time (maximum 1 day) in an alternative classroom away from their

peers. Students are supervised at all times and reasonable adjustments are made on individual basis to ensure that students with additional needs are supported.

To encourage our students to take responsibility for their actions and understand the impact of their actions on others students will undertake reflection activities and offered a restorative conversation.

### **3.5 Fixed Term Exclusion**

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Reference will be made to DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' – September 2017 and the Settlebeck School Exclusion Policy.

### **3.6 Permanent Exclusion**

A decision to exclude a pupil **permanently** will be taken only:

- a) in response to serious breaches of the school's Whole School Behaviour Policy and procedures; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and consideration of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Please make reference to the Settlebeck School Exclusion Policy

### **3.7 Exclusions - The Right of Appeal and Legal Duties**

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

### **3.8 Home School Agreements**

There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and can be located in the front of the student planner.

#### **4. Peer on peer abuse**

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse or child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”. We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against students by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Guidance on dealing with cases of peer on peer abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE document ‘Keeping Children Safe in Education’ (September 2019) and ‘Sexual Violence and sexual harassment between children in schools and colleges’ (May 2018).

##### **4.1 Minimising the risk of safeguarding concerns towards students from other students**

On occasion, some students may present a safeguarding risk to other students. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These students will need an individual Behaviour (or risk) Management Plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. If this is not possible to safeguard all parties alternative provision will be sought either through a managed move, managed transfer or by engaging a private alternative provision provider.

Students are encouraged to report peer on peer abuse and the issue is discussed as part of PSHE curriculum.

#### **5. Attendance and Punctuality**

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Students who are late and are recorded as late on a regular basis are put in a lunch time or an after-school detention and on report.

If students are late or do not attend:

- parent should telephone the school in the morning on the first day of their child’s absence;
- any absence needs to be explained, on return to school, by a letter or phone call from the parent;

- parent should contact the school again if an absence is more than three days. If they do not, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

On return to school, it is the pupil's responsibility to seek advice on completing any work missed. If a pupil is late to class, he/she must catch up on work missed. The subject teacher may give a break or lunchtime detention to ensure that this is done.

Serious lapses in punctuality may lead staff to decide that an after-school detention is warranted.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Headteacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Headteacher will be recorded as 'unauthorised'.

## **6. Homework**

Students should always write homework in their planner and include the deadline by which the work must be handed in. Parents should sign the planner each week to show that they have seen it. Parents are encouraged to contact the school if it appears that homework is not being set. All homework must be completed by the due deadline. Students are encouraged to plan their homework and coursework. They will feel under enormous pressure in Years 10 and 11 if they are trying to catch up on work that should have been done earlier. The school does provide advice on study skills to help in this respect.

Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed.

If homework is not completed:

- parents may use the Student Planner to write an explanation if there is a good reason why a child was unable to complete their homework;
- the teacher should be told before or at the beginning of the lesson;
- the teacher may record non-completion of work in the Pupil/Student Planner so that parents may see it;
- the teacher should record the missed homework by logging it on SIMS;
- the teacher may keep the pupil in an informal detention at break or lunchtime to complete the work. Missing this informal detention and or not producing homework at the second opportunity will result in a formal lunchtime detention.

## **7. Pupil Conduct and Misbehaviour Outside the School Premises**

### **7.1 What the law allows**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the school uniform; or

- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school; or
  - poses a threat to another pupil or member of the public; or
  - could adversely affect the reputation of the school.

## **7.2 Out of school behaviour**

This school is committed to ensuring our students act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public;
- reassurance to members of the public about school care and control over students to protect the reputation of the school;
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

## **7.3 Sanctions – off-site behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether students were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other students in the future.

## **7.4 Pupil support**

We aim to support all our students to ensure that every child succeeds during their time at the School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students.

- Monitoring report cards with targets to promote success in lessons.
- Increased communication between home and school.
- Individual support plans.
- Referral to the school counsellor or mentor.
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants, school mentor, inclusion support manager, home school liaison officer, work related learning co-ordinator etc.

- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

## 8. The Use of Reasonable Force

In their advice on 'Ensuring Good Behaviour in Schools' the Department for Education (DfE) have set out the legal powers and duties that govern behaviour in schools which includes the use of reasonable force. In their guide 'Behaviour and Discipline in Schools' the DfE clarifies the legal provisions on school discipline which provides staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control a child using positive handling techniques. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Reasonable force will only be used as a last resort after de-escalation techniques have failed.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

Staff will not, as far as possible, use force unless or until another responsible adult is present to support, observe and call for assistance.

### **8.1 Action as a result of self-defence or in an emergency**

All staff including teaching assistants, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

### **8.2 Circumstances in which reasonable force might be used**

Circumstances in which reasonable force might be used include the following:

- Students found fighting will be physically separated.
- Students who refuse to leave a room when instructed to do so may be physically removed if they are a risk to themselves or others or others. Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety. This may also include leading a pupil by the arm out of a classroom.
- Students at risk of harming themselves or others through physical outbursts may be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

### **8.3 Power to use reasonable force when searching without consent**

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'.

### **8.4 Unreasonable force**

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.
- Touching or holding in any way that might be considered sexual contact.
- 'seated double embrace, which involves two members of staff forcing a child into a seated position and leaning them forward.
- 'double basket hold' which involves holding a person's arms across their chest.

Staff will avoid acting in a way they might be reasonably expected to cause injury. Where possible only those staff trained in positive handling techniques will be involved in such incidents where reasonable force is considered as a last resort.

### **8.5 Staff training**

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when

used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain students. The training will be to an approved nationally acceptable level and will be regularly refreshed.

All staff and volunteers receive induction training in positive behaviour management and the range of intervention techniques before being required to work with any children who present challenging behaviours. They are introduced to individual BMP's.

On-going training in Positive Handling techniques is provided for relevant staff when required i.e. Team Teach. Team Teach provides training in positive handling strategies (with an emphasis on de-escalation, but including physical restraint) to better support those who display challenging behaviour. It takes a whole setting holistic approach to behaviour management.

The following members of staff have undertaken Team Teach training

Mrs Sarah Campbell

Mr Liam Richardson

Mrs Sarah Evans

Mr Nick Richmond

Mrs Lesley Stephenson

Mrs Rebecca Walsh

Once the Behaviour Management Plan and control measures have been agreed and communicated to those who work with and support the pupil, consideration should be given to the ability of staff to implement the measures. Successful implementation will be dependent upon staff competence and expertise. It is important to determine what level of training may be required and by whom.

Where it is apparent that there are staff with significant training needs, implementation of the control measures required will be modified until the relevant training has been provided. In some circumstances, staff training may well be required as a matter of urgency so that implementation can take place without delay. We will also ensure that there are more individuals trained in positive handling techniques in the school than are generally required in order that absences can be covered.

Early discussions with receiving schools will take place as a pupil moves through the educational system so that accommodation needs, resources and training in particular control measures and strategies can be anticipated and undertaken prior to transfer.

### **8.6 Behaviour Management Plans**

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e. is a risk to themselves) may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

## **8.7 Placing physical interventions into context.**

Physical Intervention is not to be seen in isolation. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in two broad categories:

### **Emergency Interventions:**

Emergency interventions will involve ideally a minimum of two staff employing, where necessary, one or a combination of the strategies from Team Teach in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to the road).

### **Planned Interventions:**

Planned interventions involve a minimum of two staff employing, where necessary, one or a combination of the strategies from Team Teach as an agreed response to an identified behaviour. This will be documented in the Positive Handling Plan which must form part of the pupil's Behaviour Management Plan and will be reviewed along with 6 monthly IEPs. Permission of parents will be sought before initiating this as an accepted response. The Behaviour Management Plan will list the accepted strategies to be used as well as strategies that may be used beforehand e.g. de-escalation techniques.

Strategies can be divided into those that are preventative and those that are reactive.

Preventative Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Based on thoughts/discussion about possible reasons for challenging behaviour.
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop, e.g. as simple as if a pupil is constantly hitting someone else then we need to aim for them to be sat in their seat (if they are in their seat they can't be hitting someone).

Reactive Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Manageable.
- Focussed on the behaviour not the child.
- Flexible.
- Aimed at De-escalation.

## **8.8 Recording and Reporting Significant Incidents**

The school does not require parental consent to use force on a pupil. The school has a duty to record and report to parents all *significant* incidents where a member of staff has used force on a pupil.

The member of staff involved must report the matter to the Headteacher and make a written record of the incident using a 'Record of Positive Physical Handling or Intervention' pad or sheet as soon as practicable. The Head teacher, in consultation with the Deputy Designated Safeguarding Lead, will decide whether an incident is significant or not.

The following would be considered significant:

- Incidents where unreasonable force has been used.
- Incident where substantial force has been used.

- Use of any restraint.
- Incidents where the child or 'handler' has been injured as a result of the intervention.
- If the child was very distressed.

In determining whether incidents are significant the following will be considered:

- The pupil's behaviour and level of risk presented at the time.
- The degree of force used and whether it was proportionate in relation to the behaviour.
- The effect on the pupil or member(s) of staff.

School staff should also consider the age of the pupil, any SEN or disability and any other social factor.

Sometimes an incident may not be significant in isolation but may form part of a pattern of repeated behaviour and records should therefore be kept.

### **8.9 Recording a Significant Incident**

Any incident that involves the use of force should be investigated in the same way as other incidents in the school. All accounts of the same incident should be recorded including those of the pupil(s) involved.

The member of staff involved in using force should complete the 'Record of Positive Physical Handling or Intervention' pad as soon as practicable after the incident. He/she may also be required to write a detailed report on the matter as a part of a wider incident. The member of staff may consult their union for advice should they wish. The Designated Safeguarding Lead should check this report and provide the member of staff concerned with a final version for their records. A copy will be placed on the staff member's file.

Reports by other staff and students should then be attached to the report. This information will be part of a pupil's records.

### **8.10 Post incident support**

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and students involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and/or other staff will:

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and students affected by the incident. It may also mean the child is excluded. See Section 3.2 above.
- help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- ensure that staff and students affected by the incident have continuing support, if necessary, in respect of:
  - physical consequences
  - emotional stress or loss of confidence
  - analysis and reflection of the incident

### **8.11 Follow up**

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for students. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

### **8.12 Other physical contact with students**

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of those with SEND who are unable to do it for themselves.

## **9. Allegations of Abuse against Staff and Other Adults Working in the School**

### **9.1 General**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which forms part of the Child Protection Policy and procedures).

The Governors of the School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and act to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff, volunteers and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria Safeguarding Children Partnership (SCP) Core procedures.

## **9.2 Action in the event of a malicious allegation**

If an allegation is determined to be false, unsubstantiated, unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to the local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

## **10. Bullying**

In addition to the sections below we have a section on Peer on peer abuse in our Child Protection Policy and procedures.

### **10.1 What is bullying?**

According to the DfE document 'Preventing and Tackling Bullying – Advice for Headteachers, staff and Governing Bodies, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- upskirting;

- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber bullying occurs while students are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

## **10.2 The law**

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

## **10.3 Reporting and recording incidents of bullying**

Students and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Head of Year to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and students are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class time. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

## **10.4 Tackling bullying**

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

### **10.5 Strategies for dealing with bullying**

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendered anti-bullying week
- Poster and leaflet campaigns – designed and written by students
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Home school agreement (voluntary)

### **10.6 Strategies for dealing with the bully**

- Disciplinary sanction imposed either exclusion or time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

### **10.7 Strategies to support a victim**

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

## **11. Drugs and Drug-Related Incidents**

### **11.1 General**

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all students.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

### **11.2 Responsibilities**

The Headteacher has responsibility for supporting other members of staff in the implementation of these procedures. Mrs Sarah Campbell is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Headteacher and Senior Leadership Team and dealt with in accordance with these procedures.

### **11.3 Dealing with drug-related incidents**

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

### **11.4 Medicines**

Where students are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

### **Tobacco**

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

## **Alcohol**

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

## **Solvents**

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

## **Illegal substances**

Illegal or illicit substances must not be brought to school or used on school premises.

### **11.5 Discovering a drug or suspected illegal substance**

- (1) Take possession of the drug/substance and inform the Headteacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Headteacher will always involve the school's link community liaison Police Officer in the case of suspected drugs or illegal substances in school.
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
  - Do **NOT** attempt to pick up the needle.
  - If possible, cordon off the area to make it safe.
  - Inform the Head teacher/Senior Leadership Team member.
  - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

### **11.6 Discovering or suspecting a pupil is in possession of a drug/drug paraphernalia**

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Headteacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a student's outer clothing so long as a witness is present, without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
- Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.
-

### **11.7 Dealing with a pupil suspected to be under the influence of a drug or substance**

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Headteacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and taken with the pupil (for analysis).

All drug related incidents will be recorded.

### **11.8 When to contact the Police/disciplinary action**

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration.

- Where controlled drugs are found, these will be delivered to the Police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

### **11.9 Procedures for dealing with drug-related incidents involving adults**

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than students:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or students whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving students in drug misuse or the supply of drugs to students.

These examples are not exhaustive and in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the students out with school premises, the Head teacher or other member of staff will consult with the Police.

## **12. Behaviour of Parents and Other Visitors to the School**

The School encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018).

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

### **12.1 Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address

- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

## **12.2 Procedures for dealing with unacceptable behaviour**

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

## **12.3 Unacceptable use of technology**

The School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using online technologies. The expectation of parents is set out on page 4. Failure to comply with these

expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable Use Agreements exist for students, staff and governors of the School and form part of our Online Safety Policy and procedures.