

Behaviour
Policy

2017-
2018

“Outstanding behaviour in school is important to students’ future success. Students have the right to come to school and focus on their studies, free from disruption and fear.”

Wellfield High School's Vision and Aims of the Behaviour Policy

Our Vision and Strategic Aims

Wellfield High School is at part of a partnership which nurtures respectful, independent, lifelong learners working together to shape a better future for all.

As a school in partnership with Tarleton Academy and Endeavour Learning Trust our overall aims are to provide:

- Outstanding education at the heart of the community
- Every individual becoming the best that they can be
- Consistently high quality teaching which places the learning of the individual at the heart of everything
- A total commitment to a caring environment, where everyone feels safe and valued
- Support and challenge through inspirational and engaging leadership

In addition, as a school within Endeavour Learning Trust partnership we work to the following overarching strategic aims to provide:

- **A world class education for all** our students, regardless of ability or background, which builds resilience, confidence and drive, in an ever changing world
- **A workforce of the highest calibre**, with a winning combination of teamwork, skill, experience, passion and **an unwavering commitment to excellence**
- **A relentless focus on individual and collective improvement** and personal and professional development, in **an ethos of high expectations** and personal ambition
- The moral imperative to ensure that no child is left behind and no individual is overlooked in their uniqueness and distinctive potential
- **A nurturing environment**, where everyone feels safe and valued and where we get the balance right between **encouragement and support and stretch and challenge**, so that all of us can aim high and work together to make those aspirations a reality
- **A genuine commitment to foster partnerships**, across our family of schools, with our parents, other strategic partners and our wider communities
- The expertise to **efficiently and effectively deploy and maximise our resources** and our wider networks and partnerships

Our Behaviour Policy Aims

This policy has been formulated in relation to the Governing Body's Statement of Ethos and Strategic Aims. The purpose of the Behaviour Policy is to:

- Promote self-discipline and a proper regard for authority amongst students
- Encourage good behaviour and respect for others and to prevent all forms of bullying between students
- Secure that the standard of behaviour is acceptable

In addition, the Behaviour Policy seeks to:

- Ensure that the standards are consistently and fairly applied
- Define the standards of behaviour the school expects
- Ensure that sanctions are proportionate to the offence and enable students to make reparation where possible.

In pursuit of the above aims we expect students to take responsibility for their own learning and behaviour. For this to take place, staff and students should work to an agreed set of standards. We want to create an ethos that celebrates and reinforces achievement of those standards and which identifies the consequences of a failure to work towards them.

This policy should work alongside the Rewards Policy to attempt to balance rewards and sanctions and create the conditions in school in which effective teaching and learning can take place in an atmosphere of mutual respect.

To ensure the success of this policy, Wellfield High School seeks to build a partnership between the school and parents. The school will seek to inform parents of sanctions and will seek to involve parents in a more active way in managing the behaviour of their children.

As part of this commitment Wellfield High School undertakes to involve parents and Governors in the review and evaluation of this Behaviour Policy on a regular basis. Staff will also be included in the review and evaluation of this policy as will the Student Council.

The measures contained within this policy include measures to regulate the conduct of students when they are not on the premises and are not under the control or charge of a member of the school staff. This includes behaviour to and from school, on work experience, on college placements, on school trips and any other occasion when students are not on the school premises but are under the reasonable charge of the school or can be connected to the school, for example whilst wearing the school uniform or broadcasting membership of the school on social media.

Please note that this policy refers to SIMS and/or PARS which is the school's information management system which contains all student related information. The use of SIMS and/or PARS is governed by the school's policies for Data Protection and Freedom of Information.

We Aim to Promote Outstanding Standards in:

1. Positive working relationships that promote outstanding behaviour for learning
2. Engagement in learning
3. Ensuring that all students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
4. Conduct around the school
5. Behaviour towards, and respect for, other young people and for adults which includes freedom from bullying and harassment that may include:
 - cyber- bullying
 - disability
 - gender reassignment
 - prejudice-based bullying related to special educational or additional need
 - race
 - religion and belief
 - gender/gender identity
 - sexual orientation
6. Students' ability to assess and manage risk appropriately and to keep themselves safe
7. Students' attendance and punctuality at school and in lessons
8. How well we ensure the systematic and consistent management of behaviour.

Ensuring Good Behaviour in Schools – The National Context

The Government gives schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All students to show respect and courtesy towards teachers and other staff and towards each other
- Parents to encourage their children to show that respect and support the school's authority to discipline its students
- Headteachers to help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school
- Governing Bodies and Headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation
- That every teacher will be good at managing and improving children's behaviour

Managing Poor Behaviour

Every school must have a behaviour policy. The Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Executive Headteacher, Head of School, school staff, parents and students when developing these principles.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of students at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among students. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and students on an annual basis.

Powers to Discipline

The 'Power to Discipline' essentially means having the authority to apply the Behaviour Policy. School staff (including teachers, teaching assistants, trainee teachers and other paid staff in the school community) have the power to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The power to discipline applies to student behaviour in school and outside school. The measures contained within this policy can therefore include measures to regulate the conduct of students when they are not on the premises and are not under the control or charge of a member of the school staff. This includes behaviour to and from school, on work experience, on college placements, on school trips and any other occasion when students are not on the school premises but are under the reasonable charge of the school or can be connected to the school, for example whilst wearing the school uniform or broadcasting membership of the school on social media.

Sanctions

School staff can impose any reasonable disciplinary penalty in response to poor behaviour.

Reasonable penalties can include: confiscation, retention or disposal of a student's property; and

detention. Headteachers can also decide to internally exclude (isolate within school) or externally exclude a student for a fixed period (to suspend) or to permanently exclude them.

Searching Students

School staff can search students with their consent. Students who refuse to be searched can be dealt with as if suspected items have been found when other evidence indicates a risk.

The Executive Headteacher/Head of School and staff authorised by the Executive Headteacher have the power to search students or their possessions without consent, where they suspect the student has items such as cigarettes, matches/lighters, alcohol, illegal drugs, weapons and/or stolen items. This will only ever be done with two adults present.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Allegations of Abuse against Staff

Allegations of abuse must be taken seriously and we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and appropriately supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality while an allegation is being investigated.

Suspension of staff against whom an allegation has been made will not be used as an automatic response when an allegation has been reported.

Disciplinary action will be taken against students who are found to have made malicious accusations against school staff in proportion to the event at the discretion of the Headteacher.

External Exclusion

The Executive Headteacher/Head of School decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Depending on the length of exclusion parents may have the right to make representations to the Governing Body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Schools are under a duty to make every effort to provide suitable alternative education for the excluded student from the sixth school day of any fixed term exclusion of more than five consecutive school days. At Wellfield High School we will endeavour to ensure that academic progress is maintained in the event of a fixed period of exclusion. Work will be set and provided by class teachers for all lessons missed as soon as is reasonably possible at the time of the exclusion. Work completed during the exclusion will be assessed in the usual way.

Parents

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty notice.

Parents must also ensure that their child attends the suitable education alternative provided from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a penalty notice or the local authority may prosecute them.

It is usual for parents to attend a reintegration interview following any fixed term exclusion which is at the discretion of the school. The school reserves the right to internally exclude, or extend the fixed term exclusion until such time as a suitable reintegration meeting has been held or until agreement is reached about suitable arrangements going forward.

Failure to attend a reintegration meeting may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

School Rules

In order to achieve clarity and consistency it is useful to have a basic set of school rules which can be used in the management of students in and around school. Classroom management, Staff Duty rotas and Student Teams will be used to support School Rules. These rules include the following:

Students Leaving School Site during the Day

- Students are not allowed 'off-site' without permission from a member of the Senior Leadership Team at any time following their arrival on-site in a morning until 3.10pm in the afternoon. Where permission is granted to leave the school site during the school day, students must sign out and in at the school reception.
- Students allowed 'off-site' must be accompanied by a family contact person defined by the list in the school information management system or have verbal permission from that family contact.

Start of Day

- Students are allowed to use areas set aside for their use before the start of School. This includes 'outside areas', the canteen and use of the B block toilets. Students should only enter the theatre if the duty team leader has deemed the weather to be sufficiently 'inclement' and there is a member of staff on duty
- The main canteen will serve food from 8.15am until 8.45am. Students MUST NOT arrive at school before 8.15am and then only to come to breakfast club
- Staff Duties begin at 8.40am and end at 8.55am and students are **unsupervised** before 8.40am unless they are in the breakfast club
- Students are not allowed access to other areas until the first bell rings at 8.55am when they are to make their way promptly to Period 1

Break and Lunchtime

- Staff Duty Teams will be working at break, lunchtime and after school
- Students are allowed to use areas set aside for their use at break and lunchtime. This will include designated play areas, Prefect Common room and the dining room. The theatre will

only be used when the duty team leader has deemed the weather to be sufficiently 'inclement'.

- Students are not allowed to play 'ball games' apart from in the designated area during dry lunchtimes; depending upon the dryness of school fields this maybe the fields or tennis courts.
- Students must move to tutor time after lunch immediately on hearing the bell
- At breaktime and lunch students are not to enter areas defined as out of bounds which are
 - Stairwells
 - Corridors
 - Classrooms
- Students are only allowed to eat lunch in designated eating areas

Breaks and Lunchtimes in Bad and Inclement Weather

- Inclement weather can include persistent high winds, low temperature, rain, snow and ice.
- When extreme weather conditions are declared students must use areas as directed that provide cover.
- Duty staff will be on duty in each of the areas and these will include:
 - The Theatre
 - The Dining Room
 - Sports Hall – availability to be confirmed with PE

Access to Areas

- Students must not linger around the school reception, toilets or corridor.
- Students are to observe the fenced off areas as 'out of bounds' unless directed otherwise.
- When open access to the school fields does not extend beyond the football pitches or near the houses around the fields

Arrival at Lessons

- The layout of the school day is as follows:

8.40	Staff Briefing
8.55	Start of school day, movement to period 1
9.00	Lesson 1 including registration
10.00	Lesson 2
11.00	Break (brunch available in dining room)
11.15	Lesson 3
12.15	Lesson 4
13.15	Lunch
13.50	End of lunch warning bell
13.55	Personal Tutor Time (learning/assembly)
14.10	Lesson 5
15.10	End of School Day

- Students must arrive on time (lateness to lesson will be recorded and potential sanctions applied) and wearing uniform correctly. Eating and drinking is not allowed in lessons unless it forms part of an organised activity apart from water bottles which must be see through and can be filled up in the dining room at break or lunchtime.

- Fizzy drinks, grab bags of sweets, large bags of crisps etc are not allowed.
- Students are expected to arrive prepared for work and maintain high levels of organisation with regard to equipment and homework.
- **Digital equipment including phones/music players/games consoles, headphones etc. are not allowed out/must be in bags/must not be switched on in school. At lunchtime only - mobile phones which can be used for a phone call or text in a phone zone. If an item is seen/heard it will be confiscated until the end of the day without exception. The item will be placed in the school reception – See ‘Confiscating Student Property’ below.**
- If banned equipment is confiscated more than once then the consequences escalate depending on the frequency of confiscation. The school reserves the right to retain confiscated items until parents can collect in these cases.
- Regular offenders can be told to hand in phones etc. on arrival to school on a daily basis if necessary.
- If students refuse to hand the equipment over then staff should follow procedures for refusing to follow instructions.
- Misuse of ICT falls under the ICT acceptable use policy and the specifics will be treated under procedures for serious incidents.

Students will only be allowed to leave classes with the permission of the class teacher to:

1. Access the toilet (in extreme circumstances following permission from the teacher and with a yellow slip)
2. Return registers in the event of electronic registration failing (one student only)
3. To sign out at the reception as part of a pre-arranged appointment
4. To conduct Prefect or Student Council business

Under no circumstances will more than one student be allowed out of class at one time unless there is a medical issue that cannot wait for collection by a member of staff.

Students will not be allowed out to fill water bottles.

Students will not be sent out as a behaviour management strategy unless collection has been requested.

Staff will keep a clear record of when a student leaves class and the time they return.

Supporting a Positive Climate for Learning in the Classroom

The teacher is responsible for classroom management and creating a positive climate for learning. This addresses aims of promoting outstanding attitudes to learning and conduct in lessons so that behaviour is managed and expectations of students ensure that all students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

- As staff at Wellfield High School we are expected to use language in a way that builds relationships and raises students’ self-esteem
- As teachers at Wellfield High School we are expected to plan our lessons to ensure the appropriate provision for identified students by incorporating that information provided within published plans e.g. Pupil Passports/Additional Information /Care Plans

- As staff at Wellfield High School we are expected where necessary to consider for ourselves solutions to improving the climate for learning or discuss such issues with colleagues and adjust teaching and learning strategies based upon advice given.

Classroom Checklist

- Meet and greet students when they come into the classroom
- Know the names of children.
- Know the names and roles of any adults in class and delegate appropriately.
- Follow the school behaviour policy.
- Have a plan for children who may be likely to disengage.
- Ensure other adults in the class know the plan.
- Understand and plan for students' special needs.
- Teach children the class routines.
- Tactically ignore if appropriate

Behaviour Checklist for Students

To enable everyone to get on with learning quickly and to ensure everyone learns in the best possible way, these are the guidelines, which explain how everyone should behave in a classroom.

- Arrive at lesson on time and in full school uniform
- Enter the classroom quietly when the teacher asks them to.
- Go to your designated place and take out your equipment.
- No chewing or eating in class.
- Remain in your seat unless asked to move by a teacher.
- Listen to the teacher's instructions in silence.
- Listen respectfully to the views of other learners.
- Respect other people's views, possessions and the classroom environment including resources.
- Avoid all forms of distraction.
- Pack away equipment only when asked to do so.
- Stand quietly and wait to be dismissed, leaving in an orderly manner.

Classroom Sanctions

Teachers manage classroom behaviour in an inclusive, encouraging and professional manner. Our aim is always to keep the student in the room and engaged in learning. Various 'Behaviour for Learning' techniques are employed to involve students in their learning when they are veering off task. These can include praising good behaviour elsewhere, distraction (getting the student to focus on something new so that they leave the off task behaviour behind), cajoling, tactical ignoring and so on. However, if having employed these strategies the teacher feels that the student is not making progress within the classroom and is preventing the progress of others then the following system should be employed:

Stage 1

- Students who are disrupting the learning of themselves or others should have this behaviour brought to the attention of the student and they should be issued with a warning of future conduct and encouraged to engage with learning. The teacher must be confident that the student is aware that they have received a warning.

Stage 2

- If the same student resumes behaviour that is disruptive to the learning of themselves or others then the member of staff should ring for the student to be removed. Work which allows for the student to access the learning outcomes of the lesson without teacher input must be ready for collection with the student along with a completed removal slip.

If a student has been removed then it is expected that the teacher will ensure that the work set is appropriate and ready at the point of pick up. It is also the teachers' responsibility to ensure that they discuss the removal with the student at an appropriate time after the removal so that the professional relationship between the teacher and the student is not adversely affected.

Pick up staff will wait until the removal slip is completed and work is set to take away with them.

Once a student has been removed they will be taken to the Pastoral intervention Room (PIR) and a conversation will be had with the student about why they were removed. The aim of this initial intervention is to ensure that the student understands what they could have done differently to avoid being removed from the lesson and to take ownership of their choices. Discussion will then be had about the work set and if the student understands what they need to do to achieve the learning outcomes. Once all this has been established the student will be moved to the Isolated Learning Room (ILR) where they will complete their work in silence. ILR is manned by members of the teaching staff who are therefore on hand to support learning if required.

Repeated Warnings without Removal

Some students may receive a number of warnings throughout the week which do not escalate to a removal. In order to address this, teachers will record these warnings on the system. Any student who receives four or more warnings in a week (Wednesday morning to end of Tuesday) that have not escalated to a removal will receive a detention with a member of the Senior Leadership Team (SLT) on a Friday after school.

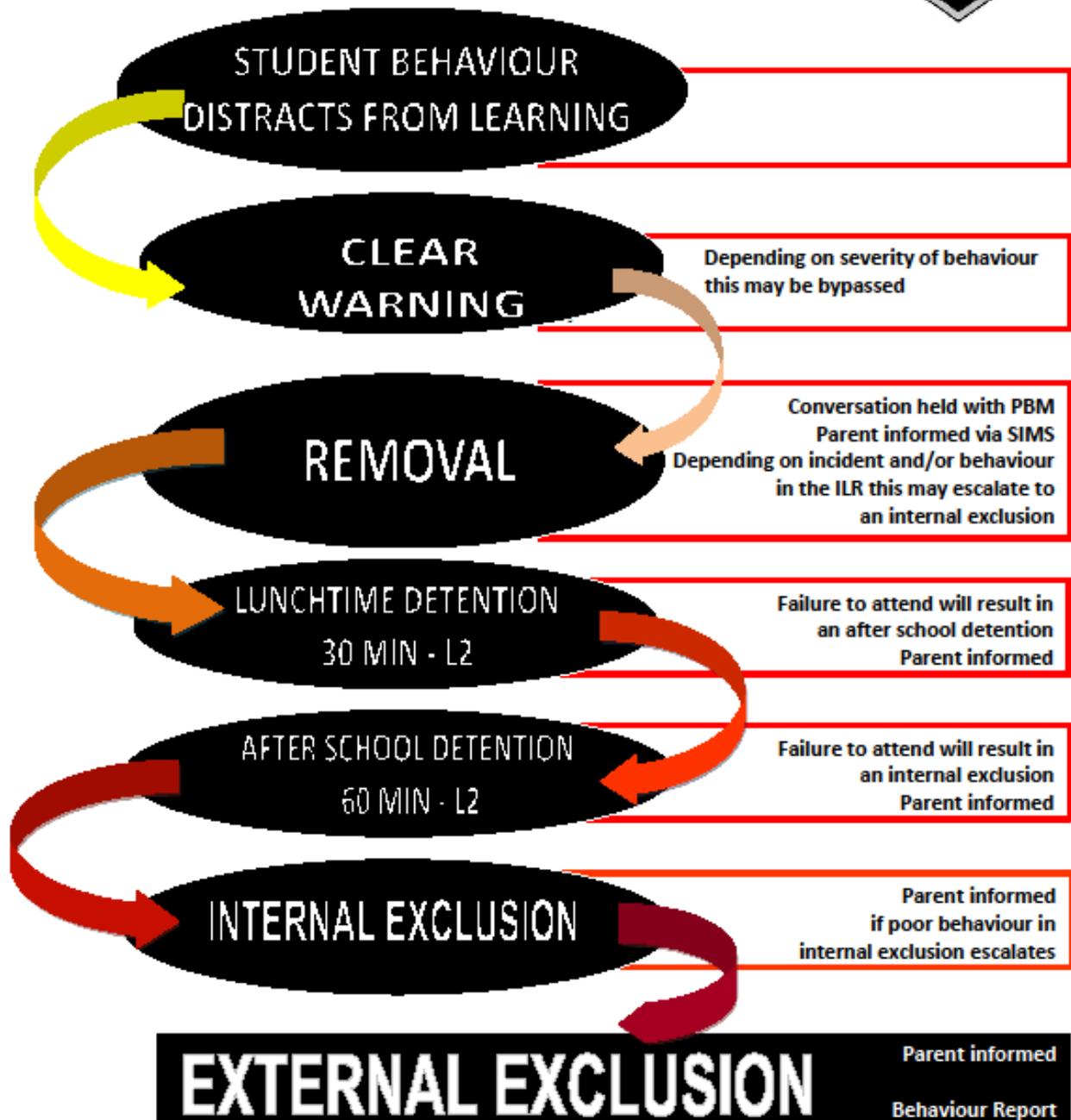
The School Behaviour Points System

Behaviour points will be allocated for the following types of behaviour:

Description
Behaviour Warning given
Lack of equipment
Failure to have planner
Late without good reason
Incorrect uniform
Make up/nail varnish/hair/jewellery
Missed homework / Coursework
Subject Detention Missed
Confiscation of electronic device
Swearing when overheard by staff
Pastoral/Intervention Detention
Loss of report card
Out of bounds on site
Failure to respect school property
Inappropriate conduct whilst wearing school uniform
Internal Exclusion
External Exclusion

Students who receive a high number of behaviour points may have other sanctions imposed e.g. detentions or behaviour/punctuality/academic report

BEHAVIOUR FOR LEARNING



Power to Impose 'Disciplinary Penalties'

All students at Wellfield High School have the right to learn in an environment that has positive behaviour and the right to come to school to focus on their studies, free from disruption and fear of bullying. (The Importance of Teaching 2010)

The Education and Inspections Act 2006 provides all schools with the power to impose 'disciplinary penalties' where students' behaviour falls below the standards which could be reasonably expected of him/her whether because he/she fails to follow a school rule or an instruction by a member of staff. The definition of a member of staff includes all people who are on the payroll of Wellfield High School, supply staff and trainee teachers. The Executive Head & Head of School has authorised all members of staff that they are allowed to implement all of the 'disciplinary penalties'.

The power to impose 'disciplinary penalties' extends to other schools / trips / college / work placements / vocational centres a student may be attending for a particular course and to situations where the student is not on the premises and is not under the lawful control of a member of staff. It also covers penalties for a failure by the student to comply with a penalty previously imposed on him/her.

The Act also makes it lawful for any school to impose a penalty:

- It is not in breach of any statutory requirement or prohibition;
- It is reasonable;
- If it is made by a paid member of staff (including supply staff) or trainee;
- The penalty was made and the action taken on the school premises or elsewhere when the student was under the lawful control of the member of staff.
- In determining whether a disciplinary penalty was 'reasonable' it is the schools' responsibility to take the following into account:
 - Whether the penalty is a proportionate sanction in the circumstances;
 - Any special circumstances which are known to the person imposing the penalty including the students' age, any special educational needs, any disability and any religious requirement affecting him/her.

A progressive approach to sanctions is essential in establishing an ethos of individual student responsibility for their own actions within the consequences described below.

The policy will not simply be limited to the actions/consequences set out below. There may be occasions, albeit rare, when a student's behaviour and actions require a specific response, which may not appear within this policy.

It is the Headteacher's responsibility and at the Headteacher's discretion, on such occasions, to respond with appropriate sanctions given the nature of the student's behaviour.

"Disciplinary penalties" must not be degrading and must respect Article 3 of the European Convention of Human Rights contained within the Human Rights Act 1998. i.e. "No one shall be subjected to torture or to inhuman or degrading treatment or sanction."

Managing Persistent Poor Behaviour which Disrupts the Progress of Others

Where poor behaviour is repeatedly exhibited students will move through our behaviour hierarchy.

Students who have been removed will then be subject to the systems and sanctions described below:



Detentions

Wellfield High School employs detentions for a variety of reasons and with a variety of staff which include:

- Pastoral lunchtime detentions (e.g. for removal from lessons, lateness, behaviour in unstructured time, uniform misdemeanours)
- Pastoral after school detentions (e.g. for failure to attend lunchtime detention, escalation of other sanctions, for failure to engage with behaviour/punctuality report)
- Faculty/Senior Teacher detentions (e.g. for incomplete work, lack of homework, lack of equipment, lack of engagement in learning)
- Senior Leadership Team (SLT) Detentions (e.g. for four or more warnings in a week, for failure to attend detentions)

Detentions at Wellfield High School will be imposed either after school or at lunchtimes. It is the responsibility of the parent to arrange transport home if an after school detention is issued.

The school will endeavour to give parents at least 24 hours' notice of an after school detention or fixed term internal exclusion via email and therefore it is vital that parents update their contact details as soon as there are any changes. The notice will state:

- why the detention is being given
- when it is to take place
- where it is to take place
- for how long the student will be required to remain at school.

The notice can be communicated by other means including a phone call, student post or any 'effective method'. (This does not apply to detention in normal school hours i.e. lunchtimes.)

On rare occasions the school may choose to detain a student without notice, in line with Government guidelines:

"Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given." <https://www.gov.uk/school-discipline-exclusions>

There is no legal necessity for the school to notify both parents of a detention.

Parental Objections

Parents may object to the detention. The Headteacher, or another teacher authorised by the Headteacher has the full authority to:

- withdraw the detention;
- defer it or reorganise to a different time
- continue with it

In determining whether a detention outside school hours is 'reasonable,' the school will take into account whether the student's parents can reasonably make suitable travel arrangements. The school will negotiate with the parent about the provision of reasonable travel arrangements; this may include a taxi or bus.

There is no right of appeal to the Governing Body, but parents can complain about the detention under the school's normal complaints procedure. The Governing Body however, cannot overturn a decision to continue with the detention if they hear a complaint before the detention takes place.

Failure to Attend Detention or Internal Exclusion

If a student fails to attend the sanction, the Head of School will determine how to deal with the original misbehaviour and the absence. So long as the new sanction is proportionate, a more severe sanction could be imposed.

Lunchtime Detentions

Lunchtime detentions will last for 30 minutes to enable student's time to get their lunch.

Standards Cards

- Students are issued with Standards Cards periodically when a need is identified
- Students will be asked for their Standards Card if staff wish to add a strike for:
 - Incorrect uniform
 - Inappropriate behaviour in and around school e.g. corridors
 - Eating/drinking outside of the designated areas other than snacks at break. There should not be any eating/drinking on the corridor at any time.
 - Makeup or jewellery that is not permitted e.g. excessive makeup or earrings
- A full Standards Card will result in a pastoral detention
- Every student will be allowed one lost card. After this a lost card will result in a pastoral detention

Daily Removals

Analysis of daily removals will be made by Support Staff who will email the data to all relevant staff.

Relevant staff will implement further analysis and discuss/implement relevant intervention strategies.

In the event of persistent poor behaviour over a period of time, the following procedures will be implemented:

1. An Information Collection will be emailed to staff to provide a clear evidence base when making decisions on the next stage in managing poor student behaviour.
2. A Pastoral Intervention Meeting may take place
3. Other sanctions or intervention will be applied e.g. mentoring/ behaviour report

Serious Incidents

If a student commits a serious incident then the stages outlined above may be bypassed with the Executive Headteacher/Head of School recommending fixed term exclusion, a period of respite in a different school or education centre, a managed move or in very serious cases permanent exclusion.

Examples of serious incidents are outlined below although this is not an exhaustive list:

- Fighting/assault of another student
- Threatening or intimidating behaviour
- Verbal abuse (the seriousness of the incident rises depending upon nature of the abuse with terms which discriminate being particularly serious)
- Bullying
- Being in possession of aerosols, a weapon, pornography, matches, drugs, alcohol
- Vandalism and theft

Anti-social behaviour in the local area or on social media when in the school uniform, representing the school or easily identifiable as a student of the school will result in the school supporting members of the community in prosecution of the offenders. This includes any poor behaviour in these circumstances, e.g. on school trips, to and from school and on public transport.

Carrying Weapons

Section 1 of the Prevention of Crime Act prohibits the possession, in any public place, of an offensive weapon without lawful authority or excuse.

'Offensive weapon' is defined as *any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use.*

The Violent Crime Reduction Act makes it an arrestable offence to carry an offensive weapon in public without lawful authority, or to carry in public any article with a blade or which is sharply pointed without good cause (other than a small pocket knife). It should be noted by parents and students that it is an offence to carry an offensive weapon or knife on school premises, on school trips and on work experience. The police have the power to enter school premises to search for an offensive weapon.

The school will deal with such an offence in the most serious of terms.

Confiscating Student's Property

The Education and Inspections Act 2006 confirms the right of schools as a 'disciplinary penalty' to seize a student's possession, or to retain a possession of a student, or dispose of it.

The staff concerned will not be liable in any proceedings if he/she proves that the seizure, retention or disposal was lawful (see below). Nor will staff be liable for any damage or loss as a consequence if the seizure, retention or disposal is lawful. Parents and students should note that this includes mobile phones, iPods or jewellery.

The seizure, retention or disposal will be lawful if in breach of any statutory requirement, and therefore will be reasonable in the circumstances.

Safekeeping

Staff are obliged to take reasonable care of confiscated property, in which case no liability will attach to the school for any loss or damage. If it can be proved that damage or loss is as a result of a member of staff's negligence the member of staff could be held personally liable.

Therefore, the school will ensure that confiscated property will be locked away and a record taken of the owner, who confiscated it and when and how long the confiscation is to last. All confiscated items should be handed to the general office in a sealed envelope with the student's name, tutor group, date and time of confiscation together with the name of the member of staff who confiscated the item written clearly on the outside.

Staff may have to confiscate temporarily students' property where it is necessary for disciplinary reasons. This is at the discretion of the staff member.

Only if it can be proved that the member of staff has not followed correct procedures for the confiscation of an item will the school insure against the loss of confiscated property, or to stand the risk of it being lost.

Illegal or Controlled Drugs

Drug misuse is defined as the non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no accepted medical purpose.

The Misuse of Drugs Act 1971 makes it an offence:

- To supply or offer to supply controlled drugs or drug paraphernalia;
- To be in possession of controlled drugs or to possess with an intent to supply to another;
- For the occupier or someone concerned in the management of premises, to knowingly allow the supply or consumption of a controlled drug.

Where the student is suspected of having illegal drugs on his/her person, every effort will be made to persuade the student to hand over the drugs e.g. by asking them to turn out their pockets. If the student refuses the police will be called.

If drugs are found they will be handed to the police as soon as reasonably possible. It should be noted that it is a defence against the offence of possession of an illegal drug that, knowing or suspecting a substance to be an illegal drug, a person took possession of it in order to prevent another from committing the offence, and that as soon as possible after taking possession the person took all reasonable steps to destroy the drug or hand it to the police.

Exclusions

An **internal exclusion** will usually take place in the Student Support Centre (SSC) Isolation Room between 10.45 and 4.15. During that time the student will be isolated from their peers. At lunchtime students will be escorted to and from the dining hall if they need to purchase a lunch at the end of lunchtime. They are not allowed out at breaks. They will be allowed comfort breaks. Mobile phones are not allowed in bags or on the person while on internal exclusion.

Fixed term exclusion and their duration are external and at the discretion of the Headteacher for more serious or persistent poor behaviour.

Serious offences, whether one-off or repeated may be converted to a **permanent exclusion** if the Executive Headteacher/Head of School deems such a response to be appropriate.

Parenting Contracts

Schools can enter into voluntary parenting contracts as appropriate. Schools can enforce a parenting contract when they have reason to believe that a student's behaviour at school is causing significant disruption to the education of other students, or significant detriment to the welfare of the child him or herself, or of other students, or to the health and safety of staff, or forms part of a pattern of behaviour which (if continued) will give rise to a risk of future exclusion on disciplinary grounds.

The bad conduct can be either in the school or elsewhere in circumstances where it would be reasonable for the school to regulate his/her conduct.

*Policy reviewed and updated – July 2017
Mrs L Gwinnett – Executive Head*

**Headteacher in the document relates to the Executive Head or whomever has this delegated power in the absence of the Executive Head.*