



Cabot
Learning
Federation

JCA Ready to Learn:
A Behaviour for
Learning Policy

Date: November 2021, Cabot Learning Federation

Date	Page	Change	Origin of Change
Date	Pages / Whole document	Description of Change	Origin of change (e.g. routine update, request for review)
May 19	All	Annual Review	Annual Review
April 2020	All	Annual Review	Annual Review
May 2020	All	Addition of Drugs and Prohibited Items appendix	Amalgamation of policies
Nov 2020	All	Review of Drugs section. Addition of 'stages'	Review following PEX Review of practice
May 2021	All	Annual Review	Annual Review
Nov 2021	All	Reflect Ofsted report on sexual abuse	Annual Review

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 and children with special educational needs (SEND).

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 lesson score of 4.

- **Year Team Rewards:**

- Celebration assemblies
- Phone calls home
- Rewards events

- **Attendance Rewards**

- 100% Attendance Superstar rewards; certificate, newsletter, event with Principal
- 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
 - Rewards 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 2nd 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.

Involvement in Serious incidents may lead to range of wider sanctions including an extended period in the SLR, a short placement in another school (FTEP), fixed term exclusion (FTE), a 12-week Managed Move to another school, or potentially Permanent Exclusion (PEX).

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 2nd 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 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, 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)
- Turning around and talking to another student
- Misuse of equipment
- Getting out of seat without permission
- Not bringing 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 behaviors e.g. sexual harassment or violence
- Discriminatory comments or behaviours e.g. racist, sexist, homophobic
- 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

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 will phone home 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.

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. 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 is visible 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.	Reception text home (at the end of the day). Phone handed back at end of day.
Defiance	“This is a reasonable request. Are you choosing not to follow it?”	Follow the LOGO script to defuse the situation: Address student with name. 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		Check uniform on entry to school. If incorrect students: <ol style="list-style-type: none"> 1. Go home 2. Borrow some 3. Go to SLR until they to 1 or 2 Check uniform on entry to class, if incorrect, send to SLR. “I can see that.....” If a student refuses to correct their uniform, this is defiance.	Year team lend students uniform or send them home. If uniform remains incorrect, the student remains in the SLR.
Corridors and Social Areas	“Hands off” “Walk” “One Way System”	Challenge, with a verbal warning the following: <ul style="list-style-type: none"> • Running • Poor language • Ball games not on hardcourt/end of wings • Being in wrong social space • Coat, hoodies, hoods & hats in the building 	Year teams run reports every evening for all 1s and pick up students for SLR time.

		<ul style="list-style-type: none"> • Chewing gum <p>If the behaviour is repeated, send the student to the SLR. Log on SIMS, with a 1. Call home. Challenge everyone who is not following the one-way system. If they refuse, this is defiance. "I can see that....."</p>	
Punctuality		<p>Period 1 to Tutor Time</p> <p><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		<p>Mark 1 in register Send to SLR Call home</p>	

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 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 assault
- Discriminatory comments or behaviours e.g. racist, sexist, homophobic
- 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 (FTERP), 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
- Homophobic, racist, sexist or disablist language
- 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.

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.

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.