



**Cabot**  
Learning  
Federation

JCA Ready to Learn:  
A Behaviour for  
Learning Policy

Date: April 2023, Cabot Learning Federation

Date	Page	Change	Origin of Change
<b>Date</b>	Pages / Whole document	Description of Change	Origin of change (e.g. routine update, request for review)
<b>May 19</b>	All	Annual Review	Annual Review
<b>April 2020</b>	All	Annual Review	Annual Review
<b>May 2020</b>	All	Addition of Drugs and Prohibited Items appendix	Amalgamation of policies
<b>Nov 2020</b>	All	Review of Drugs section. Addition of 'stages'	Review following PEX Review of practice
<b>May 2021</b>	All	Annual Review	Annual Review
<b>Nov 2021</b>	All	Reflect Ofsted report on sexual abuse	Annual Review
<b>April 2023</b>	All	Review	Following whole school undertaking the Show the Red Card to Racism training
<b>May 2023</b>	All	Positive Handline and Physical Intervention policy referenced	Review following complaint process.
<b>May 2023</b>	All	Searching and Screening guidance from DfE 2022 explicitly referenced in policy	Review following complaint process.
<b>June 2023</b>		Clarity on restore conversations following Parent working group	Parent Working Group

## **Aims of our Ready to Learn (RtL) Policy**

We aspire for students to thrive academically; flourish and grow as young people. When they leave us they will have a strong sense of self, their place in the world and the agency to fulfil their potential. We will achieve this by ensuring that students' success is recognised and rewarded, and without apology will expect that everyone works hard and tries their best.

Having consistent boundaries and well-understood routines that everyone knows and understands is the key to feeling safe – and the feeling of safety and security enables every person in our community to explore, develop and express their individual identities.

This Ready to Learn policy outlines the boundaries and routines, and the approach to student support, that make John Cabot Academy safe and secure for its students and staff.

This policy acknowledges our legal duty to make reasonable adjustments for disabled children, children with special educational needs (SEND) and those with protected characteristics.

## **Rewards**

We celebrate achievement in all its forms – including academic success, extra-curricular engagement and service to the community. We will acknowledge and celebrate all students who receive high lesson scores and attendance throughout the year. Outlined below are the different ways students can be rewarded.

- **Lesson Scores**

We operate a comprehensive rewards system through the use of lesson scores. Lesson scores reward students for being ready to learn in their lessons.

The lesson scores will range from 5 to 1. The lesson score numbers represent how well a student has been learning in a lesson with 5 being the highest and 1 being the lowest. Below is the guidance on how a lesson is scored:

- 5 – Awarded if a student has been RtL all lesson and been inspired by their learning; taken a risk, made a mistake and learnt from it. They will have been inquisitive, critical and curious.
- 4 – Awarded if a student has been RtL all lesson
- 2- Awarded if a student has been given a warning during the lesson
- 1 – Awarded if a student has been sent to Separated Learning

Please note all students will begin the lesson on a 4.

- **Year Team Rewards:**

- Celebration assemblies
- Phone calls home
- Rewards events

- **Attendance Rewards**

- 100% Attendance Superstar rewards; certificate, newsletter
- 97-99% Attendance rewards; certificate, newsletter and other rewards with the SLT member responsible for attendance.
- Year team Attendance Awards
- Greatest Improvement Awards

- **Wider School Rewards**
  - Rewards postcards
  - Card / letter from Principal
  - Rewards events and trips

## **Sanctions**

Having consistent boundaries and well-understood routines that everyone knows and understands is the key to feeling safe. Where student behaviour is outside of these expectations we will apply fair and proportionate sanctions in a consistent manner.

Failure to follow staff instructions will lead to a first warning, and a signposting to expected behaviour.

Lateness to lessons, or a 2<sup>nd</sup> incident of failing to follow staff instructions, will lead to referral to the Separated Learning Room (SLR). Students will complete Maths, Science and English work, linked to their curriculum, whilst in the SLR. Students will work silently in the SLR for 1 – 3 periods, with their placement in SLR to include removal from a social time.

Students will also attend a restore conversation with the member of staff that has recorded the incident. This will provide an opportunity for the student and staff to reflect on how their actions impacted on the incident, and to agree how they will work together to avoid further incidents in the future.

Restore conversations are 15 minutes long, take place at the end of the day and occur on the same day or next day following the incident.

Parents will be notified by text message by 2:45pm that their child is due to attend a restore conversation.

Where a child has caring responsibilities that means they have to leave at the end of the school day, we ask the parent to work with the pastoral team staff to identify an appropriate time in the school day for a restorative conversation.

Where a child cannot get home as a result of attending a restore conversation the same day, we will ask the parent to let us know and the conversation will take place the next day.

Involvement in serious incidents may lead to range of wider sanctions including an extended period in the SLR, a short placement in another school (SURP), Suspension, a 2 week immersion in another school, a 12-week Managed Move to another school, or potentially Permanent Exclusion (PEX).

See DfE guidance on Behaviour in Schools for more information on sanctions including detentions: [https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf)

## **Student Support**

Where there are ongoing concerns, students will be supported in building the skills to make positive decisions through Graduated Support. This will include initial assessments of need. Identified need may then be addressed through additional academic intervention, pastoral support, internal and external

mentoring, access to programmes to build self-confidence and resilience, mental health support and placement within other schools / Engage.

## The Classroom - Conduct in lessons

Appendix 1 outlines the learning behaviours expected of students in lessons. Each task that a teacher sets will have an associated learning behaviour. If a student is not demonstrating the required learning behaviour, they will receive a warning, and a 2 in the register. If they again do not show the required learning behaviour, they will receive a 2<sup>nd</sup> warning, a 1 in the register and will be sent to the Separated Learning Room (SLR) for a period of time.

Student behaviours that will result in a warning are:

- Not bringing a pen to the lesson
- Not demonstrating the appropriate ready to learn behaviours
- Not following the JCA routines at the start and end of a lesson
- Talking while the register is being taken
- Commenting or talking over someone else
- Engaging in off-task conversation
- Actively refusing to follow an instruction - defiance
- Chewing gum, eating or drinking
- Inappropriate language, noises or attitude
- Disengaging with work e.g. head on the table, refusing to attempt / complete work
- Phone seen or heard (must also be confiscated)
- Misuse of equipment
- Getting out of seat without permission
- Not wearing Academy PE kit

*n.b.* If students do not bring PE kit they will receive a kit mark. On the third kit mark they will be sent to the SLR. Kit marks will reset once a sanction has been completed.

More serious misbehaviours warrant immediate removal from the lesson, to separated learning. These include, but are not limited to:

- Swearing at or about a member of staff
- Inappropriate sexualised behaviours e.g. sexual harassment or violence
- Discriminatory language or behaviours, especially those related to a protected characteristic
- Violent, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour including 'play' fighting
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment
- Defacing equipment or school property
- Throwing items across the classroom
- The sharing of and/or distribution of 'over the counter' pharmaceutical drugs

## Expectations of Classroom staff:

- A Common Language

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and supply teachers. Staff should always try to use language to de-escalate situations: **'Language to engage not to enrage'**.

It is also important that all staff use a common language when giving warnings.

- Making Expectations Clear – Starting Lessons

Teachers will greet students from their doorway upon arrival. Students will be directed to their seat within the seating plan, and to the initial starter task. Students should take out their equipment and start on the task immediately.

- Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to quality audience within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that.

- Immediate Warnings

Once expectations are clear, if students show that they are not ready to learn, they should be given an **immediate** warning. For example, if you are talking, and a student talks over you, they must immediately be given a warning, **with their name written on the board (where possible)**. It will lead to significant inconsistency if some staff choose to 'remind' students that, for example, 'next time you will get a warning'. Any behaviour that detracts from students' learning or the learning of others is unacceptable and must be dealt with immediately.

- Collective Reminders

**Very rarely**, an adult may wish to draw attention to the "Ready to learn" expectations, without giving a warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate. This would only be as described below:

If a number of students have got something wrong, ***because you think you didn't make your initial expectations clear enough***, then you may issue a whole-class **collective reminder**.

A collective reminder **must not** be issued because a group of students is talking and you do not wish to issue multiple warnings. If they are not ready to learn and their behaviour is detracting from their learning or the learning of others they must receive a warning.

- No 'machine-gunning'

Once you have given a warning, you should not then refer a student **within 30 seconds of the first warning**. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to the SLR.



This approach gives the ownership back to the student to make the right choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response. Silence usually means acquiescence.

- **Calling Out**

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. You should however tackle the transgression.

A student who continues to call out ***repeatedly*** should be issued with a warning writing their name on the board and clearly stating the impact that it has on learning

- **Communication with Parents**

If a student is sent to the SLR, the member of staff who sent them may phone home (ideally on the same day) and let the parents/carers know what has happened and why they sent their child to the SLR. This builds trust and transparency into the system and ensures parents / carers are integral part of supporting and managing behaviour. However we recognise the priority of staff is to attend the restore conversation with students and that will be prioritised as it rebuilds the relationship with the student prior to the next lesson.

## Conduct around the Academy

At JCA, we expect staff and students to behave respectfully at all times. That means walking around the school calmly and quietly, communicating to each other respectfully, respecting each other's space and looking out for each other. The table below outlines the key expectations of students around the academy and staff actions.

Area	Ready to Learn – Key Language	What do staff do?	What happens next?
Lesson start.	“Meet and Greet”	Staff meet students at their doorway. They welcome students into the classroom, giving personalised remarks to specific students on entry as appropriate. Students are known.... use of language in intent. Student are directed to their seating position within the seating plan, and begin the lesson starter activity.	Student focus on the starter task, the teacher completes the register on SIMS.
Phones & Headphones	“Phone ban”	Between 8:40am and 3pm, if a phone or headphones are seen or heard, staff will confiscate it and take it to Reception. “I can see that.....” If a student refuses to hand their phone over, this is defiance. If a student needs to use their phone (canteen funding etc) they must approach a MoS and ask for permission.	Reception text home (at the end of the day). Phone handed back at end of day.
Following reasonable requests.	“This is a reasonable request. Are you choosing not to follow it?”	Address student with name. Hands ok and red book. State request. “Here (at JCA) <i>we/students</i> .....” Restate rule Repeat request “This is a reasonable request. Are you choosing not to follow it?” If they refuse, walk away and log on SIMS with a 1. Call home.	Year teams run reports every evening for all 1s and pick up students for SLR time.  Very regular training for staff and students on they <i>why</i> behind rules.
Uniform and equipment		Check uniform on entry to school and throughout the school day. If incorrect students: 1. Go home 2. Borrow some 3. Go to SLR until resolved. If a student refuses to correct their uniform, this is defiance.	Year team lend students uniform or send them home to get changed.  If uniform remains incorrect, the student remains in the SLR.
Corridors and Social Areas	“Hands off” “Walk”	<b>Safe</b> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Using all spaces for their purpose</li> </ul>	Year teams run reports every evening for all 1s

	“One way system”	<ul style="list-style-type: none"> <li>Keeping the flow of the corridor and/or stairwell</li> </ul> <p><b>Calm</b></p> <ul style="list-style-type: none"> <li>Quiet</li> <li>Positive language choices</li> <li>Courteous</li> </ul> <p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>Follow instructions</li> <li>Prompt, purposeful</li> <li>Wear JCA uniform</li> </ul> <p>Our Ready to Learn system applies in the classrooms as well as in our corridors.</p>	and pick up students for SLR time.
Punctuality		<p><b>Period 1 to Tutor Time</b>  <i>Less than 5 minutes late</i>  Mark L in register with minutes late.</p> <p><i>More than 5 minutes late</i>  Send to SLR  Mark 1 in register  Call home  Unless they have a note on paper/SIMS</p>	
Truancy		Mark 1 in register Send to SLR Call home	
Pens		If a student does not have a pen in their lesson: Mark a 2 in the register Lend them a pen	Students can buy pens from the finance office for 5p

Add Ready to Learn in lessons (for routines)

All their equipment (pen, pencil, ruler, bag, green pen, protractor, scientific calculator). Warnings for pen.

### **Out of Lessons**

During lesson time students are expected to be in class at all times. All students out of lessons should have a valid note.

- No toilet breaks are allowed during lessons unless a student has been issued with a note from the doctor that there is a medical condition in which case a toilet pass will be issued. Staff are to use their professional discretion if it is obvious a student is desperate for the toilet.
- No water breaks are allowed during lessons, except as directed in PE.
- Water is freely available before school, during break time, lunchtime and lesson change-overs. Students are allowed to drink water in class (except in Science lessons) from a water bottle.

More serious misbehaviours during social time will warrant immediate removal from social time where student should be taken to the SLR by a member of the duty team. Further escalated sanctions may then be put in place where appropriate. These behaviours include, but are not limited to:

- Swearing at or about a member of staff
- Inappropriate sexualised behaviors e.g. sexual harassment or violence
- Discriminatory language or behaviours, especially those related to a protected characteristic
- Violent, aggressive or intimidating behavior
- Unsafe or dangerous behaviour including 'play' fighting
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment
- Defacing equipment or school property
- Throwing items across the classroom
- The sharing of and/or distribution of 'over the counter' pharmaceutical drugs (See appendix 3 for more details)

## **Serious Incidents**

Serious incidents will result in a placement in the SLR for the rest of the day whilst the incident is investigated. This may include the taking of student and staff statements and the observation of CCTV images.

Serious incidents will result in a parent meeting, and may lead to an extended period in the SLR, a short placement in another school (SRP), fixed term exclusion (FTE), a 12-week Managed Move to another school, or potentially Permanent Exclusion (PEX).

Serious incidents include, but are not limited to:

- Verbal or physical abuse
- Violent or dangerous behaviour
- Exam misconduct
- Possession or bringing a weapon or dangerous item on to the school site
- Possession of a prohibited item
- Malicious setting off of the fire alarm or fire extinguisher
- Discriminatory language or behaviours, especially those related to a protected characteristic
- Smoking/vaping
- Possession and/or consumption of alcohol/drugs, including drugs paraphernalia (See appendix 3)
- Defiance including walking away when being spoken to by a member of staff
- Fighting, harassment or bullying
- Threatening or anti-social behaviour
- Damage to property or theft
- Swearing
- Sexualised behaviours including sexual harassment and sexual violence, in person or online
- The sharing of and/or distribution of 'over the counter' pharmaceutical drugs (See appendix 3)

Bullying and intolerance of others (racist, transphobic, homophobic, misogynist comments) are not tolerated at JCA. First incidences will result in a 1-day placement in the SLR, a parent / carer meeting and additional education work. Further incidences will lead to placement in other schools / fixed term exclusion. Please see the Anti-Bullying Policy for more detail.

## Physical Restraint

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 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 child 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 pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Please refer to John Cabot Academy's Positive Handling and Physical Interaction policy.

## Searching and Screening

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions, including electronic devices, where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs, including paraphernalia;
- stolen items;
- any article, including electronic devices, that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause harm or personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers, including vapes;
  - fireworks; and
  - pornographic images.

Under common law, school staff have the power to search a pupil for any item and will always seek co-operation of the pupil before. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If the pupil does not co-operate, further sanctions may be applied. A record of the search will be put in CPOMS and parents will be informed.

Please see the ([link](#)) government's searching and screening for full guidance.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services. See Keeping Children Safe in Education and Working Together to Safeguard Children.

The school’s behaviour policy should be communicated to all members of the school community to ensure expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school’s policy.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

## **Sexualised Behaviours**

Sexualised behaviours at JCA are considered behaviours of a sexual nature that cause upset and / or harm to another person. Sexualised behaviours are considered either to be sexual harassment, sexual assault or sexual violence. They can occur in person or online and are not acceptable or tolerated at JCA.

All incidents of sexualised behaviours are taken seriously and are investigated fully with the appropriate agencies to ensure all children are kept safe and that appropriate sanctions and support are put in place quickly and effectively.

### **Reporting serious incidents to the police**

The Brook traffic light system will be used as a tool to support appropriate sanction and support when dealing with sexualised behaviours and incidents at JCA. In some cases, this may mean reporting the incident to the Police.

## **Bringing the Academy into Disrepute**

John Cabot Academy has the power to sanction students for their behaviour outside of the school premises and outside of school hours (*DfE: Behaviour and discipline in schools (January 2016)*). This includes when students:

- Take part in any school-organised or school-related activity
- Are travelling to or from school
- Are wearing school uniform

or behaviour at any other time that poses a threat to another student or member of the public or that could adversely affect the reputation of the school.



# Graduated Response

At JCA we will embed compassionate culture where we support students in building the skills to make positive choices. Where we have ongoing concerns about student behaviours, both within and outside of the Academy, we will follow a staged process of increasing levels of support. Stages will be reviewed on a termly basis.

## Stage 1

In response to 5 – 10 behaviour incidents across a term, a student will be placed on **Stage 1** support. This will include a parent call by the tutor to talk through initial concerns, and then daily review of student lesson scores by the tutor via a daily report card. Parents will be given a weekly progress update by the tutor.

## Stage 2

In response to 10 – 15 behaviour incidents across a term, a student will be placed on **Stage 2** support. The Pastoral Team Lead will meet with parents to share concerns, and the student will be assigned a Key Adult, with this being either the Pastoral team Lead or Student Support Lead. The student will report to their Key Adult 2 – 3 times per week, with parents / carers receiving an update in response to each report.

In addition, the student will work with their Key Adult to review their timetable to identify periods of challenge and success, and may complete receive regular mentoring support. The student may well complete additional assessments with the SEND team to explore any undiagnosed barriers to learning.

At Stage 2 a range of other interventions will also be considered. This could include behaviour contracts, additional numeracy / literacy support, referral to the School Counsellor, Managing Emotional Triggers, Social Skills, Thrive and / or Educational Psychologist stage 1 assessment.

## Stage 3

In response to 15 – 20 behaviour incidents across a term, a student will be placed on **Stage 3** support. The parent will meet with the Key Stage Lead to communicate that the student is at risk of losing their place at JCA, and to outline the continued concerns. The student will be assigned a Key Adult, and will then report to them at the end of each day to review their lesson scores, with the parents receiving a daily update.

The student will be discussed at Team around the Child (TAC) meetings where other interventions will be considered. These may include continued internal mentoring, external mentoring, Educational Psychologist Stage 2 assessment, 12-week Managed Move to another Academy, Engage Placement and / or Integra Support.

## Stage 4

In response to more than 20 behaviour incidents across a term, a student will move to **Stage 4** support. The parent will meet with the Principal and the Assistant Principal (Inclusion Lead) to re-emphasise that the student is at risk of losing their placement at JCA, and to outline the continued concerns. The student will then report to their Key Adult at the end of each day to review their lesson scores, with parents receiving a daily update.

The student will be discussed at Team around the Child (TAC) meetings where other interventions will be considered. These may include continued external mentoring, Hospital Education, the use of Bristol Tuition and placement in alternative provision.



**Appendix 1:****John Cabot Academy Ready to Learn Classroom Behaviours**

Ready to Learn behaviours are what students will demonstrate when they are 'ready to learn'. Below are descriptors of Ready to Learn behaviours for a variety of learning experiences in the classroom.

**1) Quality Audience**

- 3-2-1 countdown
- Eye contact with teacher / student speaking
- Active listening – be ready to give positive feedback and ask questions
- Positive body language – sitting forward, no fidgeting, empty hands

**2) Learning Partners**

- Quiet voices - two people
- Focussed talk – talking about what you have been asked to discuss
- Respecting one another's opinions
- Be ready to stop on countdown

**3) Group Learning**

- Quiet voices
- Sensible movement around the room if required to move
- Equal participants - everyone is involved and has a role / responsibility
- Focussed talk – Talking about what you have been asked to discuss in a respectful way
- Be ready to stop on countdown

**4) Individual Learning**

- Quiet focussed environment
- Working on your own
- Stickability! Use resources around you to help you
- Hands up for teacher help

**5) Exam Conditions**

- Silence
- No turning around – eyes on your own work only
- No distractions e.g. tapping pen
- Hands up if you have a problem
- Allow time for reading through your work and checking spelling, punctuation and grammar

**Appendix 2: Power to use Reasonable Force**

- Teachers may choose to physically separate students (where verbal instructions have not worked) where students are found fighting or who may, in the view of the member of staff, cause physical harm or damage to property.
- John Cabot Academy does not require parental consent to use force on a student.
- Staff will be supported if they feel that they can stop a student causing harm through physical intervention, but similarly, if staff feel they may put themselves at risk of harm through a physical intervention, then a member of staff may choose not to become involved for their own safety.
- Through this policy, staff, students and parents will be clear about when force may be used.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Staff are guided by DfE guidance:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
- For further details see the JCA Safeguarding policy and CLF policy on reasonable force.

### **Appendix 3: Drugs and other Prohibited Items**

#### a. Definitions

**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.**

#### 1. Our Role

Our school takes the lead to promote students' wellbeing. We understand that we have a role to play in preventing drug misuse and we will educate children and young people as part of our pastoral responsibility.

##### .1 We aim to

- Provide accurate information on drugs and alcohol through education and targeted information.
- Where necessary, use the powers of search and confiscation in line with Government guidance.
- Work with local voluntary organisations, the police and others to prevent drug or alcohol misuse.

#### 2. Procedure Following an Incident

The school will consider each incident individually and employ a range of responses to deal with these. Parents/carers will be informed about the incident as soon as the facts of the case have been established.

##### a. Cigarettes (Tobacco) and Vapes

- i) Cigarettes or other smoking product (such as 'vaping' equipment) must never be brought into school.
- ii) Any student who is found smoking or is with a group of students that are found smoking will be dealt with by using the sanction of fixed term exclusion or alternative to exclusion. Repeat offences will be dealt with by using an escalated sanction. Persistent offenders may be permanently excluded.
- iii) If a person passes or sells cigarettes to another student then they will be excluded. Persistent offenders may be permanently excluded.

##### b. Alcohol

- i) The school and its premises are alcohol free zones. The school does not allow any alcohol to be consumed on school premises without prior authorisation for pre-arranged social gatherings for adults sanctioned by the Principal. Anyone found to be in breach of this rule will be sanctioned by the Assistant Principal (Inclusion) and/or the Principal.
- ii) Any student who is found with or under the influence of alcohol will be referred to the Assistant Principal (Inclusion) and appropriate medical assistance sought in the first instance.
- iii) Any student who is found with or under the influence of alcohol will be dealt with by using the sanction of fixed term exclusion or alternative to exclusion. Persistent offenders may be permanently excluded.
- iv) If a person passes or sells alcohol to another student then they will be excluded. Persistent

offenders may be permanently excluded.

#### c. Solvents/Chemicals

- i) Solvents/Chemicals are hazardous to health. Students are not permitted to bring solvents into school. This includes correction fluid and pens, 'Tipp-ex' thinners or glue. Students **are** permitted to bring felt tip pens to school. All members of staff are responsible for the safe storage and use of solvents in their classroom. Where possible, these should be locked away when not in use. This includes glues and paints. Cleaners and premises staff should also ensure that their stores are locked when not in use and that solvents are held in a secure place
- ii) Any student who is found with or under the influence of solvents/chemicals will be referred to the Assistant Principal (Inclusion) and appropriate medical assistance sought in the first instance.
- iii) A student who is found with or under the influence of solvents/chemicals will be dealt with by using the sanction of fixed term exclusion or an alternative to exclusion. Persistent offenders may be permanently excluded.
- iv) If a person passes or sells solvents/chemicals to another student then they will be excluded. Persistent offenders may be permanently excluded.

#### d. Drug Related Incidents

- Drugs and associated paraphernalia never be brought into school.
- Any student who is found with or under the influence of drugs and drugs paraphernalia will be referred to the Assistant Principal (Inclusion) and appropriate medical assistance sought in the first instance.
- Any student who is found with or under the influence of drugs and drugs paraphernalia will be dealt with by using the sanction of fixed term exclusion or alternative to exclusion. Persistent offenders may be permanently excluded.
- If a person passes or sells drugs to another student then they will be excluded. Persistent offenders may be permanently excluded.

Any response to drug related incidents needs to balance the needs of the individual students concerned with the wider school community. In deciding what action to take, we will follow our Behaviour policy. Additionally:

- When dealing with such issues we will also be mindful of DfE Exclusion Guidance.
- Drug use can be a symptom of other problems. We will also be ready to involve or refer students to other services when needed. This would usually be as a result of consultation with parents/carers.

### 3. Involving parents/carers and dealing with complaints

- We are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search, but we may do so.

- We will normally inform the individual student's parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt with through the normal school complaints procedure.

#### 4. Working with the Police

A member of the school's Leadership Team will liaise with the police from time-to-time to discuss a range of community based issues.

#### 5. Legal drugs

The police will not normally need to be involved in incidents involving legal drugs but we will inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area or inappropriate use or supply of legal drugs.

#### 6. Managing Medicines

Some students may require medicines that have been prescribed for their medical condition during the school day. These are managed in line with our medications procedure and in consultation with parents/carers and other medical professionals.

#### 7. Controlled drugs

In taking temporary possession and disposing of suspected controlled drugs, we will endeavour to:

- ensure that a second adult witness is present throughout;
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present;
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the student from whom the drugs were taken but it is advisable to do so;
- record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the student;
- identify any safeguarding concerns and develop a support and disciplinary response (see below).

#### 8. Drug Dogs and Drug Testing

The Association of Chief Police Officers (ACPO) recommends that drug dogs should not be used for searches where there is no evidence for the presence of drugs on school premises. However, we may choose to make use of drug dogs or strategies if we wish.

#### 9. Intervention

We will work with parents/carers to help with identifying students at risk of drug misuse. The process of identifying will aim to distinguish those who require general information and education, those who could benefit from targeted prevention, and those who require a more detailed assessment of their needs.

**a. Students whose parents/carers or family members misuse drugs**

We will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. We will also be pro-active in the early identification of children's and young people's needs and in safeguarding the children in our care.

Screening is important in assessing needs. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue:

- we will assess the student's welfare and support needed;
- we may consider asking for support of support for the child such as Children's Services;
- we may approach external support services and, where appropriate, the family.

**b. Confidentiality**

We will have regard to issues of confidentiality (although staff cannot promise total confidentiality to students). More information on confidentiality can be found in Working Together to Safeguard Children.

#### Appendix 4: Searching, Screening and Confiscation

The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and associated paraphernalia
- stolen items
- tobacco and cigarette papers, vapes and puff bars
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

The Principal and authorised staff can also search for any item banned by the school rules. School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.