



Biddick

Academy

Name of Policy	Behaviour.
Aims of Policy	<ul style="list-style-type: none">• Ensure that the Academy is a safe and supportive environment for all, where students enjoy, engage with, and achieve in their learning.• Ensure that all members of the Academy community are shown respect and show respect for others.• Encourage a positive approach to behaviour by good example and praise and reward for good behaviour.• Ensure that the environment, curriculum, other factors within the Academy's control, ensure the promotion of good behaviour.• Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.• As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to students' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.
Date Valid	July 2023 – July 2024
Date of Approval	June 2023 Headteacher June 2023 – Trustee Board
Next Review and Approval Date	June 2024
Responsibility for Review	Deputy Headteacher

Contents

PART 1: Introduction

PART 2: Academy Responsibilities

- 2.1. Student Responsibilities
- 2.2. Teacher Responsibilities
- 2.3. Department Responsibilities
- 2.4. Pastoral Responsibilities
- 2.5. Leadership Responsibilities
- 2.6. Parent / Carer Responsibilities

PART 3: Rewards

- 3.1. Type of Rewards
- 3.2. Points System

PART 4: Consequences

- 4.1. Recording Unsatisfactory Behaviour
- 4.2. Behaviour for Learning
- 4.3. Detentions
- 4.4. Screening, Searching & Confiscation
- 4.5. Physical Intervention
- 4.6. Students Who Require Support for Behaviour
- 4.7. Anti - Bullying
- 4.8. Racist Incidents
- 4.9. Behaviour off site

PART 5: Student Support

- 5.1. SEND
- 5.2. Alternative Provision
- 5.3. Health

PART 6: Malicious Allegations PART

7: Exclusions

PART 8: Appendices

Appendices

- Appendix 1: Drugs
- Appendix 2: Weapons
- Appendix 3: Linked Policies

Linked Policies

- a) Anti - bullying
- b) Racist Incidents
- c) Attendance
- d) SEND
- e) Pregnant School Girl
- f) Safeguarding
- g) Intimate Care
- h) Supporting Students with Medical Conditions
- i) Sex and Relationship Education

Introduction

All procedures in this policy pertain to the Equality Act 2010, in respect of safeguarding and in respect of students with SEND.

The Academy's ethos 'inspiring learning, unlocking potential, achieving success' is the reflection of an uncompromising belief that every child will be equally able to secure outstanding educational outcomes and reach their full potential in a positive learning community which supports and values their achievements.

At Biddick Academy we want everyone to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride
- Adhere to The Biddick Way

All members of our Academy should provide a caring, positive, safe and stimulating learning environment that promotes the social, physical and moral development of the individual student.

We will celebrate hard work, excellent punctuality and polite, respectful behaviour. Through all staff acting as role models and supporting all students in meeting the high expectations we have for them, we will promote a flourishing and positive learning community.

Consistency in the application of our Behaviour and Rewards Policy is the collective responsibility of all members of staff, teachers and support staff. Full and active support by all staff is vital so that all members of the school community can work and live together in a positive learning environment. Collectively and consistently as staff, we can provide an atmosphere of mutual trust and respect in which sanction should become increasingly unnecessary.

Academy Responsibilities

All staff believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student. This will be successful through the building and maintaining of good relationships and a culture of mutual respect.

2.1 Student Responsibilities

The Academy aims to enable students to fulfil their potential in an environment in which they:

- Acquire high levels of self-esteem
- Promote positive attitudes and respect for others and their property
- Develop initiative, purpose and self-discipline
- Behave in a co-operative and interdependent manner as part of a supportive Academy community.

Students have the right to:

- A good education and high quality teaching
- Be treated with respect
- Feel safe, no one should physically or verbally threaten or hurt students
- Voice their opinion
- Fair treatment
- Use the Academy buildings, facilities and equipment

In order for the Academy's aims to be successful students have a responsibility to:

- Be the best learner they can be and to help others to learn by respecting the learning environment
- Adhere to the Academy's consequence and reward system and follow the uniform and equipment expectations of the Academy
- Treat others fairly and with courtesy and if they feel they are not being treated respectfully, they have a responsibility to say so or report it
- Be friendly and to sort out disagreements peacefully
- Co-operate with staff, adults and peers
- Care for the buildings, facilities and equipment
- All students should adhere to The Biddick Way at all times

2.2 Teacher Responsibilities

Teachers are the first line in the management of student behaviour and all teachers are responsible for this in their classrooms. All members of staff must look to operate within the consequence and rewards system at all times. All staff should adhere to The Biddick Way at all times

At Biddick Academy we aim to catch students being good. We believe that praise and encouragement are far more motivational than sanctions and punishment. Praise should far outweigh sanctions in any classroom (at least 5:1). Classroom staff will seek to commend and reward the behaviours we want to see. Sanctions should be at the lowest level of need and should not escalate rapidly without good cause.

Teachers have a responsibility to maintain high standards in our surroundings, in general areas and in our classrooms:

- The atmosphere should be welcoming, and the visual impact should be as stimulating and attractive as we can make it;
- Litter, damage and graffiti are not acceptable. Encourage students to take pride in our school. Insist on a clean and tidy room. Leave tables or desks in place and the teaching area clean after lessons. In the unlikely event that graffiti appears, ensure it is reported immediately. Monitor the

tables or desks in your teaching room(s) for graffiti and attempt to track down the culprits. Inform the Site Staff where necessary to remove or repair all damage;

- Damage to school property needs immediate referral (through our pastoral system); keep your shelves, desks and cupboards tidy;
- Insist on and support our ethos of a litter free site.

2.3 Department Responsibilities

Faculty Leaders and Assistant Faculty Leaders are responsible for maintaining an overview of behaviour and safety, progress and attitudes to learning within their subject area, supporting their team to promote positive behaviour and high standards in all lessons.

Faculty Leaders and Assistant Faculty Leaders have a responsibility to support staff and students in their department by:

- Ensuring the consequence and rewards system is being applied consistently and fairly
- Facilitating study support for students struggling in lessons or with homework
- Developing reporting systems to analyse the impact of strategies, to be used as part of the Department's self-evaluation.
- Liaising with Heads of Year, Assistant Headteacher (SENDSCO), Deputy Headteacher (Pastoral) and the Faculty Lead of Alternative Provision.
- Supporting teachers within their Department by ensuring effective procedures are in place such as removal of students from lessons, discussion detentions and review of class groupings

2.4 Pastoral Team Responsibilities

Heads of Year and Assistant Heads of Year maintain an overview of the behaviour and progress of all students within their year group. In consultation with relevant staff they are responsible for informing, advising and consulting with parents with regard to all matters relating to behaviour and rewards. They also work with external agencies and providers to promote good attitudes to learning and manage behaviour not at expected levels.

Heads of Year and Assistant Heads of Year have a responsibility to support staff and students across their year group by:

- Ensuring the consequence and rewards system is being applied consistently and fairly
- Facilitating systems to support behaviour modification such as report cards etc
- Creating a system to celebrate success for all areas of the curriculum
- Supporting Form Tutors in ensuring no student is invisible
- Developing reporting systems to analyse the impact of strategies, to be used as part of the Academy's self-evaluation
- Liaising with Assistant Headteachers (SENDSCO), Deputy Headteacher (Pastoral) and the Faculty Lead of Alternative Provision
- Supporting Professional's within Support 21 in order to promote the Academy's aims for all students.

2.5 Leadership Responsibilities

'To develop the Academy community to ensure capacity for sustained improvement.'

Senior Leaders and Trustees will:

- Evaluate the effectiveness of the behaviour, welfare and personal development provision.
- Commit to providing feedback to all stakeholders on issues brought to their attention as soon as practically possible.
- Endeavour to be constructive and professional in feedback to stakeholders on all matters.
- Support all colleagues in implementing the standards and expectations of the Academy, through the consequence and rewards system.

- Through line management hold themselves and their colleagues to account around their professional responsibilities.

2.6 Parent / Carer Responsibilities

Parent / Carers have a responsibility to ensure their child:

- Attends the Academy every day, except in exceptional circumstances
- Is punctual in attending the Academy
- Dressed in full Academy uniform, if not giving an explanation in their child's planner
- Support their child's learning by attending meetings when required to discuss progress or behaviour patterns
- Treat staff fairly and with courtesy and if they feel they are not being treated respectfully to speak to a senior member of staff
- Have access to and frequently check Class Charts with their parent/carer
- Adheres to The Biddick Way

Rewards

The Academy's use of rewards is primarily based on a points system designed to celebrate success for all, across all areas of the academic and expansive curriculum, with the intention that no student remains invisible.

3.1 Types of Rewards

A variety of rewards can be issued by all staff at the Academy, both teaching and non-teaching:

- Simple 'well done' or 'thank you' to the student at the time of the good behaviour or work
- A positive telephone call home, notes in the Planner
- Reward stickers or stamps
- Points
- Well done postcards
- Certificates of commendation
- Headteacher 'Excellent Work' letters and badges
- Certificates in assemblies and celebration evenings

3.2 Points System

The Academy has adopted a points system for celebrating a good attitude to learning where students are rewarded points, which can be exchanged for a variety of objects in the Biddick shop.

Heads of Year and Assistant Heads of Year are responsible for ensuring no student remains invisible by analysing the use of the points system and its impact.

Consequences

Whilst actively encouraging and rewarding good behaviour, The Academy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students do not meet the expectations of the Academy (for all areas of Academy life including attendance, punctuality, equipment, uniform and effort).

A key aim is to encourage students to be responsible for their own behaviour and engage in effective learning at all times. However, when the Academy's expectations are not met, students, teachers and parents must be aware consequences and sanctions will be applied to such behaviour.

4.1 Recording Unsatisfactory Behaviour

All unsatisfactory behaviour will be recorded on the Academy behaviour system (Class Charts).

In order that any issues are dealt with promptly and successfully by the relevant people, it is imperative that Class Charts is updated as soon as possible.

Unsatisfactory behaviour on the corridor or at break or lunch times will be recorded by the staff member witnessing the behaviour. The pastoral team will monitor these behaviours and work with the student involved to improve.

4.2 Behaviour for Learning

Where a Student does not meet the expectations of the Academy, there should be an appropriate response. The principles of the Academy's consequence system are set out below:

- Whole groups should not be punished for the activities of individuals. Every effort should be made to identify individuals or ringleaders
- Consequences should not be humiliating or degrading
- Consequences should be in proportion to the offence

4.3 Detentions

Detentions are issued for any behaviour that does not meet our high expectations. For example, lateness, not handing in homework, persistent breaches of the consequence system and the use of unacceptable language.

There is no legal requirement to give 24 hours' notice for detentions, however for detentions longer than 15 minutes issued the same day, every effort will be made to contact the student's parents/carers. Parents and carers will be contacted via Class Charts. Consequently, it is important for all parents to have access to the Class Charts App. In addition to the ClassCharts alert, it is the student's responsibility to ensure their parents/carers are made aware of the detention date and time. Parents are responsible for the safe transportation of their child following detention; it is not a consideration for the Academy that making such arrangements is inconvenient. On very rare occasions it might be that a change of circumstance leads to a student being unable to attend an after school detention at short notice. Where this has the potential to create a safeguarding issue, for example a student is no longer able to get home, then parents/carers should contact Biddick Academy to explain the issue and discuss when the detention will be completed. However, our expectation is that a detention should be attended first time, every time.

4.4 Screening, Searching and Confiscation

The Academy follows the DfE guidelines (2018) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students.

Students can be searched on Biddick Academy premises, or, if elsewhere, where the member of staff has lawful control or charge of the students e.g. visits.

Without Consent Search

It is a criminal offence to have a knife or offensive weapon on school premises (it is a defence to be carrying one for educational or other lawful purpose). If a student is suspected of carrying a weapon, the Academy has the authority to do a "without consent search". The Academy has decided to carry out searches with consent only and if a student does not consent to a search, then the Academy will opt for one of the following:

- Request parent/carer attend the Academy and search the student or
- Call the police to carry out the search

With Consent Search

The Academy has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence (this includes cigarettes, vapes, lighters and e-cigarettes). Where a student consents to a search the following protocol will be observed:

- Two members of staff will be present
- The student will be questioned first
- If questioning confirms suspicion, the student will be asked to surrender the item
- If suspicion remains then the student will be asked to remove outer clothing and to empty bags, pockets etc. At no point will an intimate search or 'patting down' take place
- Searches will take place in privacy where possible and will be sensitive to race, culture, religion etc.

School staff can search Students with their consent for any item.

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- Banned items are listed in the table below
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate consequence
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, an appropriate consequence will be applied.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below.

Biddick Academy consequences will be applied as appropriate.

Items banned within Biddick Academy Rules	Prohibited / Illegal Items	Confiscation Procedure
Mobile phones / headphones / earphones		Handed into Student Office – Student can collect at 3pm unless HOY arranges otherwise. Persistent breaches will result in the parent being required to collect the phone / headphones / earphones.
Chewing Gum		Disposed.
	Knives / Weapons	Parents informed. Police involvement.
	Alcohol	Disposed and destroyed. Parents informed.
	Controlled Drugs Substances believed to be	Parents informed. Police involvement.

	controlled drugs	
	Cigarettes / Lighters / E Cigarettes including vapes / E Cigarette Liquid / Matches / Any other cigarette or drug paraphernalia	Disposed and destroyed. Parents informed.
	Stolen Items – Low Value Stolen Items – High Value	Returned to owner. Parents informed. Possible police involvement.
	Any other item deemed as inappropriate by Senior Leaders	Parents informed. Possible police involvement.
Energy Drinks		Disposed and Destroyed

4.5 Physical Intervention

The Academy recognises that physical intervention must only be used as a last resort.

All staff designated by the Headteacher will be entitled to use reasonable force where necessary to restrain students from:

- Committing an offence
- Causing a personal injury to themselves or others
- Damaging property
- Prejudicing the maintenance of good order and discipline of the school

This follows the guidance given by DFE on “The Use of Reasonable Force”. Key staff have been trained (Team Teach) in the use of positive handling and reasonable force and those staff should always be used where possible if intervention is required.

Biddick Academy trained staff can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction if it is appropriate and safe to do so
- Prevent a student behaving in a way that disrupts a Biddick Academy event, or visit if appropriate and safe to do so
- Prevent a student from leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of other
- Prevent a student from attacking a member of staff or another student
- Prevent or stop a fight in Biddick Academy grounds or surrounding community
- Restrain a student at risk of harming themselves through physical outbursts Where force has been used, a record of the actions will be recorded on CPOMS.

4.6 Supporting Students whose behaviour needs to improve

There are on occasions, exceptional cases, where the Academy’s consequence system will not impact on the behaviour of a student. It is at this point a plan will be actioned involving either the Deputy Headteacher (Pastoral), Assistant Headteachers (SEND/CO), Leader of Learning (Alternative Provision) or Head of Year along with parents/carers and any other external agencies deemed appropriate.

This meeting will consider the causes for concern and the steps suggested to improve the situation.

In drawing up the personal learning plan the Academy will, in discussion with others:

- Consider offering specialist support and counselling either internally or externally
- Review any learning difficulties and put in place a support programme where necessary
- Consider changes of sets or class
- Consider a placement for a period of time at either an on or off site alternative education provision
- Consider disapplying the National Curriculum
- Consider with agreement of the Student's parents and the LA a managed move to another school

The behaviour support plan should have an automatic time limit, be monitored regularly, preferably fortnightly, and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed,
- May be continued for a further period with or without amendments.
- Where there has been no improvement at all there may be a suspension or exclusion either, internal, or permanent.

4.7 Anti-Bullying

Our Academy policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents on CPOMS. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

4.8 Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents on CPOMS.

4.9 Behaviour Off Site

We believe that Biddick Academy is part of a larger community within the town of Washington, and as such take pride in the behaviour and presentation of our students when they are off school site. If students do not meet the Academy's expectations whilst off site, then the Academy will apply the consequences in line with this policy.

Support 21

Support 21 is a holistic approach, with a number of different areas to support the diverse needs of the young people at Biddick Academy in order they achieve their potential in all aspects of the academic and expansive curriculum.

Support 21 is led by the Assistant Headteacher (SENDCO) and has a variety of professionals with expertise in different areas, who will support students in whichever way is appropriate.

The Pastoral Teams are fully embedded within Support 21 in order to access support for students who require more specialist provision.

5.1 SEND

Students who require extra support for learning or social, emotional and health needs will be able to access support in discussion with the Assistant Headteacher (SENDCO). The students may be placed on the Special Educational Needs Register or have an Educational Health Care Plan, however most will have a student overview in order to inform teachers to support in their planning.

The Academy has a 35 place educational provision for students with ASD (Autism Spectrum Disorder) (Unity Centre). Students who access the Unity Centre have individualised timetables and access mainstream lessons as part of their educational provision.

Students are tested for dyslexia, dyspraxia and other educational learning needs if students, teachers or parents/carers are concerned. They are also given exam concessions for their GCSEs or other formal examinations if it is deemed appropriate by the professional carrying out the testing.

The Academy will make reasonable adjustments for students who are struggling to regulate their Social, Emotional and Mental Health.

The SEND policy is set out in a separate policy.

5.2 Alternative Provision

Support 21 is the area within the Academy which encompasses Alternative Education, led by a Leader of Alternative Education. Their role is to ensure that students accessing any form of alternative educational provision are not disadvantaged and achieve their potential academically and expansively.

5.3 Health

Support 21 is the area within the Academy which supports all students with a health need either physical or mental health with bespoke strategies in place for students who require this.

6.0 Malicious Allegations

Students who are found after investigation to have made malicious allegations against Biddick Academy staff by whatever means will be subject to appropriate consequences up to and including permanent exclusion. This will be determined from a risk assessment which will be undertaken to determine the extent of the damage caused and the likelihood of further future risk.

7.0 Suspensions and Exclusions

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

The following list includes examples of unacceptable behaviour which may warrant an exclusion from Biddick Academy. This is not an exhaustive list, **the Headteacher has the right to exclude a student for a serious breach of the school rules.**

- A deliberate assault on a member of staff
- Any assault with a weapon or other implement against staff
- A deliberate assault on another child
- Carrying, selling, using and distributing drugs within or on the way to or from school
- Sexual assault
- Persistent racial abuse
- Persistent abuse/bullying including physical abuse
- Verbal threatening and intimidation of staff
- Bullying committed via social networking media / electronic means
- Deliberate setting of the fire alarm
- Cumulative disruptive events when the school has attempted to gain compliance through other sanctions
- Persistent and entrenched refusal to comply with expectations

A decision to exclude a child permanently is a serious one. 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 normally used as a last resort, but in exceptional circumstances it may be appropriate to permanently exclude a child for a first or "one off" offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying, selling, using and distributing drugs within or on the way to or from the Academy
- Carrying an offensive weapon

Appendices

Appendix 1 – Drugs

1. Introduction

This Appendix sets out the Academy's approach to drug education and how we will respond to drug related incidents within the responsibilities of the Academy.

For the purpose of this Appendix the following definition of a drug will apply:

“a substance people take to change the way they feel, think or behave.”

This broad definition allows for the inclusion of all illegal drugs (including 'legal highs'), medication legal drugs, volatile substances and all over the counter and prescription medicines in the Academy.

This policy also covers tobacco and e-cigarettes and any paraphernalia such as lighters and matches.

Alcohol is not permitted at any time on the school site or during school visits except on special occasions at the discretion of the Head teacher or when staff are not acting in loco-parentis.

There may be exceptions for staff at the discretion of the Headteacher.

2. Responsibilities

2.1 Trustees

As part of their general responsibilities for the management of the school, the Trustees have agreed this Appendix. They will continue their involvement through regular evaluation of it.

2.2 Headteacher / Senior Deputy Headteacher / Deputy Headteachers

The Headteacher has overall responsibility for providing a safe place of work for all staff and students and as such takes responsibility for this Appendix and its implementation.

Students who are suspected of being at risk from drugs, and in particular truanting students will be supported and monitored by the Pastoral and Support 21 teams, with assistance from relevant agencies such as YDAP, Child Protection Officers, and police if required.

The Headteacher and / or Senior Deputy Headteacher and Deputy Headteachers are the first point of contact for advice and support in dealing with a drug-related incident.

2.3 Staff

Staff will follow the guidelines in this Appendix in relation to students, themselves and visitors.

2.4 Parents and Carers

Parents and carers are encouraged to support the Academy's drug education programme. They are responsible for ensuring that guidelines relating to medication in school are followed.

Parents/carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents/carers, and therefore, it will be handled with care and consideration.

The Head teacher will consider if there are any special circumstances, which may temper this right. Together for Children may be contacted in the first instance and advice sought.

3. Confidentiality and Safeguarding

If a student discloses information relating to misuse of drugs, then absolute confidentiality cannot be guaranteed and disclosure by students of information relating to misuse of drugs will be reported through the Academy's safeguarding procedures.

If rumours of drug misuse are disclosed, then the Deputy Head teacher (Pastoral) (Designated Safeguarding Lead) should be informed and they will assess the information and decide whether further action is to be taken to ensure the safety and well-being of all students.

4. Drug Education

4.1 Aims

The main aims of our drug education programme, taught within the Personal Development curriculum are to:

- Enable students to develop confidence and self-esteem
- Raise students' awareness of the world of drugs so that they can make informed and responsible decisions about their own drug use in order to reach their full potential
- Encourage a healthy respect for all substances taken into the body
- Enable students to explore their own and other's feelings, views, attitudes, and values towards drugs and drug-related issues.

4.2 Teaching Programme, Strategies and Resources

Drug Education is delivered through the Personal Development curriculum by specialist teachers in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via the Science National Curriculum.

Drug Education will be assessed in a number of ways including: -

- Student self-assessment and the opportunity for reflection
- Discussion and peer group reflection
- Teacher assessment of student attainment by observation and review of student written work

Visiting facilitators can enhance the delivery of drugs education and some students do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher. However, visitors will only be used in the programme if they can offer an expertise, approach or student response which cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Drug Education. Their contribution should complement the teaching already taking place in the school.

5. Dealing with drug related incidents

The Academy does not condone the use of drugs but will endeavor to support any student with a drug problem in line with its pastoral responsibilities.

Parents / carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the student is deemed 'at risk' and Together for Children have been contacted.

Staff should be aware that if they a) fail to take action in a drug-related incident or b) allow drug use to continue on school premises, they could contravene the Misuse of Drugs Act 1971. It should be noted that if the preservation of a confidence a) enables criminal offences to be committed, or b) results in serious harm to the student's health and welfare, criminal proceedings could ensue.

Following any incident, the pastoral teams should record the incident on CPOMS to ensure actions are recorded.

5.1 Unauthorised Substances

No drugs are to be brought onto the Academy premises unless authorised by the Head teacher, or through the agreed protocol for the use of medicines on the school premises.

Students found in contravention of this section of the school policy, on school premises, will be dealt with in the following way:

- Parents / carers will be contacted by the Pastoral Teams. Parents and Carers support will be sought in stressing to the student how the use of unauthorised substances on the Academy premises is a serious breach of school rules
- If it cannot be ascertained if a student has taken a substance, then parents and carers will be asked to seek medical attention for their child
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as the type and classification of the drug, age of the student, the circumstances of the incident, whether it is a student's first offence and whether it affected other students
- The substance and associated paraphernalia such as matches or lighters found in a student's possession in school will be confiscated and destroyed.

5.2 What to do in the event of finding a drug / unauthorised substance or suspected illegal substance

In taking temporary possession and disposing of suspected controlled drugs the guidelines below are to be followed:

- 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 the safe in the student office;

Inform the Deputy Headteacher (Pastoral) or Senior Deputy Headteacher The Senior Deputy Headteacher or the Deputy Headteacher (Pastoral) will;

- 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 pupil 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 pupil;
- identify any safeguarding concerns and develop a support and disciplinary response which could include permanent exclusion

In the event of discovering a hypodermic needle the incident should be recorded and the following procedure should be followed in order to protect all persons:

EXTREME CARE SHOULD BE TAKEN

1. Do **NOT** attempt to pick up the needle.
2. Cover the needle with a bucket or other container.
3. If possible, cordon off the area to make it safe.
4. Send another member of staff or responsible student to the site manager and ask them to attend with above items.
5. Inform the Deputy Head teacher (Pastoral) or senior member of staff who will contact Environmental Health.

If it is considered impractical to leave the needle where it is found, a trained member of staff, using the appropriate personal protective equipment, may remove the needle from the area.

5.3 What to do in the event of finding or suspecting a student is in possession of a drug

- Staff member calls for the Deputy Head teacher (Pastoral) or other member of the Senior Leadership Team through on call system
- The Deputy Head teacher and a member of the Senior Leadership Team or Pastoral Team will search the student if required
- Having taken possession of the substance / paraphernalia, the procedure should be followed as above.
- Students should be placed in isolation and observed until the matter has been investigated.
- Parents should be contacted as quickly as possible.

5.4 Procedures for dealing with a student suspected to be under the influence of a drug or substance

- Staff member calls for the Deputy Head teacher (Pastoral) or other member of the Senior Leadership Team through on call system
- The student will be placed in a quiet area
- The student will not be left unsupervised and medical advice will be sought through first aiders, NHS, paramedics etc if required
- If the student is drowsy or unconscious, then they will be placed in the recovery position
- The member of the Senior Leadership Team / pastoral team will attempt to establish what substances have been taken
- Any suspect substances will travel with the student
- Parents / carers will be informed as soon as practicable and asked to come to the Academy immediately to either travel with the student or to take the student and seek medical advice

5.5 Procedures for dealing with parents / carers under the influence of drugs on the school premises

Staff will attempt to maintain a calm atmosphere.

If staff have concern regarding the parent / carers ability to care for the student then attempts will be made to discuss alternative arrangements with the parent / carer, for example requesting another family member escort the student home.

The focus of the staff members will always be the maintenance of the student's welfare, as opposed to the moderation of the parent's / carer's behaviour.

Where the behaviour of the parent / carer immediately places the student at risk of significant harm or repeated behaviour places the student at risk or the parent / carer becomes abusive or violent, staff will invoke child protection procedures and / or the involvement of the police.

5.6 When to contact the police

There is no legal obligation for the Academy to contact the police when a drug incident or offence has been discovered. Contacting the police is at the Headteacher's discretion. The Senior Deputy Headteacher or Deputy Headteacher (Pastoral) will liaise with the police and agree a shared approach to dealing with drug-related incidents.

The police will not normally need to be involved in incidents involving legal drugs, but The Senior Deputy Headteacher or Deputy Headteacher (Pastoral) will liaise with Community Police for intelligence purposes.

In the event of a drug-related incident in the Academy, we will cooperate with the police should they wish to search Academy premises.

In the event of a serious incident the police may request to interview student(s). Parent(s) / carer(s) must be notified. They may refuse to give consent or prefer the interview to take place in their own home, in which case the police will make arrangements. Parents/carers may give authority to a responsible adult, e.g. a teacher to be present during the interview.

5.7 Discipline

In normal circumstances parents / carers will be contacted. If the Headteacher assesses that the situation is a child protection issue, then Together for Children will be contacted in the first instance.

This Academy does not condone drug misuse. In deciding an appropriate sanction, we will consider the interests of the student balanced against the best interests of the whole Academy community. The severity of the sanction will depend upon various factors such as the type and classification of the drug, age of the student, the circumstances of the incident, whether it is a student's first offence and whether it affected other students.

A range of responses which may be considered include:

- A targeted pastoral support programme
- Referral to an appropriate agency
- Home-School contract
- Behaviour support plans
- A managed move
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

If a student has brought illegal substances into the Academy, then the likely response will be a permanent exclusion as this is a serious breach of the Academy behaviour policy and is to the detriment of the health and safety of other students in the community.

6. Managing Medicines on Academy Premises

See Supporting Students with Medical conditions policy

Appendix 2 – Weapons Policy

1. Introduction

The purpose of this Appendix is to state clearly that the **deliberate** and **intentional** bringing in and use of weapons on our school site will not be tolerated. The use of such weapons on site would create unacceptable risks of bullying, injury and death and is extremely intimidating and frightening for students and adults alike.

If a student deliberately and intentionally brings a weapon onto the school site, the student will be suspended and a disciplinary hearing will be carried out and a permanent exclusion will be considered.

1.1 What is a weapon

For the purpose of this Appendix a “weapon” is:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns
- knives, including all variations of bladed objects i.e.: pocket knives, craft knives, scissors etc.
- explosives, including fireworks, aerosol sprays, lighters, matches
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- Num chukkas, death stars and other martial arts objects.
- Screwdrivers, hammers, chisels, bradles and any tool that could be offensively used.
- Razor, razor blades or chains.

2. Preventative Strategies

2.1 Recognition

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of weapon misuse or any contextual issues around the misuse of weapons such as children having them to ‘feel safe’ from peers or gangs.

Firstly, and most importantly for schools and settings is recognition that incidents where children bring weapons onto site may happen intentionally as well as unintentionally even with the most stringent of policies. In these cases, the immediate actions taken by staff must be prompt and consistent and therefore ALL staff must know and understand this policy and the expectations of keeping children safe.

In any circumstance where this occurs it is important that senior leaders take forward any learning from such incidents to improve policy, revise training and improve practice.

2.2 Creating a safeguarding culture

In order for students and staff to feel safe it is necessary that everyone agrees to and works within the school’s ethos and culture of vigilance and positively contributes to the sharing of information where there may be risk. By creating a strong culture of safeguarding within school all individuals accessing the site should feel safe to raise concerns, seek support and for a seamless and consistent response to incidents to be followed. In order to create this environment, the whole workforce and students should receive appropriate learning and training around the expectations upon them in the event that a weapon may be brought onto site. This includes, how to raise the alarm, procedures for lockdown, use of social media and

critical incident response. Staff and students should feel able to contribute to this learning/training to understand what to do in a number of potentially different circumstances.

2.3 Effective use of the curriculum

Having an effective curriculum in place via the Personal Development curriculum should support students in understanding the risks around the use of weapons, the legal implications of carrying weapons and the school's response to such incidents. A curriculum that allows strong discussion around the use of weapons may act preventatively to allow students to think twice about the consequences of carrying a weapon and equally may create opportunities for students to share useful intelligence around peer-on-peer abuse, gang related behaviours and contextual issues in the local area that may impact on the increased use of weapons. Any such intelligence shared would need to be passed on to the appropriate front door services, police, and social care.

2.4 Working with parents

Parents need to be aware of the school's stringent policy around weapons and support the decision made by senior leaders in the event of an incident. Parents should always be vigilant of the behaviours of their own children and seek support and intervention when necessary. If parents believe that their child may be carrying a weapon, they should inform the **school immediately** and the **police** in order to protect not only their child but other children and adults. By sharing the information immediate intervention can be offered and a plan of support and services could be put in place without an incident occurring. By continuing good communication between home and school a positive safety plan could be created to manage the safety and the well-being of any child who may need it.

2.5 Working with partnership agencies/signposting services

Multi agency working can consolidate in house procedures in schools/settings. By accessing advice, support and guidance when required, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. Seeking advice and guidance can act as a preventative measure so that the right course of action is taken at the earliest opportunity. If schools continue to promote positive working relationships with front door services such as the police and social care, effective responses and partnership working can achieve positive outcomes for children.

It is important that signposting is also available to students in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of child on child abuse.

3. Searching, Confiscation and Screening

See Section 4.4

(Main Policy)

4. Taking action

4.1 Taking action in the event of a weapon on site

If it has been identified that a weapon is on site and the appropriate searching and confiscating has occurred, then the school must begin a full and thorough investigation into what has occurred. If it can be proven that a weapon was brought on site with intent to harm, then

immediate action should occur including contacting the police and parents immediately. The student should be isolated immediately.

If the weapon has been identified because it has been used to harm e.g., another student or member of staff, the school should instigate its critical incident management protocols immediately inclusive of lock down procedures, secure and isolate the student and weapon if possible and again contact the police immediately.

If the context of the situation is not so easily identified, then a full and thorough investigation is required to establish the school's next course of action.

4.2 Gathering the facts

In all circumstances, staff need to speak to all the students involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the students to tell you what happened. Only interrupt the student from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) A full and clear record of exactly what the student has said in their own language should be made (and no individual interpretation of the facts made which could impact on the disclosure) and stored following each school/setting's own recording protocols (paper or electronic systems).

4.3 Consider intent

From the information gathered the next step would be to consider intent. Did the student intend to bring a weapon onto the school site in order to harm someone in a deliberate act or did the young person bring the weapon on site as a form of defence or for their own safety? Both situations are of equal concern, however one shows a deliberate attempt of harm and both circumstances may have different outcomes.

4.4 Deciding on the next course of action

From the outcome of the investigation the school must decide on the level of risk the student poses in school. If the risk is clear and the intent is obvious then a suspension and a disciplinary hearing may follow or the decision to permanently exclude may be made following the necessary protocols. However, depending on the intent, the age of the child and also the circumstances surrounding the incident or the contextual issues it may be a suspension is given followed by a risk assessment/safety plan put in place following the student's return to school.

4.5 Returning to school/safety planning

Safety planning is a positive way of supporting a child who may benefit from a planned approach to support or intervention following an incident where a weapon has been brought to school. Safety plans support the child by considering the behaviour behind the use of a weapon and plan ways to manage any identified risks/triggers and seek support from adults and peers. They are inclusive of parents and staff and are a planned intervention to support young people in feeling secure in the school/setting, helping young people identify behaviours that may leave them feeling anxious or at risk and have strategies that they can apply to keep themselves feeling safe. The language of safety planning is more positive than risk assessment and can give security to the child that a joined-up approach is being followed by all in school.

5. Review of Circumstances

Following any incident of harm, it is necessary for the school/setting to consider if anything could have been done differently.

Appendix 3 – Linked Policies

- a) Anti - bullying
- b) Racist Incidents
- c) Attendance
- d) SEND
- e) Pregnant School Girl
- f) Safeguarding
- g) Intimate Care
- h) Supporting Students with Medical Conditions
- i) Sex and Relationship Education