

Behaviour Policy – Draft September 2019



KING EDWARD VI
SCHOOL LICHFIELD

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Our Values:

- Wellbeing - We support the personal and professional wellbeing of all members of our school community
- Collaboration - We work together to achieve our shared ambitions
- Aspiration - We challenge ourselves to reach our full potential in all aspects of school life

Aims of the policy:

- To create a culture of exceptionally good behaviour
- To ensure that all students are treated fairly, shown respect and to promote good relationships
- To ensure students are not given excessive attention for poor conduct
- To help students take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy:

To provide simple, practical procedures for staff and students that:

- Provide clarity about expectations for behaviour
- Reinforce positive behaviour
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Behaviour Principles:

Our behaviour principles underpin our approach to achieving excellent behaviour across the school.

- Establishing positive relationships between adults and students is the most effective lever for securing positive behaviour;
- Adults have a responsibility to model the positive behaviours expected of the students;
- Positive behaviours that enable students to be successful learners need to be taught, rather than expected;
- Adult recognition of positive behaviour and responses to unacceptable behaviour must be visibly consistent;
- Unacceptable behaviour is tackled best by immediacy and consistency of response;
- Addressing unacceptable behaviour should be between the adult and student, ideally in private;
- Parents have an essential role to play in promoting positive relationships and good behaviour.

Staff Training and Development

The school is committed to providing training for all staff in order to support the implementation of this policy. Additional training opportunities will be made available to staff who wish to develop their skills further and/or take a proactive role in supporting other staff with their engagement with this policy.

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Code of Conduct:

Our code of conduct is based on three simple expectations:

Ready, Respect, Strive

In order to Be Ready, students will:
<ul style="list-style-type: none">• Wear correct and smart uniform at all times• Be on time• Have the correct equipment• Show a positive attitude for learning• Only use mobile devices with permission
In order show Respect, students will:
<ul style="list-style-type: none">• Be respectful of our school and the environment• Speak and listen in a respectful manner• Walk sensibly and keep to the left• Act safely and keep hands and feet to themselves• Follow instructions from staff
In order to Strive, students will:
<ul style="list-style-type: none">• Be enthusiastic and engaged• Show a determination to do their best• Reflect on their learning• Learn from mistakes• Celebrate success

Collective Responsibility

Behaviour management is a collective responsibility. All staff are expected to teach, model and reinforce to students a standard of behaviour that ensures both discipline and a positive learning environment. Staff should consider themselves responsible for maintaining good behaviour within sight and sound of them at all times and will be supported by the Headteacher in carrying out this responsibility in all areas of the school or when off site with students representing the school.

All students and staff should be valued equally, respect the needs of others and promote a positive climate for learning.

Everyone in the school is asked to follow our code of conduct '**Ready, Respect and Strive**'.

We will use the following five approaches to support this:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

These approaches will form the basis for staff development in the area of behaviour management.

The following statements outline how we seek to ensure consistency of approach in aspiring to excellent behaviour:

<p>Senior Staff will:</p> <ol style="list-style-type: none">1. Be a visible presence around the school2. Support colleagues by promoting consistency amongst staff3. Ensure students understand and follow the Code of Conduct	<p>Student Support staff will:</p> <ol style="list-style-type: none">1. Support colleagues when reflective and restorative work is required2. Establish regular communication with year teams and departments3. Ensure students understand and follow the Code of Conduct
<p>Middle Leaders will:</p> <ol style="list-style-type: none">1. Support team members to secure positive behaviour2. Establish departmental routines in response to positive and negative behaviours3. Support implementation of the Code of Conduct, liaising beyond the team when required	<p>All staff will:</p> <ol style="list-style-type: none">1. Be committed to developing positive working relationships with students2. Meet and greet students for a prompt start to lessons3. Set and maintain high expectations for behaviour

Communication

Staff at King Edward VI are committed to communicating effectively with students, colleagues and parents/carers. Whilst this can be a challenge in such a large school, we will endeavour to use our systems to communicate key information in the most efficient way possible.

Appendix 1 identifies the systems we use to communicate information of a pastoral and/or behavioural nature.

Developing a Positive Culture

Staff at King Edward VI are advised that the following strategies are the best ways of establishing the kind of culture and student conduct that we all want to see on a regular basis:

- Greet and be greeted
- Speak and be spoken to – around school as well as in the classroom
- Smile and try to relate to students
- Communicate clearly
- Expect to give and receive respect
- Treat everyone as an individual
- Set and expect high standards
- Apply rules firmly but fairly. Be assertive – not hostile or passive.
- Model positive behaviour yourself

We are always likely to encounter some behaviour difficulties in our work. Our success should not be judged by the absence of problems but by the way we deal with them. All staff members at King Edward VI are professional and, with mutual support and help, any problems encountered can be dealt with effectively.

- Praise is key to improving behaviour and we should aim to be giving out more praise than consequences.
- All teachers will take responsibility for the behaviour in their classroom and will try to establish their authority firmly and calmly. When there are problems the teacher will try to deal with it in the first instance but if this is not possible then they will seek the assistance/guidance of another staff member to ensure the matter is pursued to a satisfactory conclusion.

There are things that staff at King Edward VI School will always try to avoid. Such strategies create the wrong kind of culture and atmosphere. They are likely to destroy relationships rather than build them. They include:

- Humiliating students publically and so building resentment
- Using sarcasm
- Over-reacting to small problems so they become bigger
- Shouting all of the time so that it diminishes their authority
- Using blanket/whole class punishments
- Over-punishment so that more resentment builds

Achievements and SIMS

Our behaviour system is based on the principle that *recognition of effort* that goes 'above and beyond' our basic expectations is a key driver towards securing excellent behaviour.

In support of this principle:

- Staff should aim to identify one or two students each lesson who have demonstrated particularly good effort in a given area (additional guidance can be found in separate document on procedures).
- Using the register on SIMS, Achievements can be recorded quickly – no 'Award' is necessary at this level – verbal recognition plus the recording of the Achievements is enough.

Additional awards can be issued using the 'Awards' section on SIMS (see below). Departments should adopt a consistent approach to ensuring additional rewards are issued during the term e.g. praise postcards/email etc.

All achievements recognise students going 'above and beyond' in any of the following areas (*to be finalised following staff consultation*):

- 1 Effort and determination
- 2 Contribution to the community
- 3 Homework/Independent learning effort
- 4 Support/help for students and/or staff
- 5 Top 2 award for classroom effort over a whole term
- 6 Commitment to extra-curricular activities
- 7 Consistent meeting of expectations over time

In line with the principles of this policy, the recognition of exceptional effort is the foremost mechanism used to reinforce the behaviours and attitudes we want to encourage. Staff should take the opportunity to tell students why they are to receive achievement points.

Awards (recognition):

- Verbal commendation (staff member explains the reason for the achievement points with the student/through written feedback on work)
- Praise email/text/letter to parents
- Praise Postcard
- Department Award (issued by HOD and may result in praise postcard/text home to parents/carers)
- Achievement Leader Award (issued by AL and may result in praise postcard/text home to parents/carers)
- Senior Leader Award (issued by AL and may result in praise postcard/text home to parents/carers)
- Headteacher Award (issued by Headteacher and may result in praise postcard/text home to parents/carers plus invitation to 'celebration event')
- Accelerated Reader Award
- Other (see comment)
- Colours award (for music/sport)
- Skip the queue pass for one term (awarded by SLT)

Dealing with inappropriate behaviour

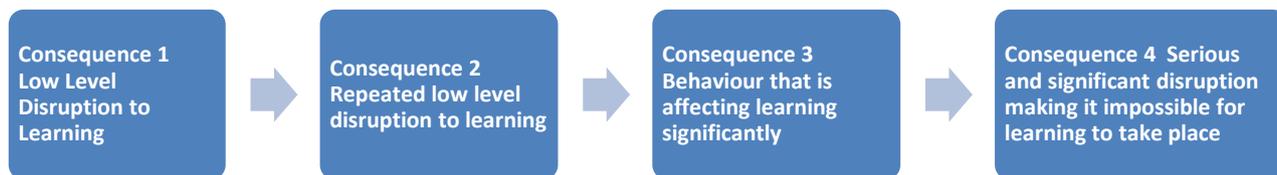
In issuing consequences to correct unacceptable behaviour the following guidelines must be observed:

- Use a variety of sanctions that are appropriate to the offence.
- Use a staged approach so that action is appropriate to the severity of the misbehaviour and distinguishes between minor and serious infringements.
- Adopt a positive approach and positive language so that appropriate behaviour is taught, re-enforced and understood by the student.
- Allow students the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour.
- Make sure that negative consequences are not escalated until the early stage sanctions have been applied.
- Accept responsibility for the issue and follow through of sanctions.
- Seek support if required but never relinquish your own responsibility to resolve the incident.
- Make sure that negative consequences are appropriate, fair, consistent, followed through.
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the student to behave well.
- Avoid confrontation
- Avoid blanket or whole class sanctions that may punish the innocent

Classroom Behaviour Management Flow Chart

Lesson expectations for all staff:

- All resources for the lesson are prepared in advance;
- Students are greeted at the door;
- Expectations are established consistently from the beginning of the lesson;
- The register is taken at the start of the lesson;
- A seating plan is used;
- SEND, EBD and G&T students are recognised and appropriately supported;
- Assessment opportunities and the role of TAs/other additional adults are planned into lessons.



<p>Consequence 1 - Low Level Disruption to Learning The problem... Talking over others, talking over you, not paying attention, passing notes, pen tapping, entering the room late, chewing gum, doodling in their books etc. Any behaviour that slows the pace of your lesson without completely ruining it is in this category.</p> <p>How to try and deal with it...</p> <ul style="list-style-type: none"> • Non-verbal messages – e.g. move and stand next to the student not behaving or use visual prompts such as fingers to lips, hand on the desk. • Simple direction - Clear statement of required behaviour referring to Code of Conduct. The use of ‘thank you’ rather than ‘please’ shows that you expect compliance rather than just requesting it. <p>Question and feedback - Asking a prompt question to show that you have noticed inappropriate behaviour. ‘What’s happening here, boys/girls?’</p> <p>What to do... Give the student a first warning. Avoid shouting or discussing the incident publicly with the student.</p> <hr/> <p>Consequence 2 - Repeated low level disruption to learning The problem... You have given a student a first warning but the same low-level disruption type behaviour is persisting and is continuing to affect your lesson adversely.</p> <p>How to try and deal with it...</p> <ul style="list-style-type: none"> • Rule reminder – Firmly restate the relevant rule referring to the Code of Conduct. • Broken record or partial agreement – Repeat your instruction over and over until the student complies or acknowledge the students’ point of view while assertively reiterating your instruction. • Choice and consequences – Enable a student to take responsibility for their actions by giving a choice and explaining the consequences of the ‘right’ choice and ‘wrong’ choice. Give them take-up time to make their choice. • Deferred consequences – Remove the audience for a student who is misbehaving by quietly telling them you will be addressing their behaviour at a time convenient to you when there are no other students around. <p>What to do... Give the student a second warning. Avoid shouting or discussing the incident publicly with the student.</p> <hr/> <p>Consequence 3 - Behaviour that is affecting learning significantly The problem... You have given a student a second warning but they have persisted in exhibiting behaviour that is slowing your lesson or affecting the learning of others.</p> <p>What to do...</p> <ul style="list-style-type: none"> • Inform the student that a ‘Behaviour Incident’ will be recorded (SIMS) concerning their behaviour. There MUST be an action/sanction from the teacher to address the behaviour which could be that you discuss and resolve the problem after the lesson. It could be a short break /lunch detention, a longer after school detention, the student could be moved within your room, it could be that the student works with the HoD/other member of the department for the rest of the lesson etc. <p>Complete the SIMS record highlighting the action you have taken to address the problem.</p> <hr/> <p>Consequence 4 - Serious and significant disruption making it impossible for learning to take place</p> <p>This should only be used as a last resort when all other avenues for continuing to accommodate the student in the lesson have been tried, e.g. has the student been moved to another seat, has an attempt been made to accommodate the student in an alternative location within the department/cluster etc.</p> <p>What to do: Issue a formal Exit – use the SIMS Emergency button. The student will be collected by SLT or a PSA.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">If student behaviour is particularly severe then staff may move to consequence 4 immediately seeking assistance from another member of staff</p>
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The HoD will support positive behaviour in their departments and advise staff accordingly on strategies to address problems.

The AL, AAL and PSAs take a combined interest in the learning behaviour of students in their year groups. If they are alerted to ongoing problems they will arrange parental input, use report cards, utilise mentors, arrange input from multi-agency staff, arrange SEND input, arrange for 'time-out' for a short period or utilise any of the other strategies at their disposal.

Any referrals beyond the department should be sent via email to Student Support, who will coordinate the response and communicate with stakeholders.

If behaviour issues are persisting with an individual student, then SLT will become involved to provide advice and further action if necessary.

Responses to inappropriate behaviour

Effective consequences start from the least intrusive and graduate towards a more serious level (to be finalised following staff consultation):

Examples of Consequences in response to inappropriate behaviour	Issued by
<ul style="list-style-type: none"> • Appropriate non-verbal cue that signifies the concern and required action. 	All staff
<ul style="list-style-type: none"> • Verbal reprimand – that does not embarrass or humiliate a student. 	
<ul style="list-style-type: none"> • Time devoted to resolving the issue with the student – this involves listening to their version of events, explaining to them the reason for your concern and teaching them appropriate and acceptable behaviour. 	
<ul style="list-style-type: none"> • Completion of 'reflection task' wherein students complete a form requiring them to reflect on the issue and show an understanding of how to move forward positively 	
<ul style="list-style-type: none"> • Repeated or extra work – for non-achievement of targeted lesson/homework outcomes. 	
<ul style="list-style-type: none"> • Alterations to class seating arrangements or seating plan. 	
<ul style="list-style-type: none"> • Email to parents making them aware of the incident/concern 	
<ul style="list-style-type: none"> • Lunchtime Detention – either 10 minutes at lunchtime without notice, or up to 30 minutes using SIMS detentions. 	
<ul style="list-style-type: none"> • A negative consequence appropriate to the incident e.g. picking up litter, cleaning off graffiti. 	
<ul style="list-style-type: none"> • Placed on Report Card (tutor/department/Achievement Leader/Student Support) 	
<ul style="list-style-type: none"> • Referral to Student Support / Exit (accompanied by classwork, followed up with an additional negative consequence or "pay back" of time owed to class teacher). 	
<ul style="list-style-type: none"> • After school detention – one hour after school supervised by Senior Staff. Parents given 24 hours notice. 	HOD/AL/Inclusion manager
<ul style="list-style-type: none"> • Loss of positive consequence opportunities e.g. not allowed to attend a reward trip, extra-curricular reward activity etc. 	
<ul style="list-style-type: none"> • Temporary or permanent transfer to a different class – via HOD and discussed with AL and parent/carer. 	
<ul style="list-style-type: none"> • Referral to Achievement Team/Student Support – after early stage consequences have been applied. 	
<ul style="list-style-type: none"> • Isolation (after school/social times/lesson time) following discussion between year team and SLT. 	SLT member
<ul style="list-style-type: none"> • Additional support and sanctions from Senior Staff or referral to external support agencies. 	
<ul style="list-style-type: none"> • Fixed Term Exclusion 	Headteacher
<ul style="list-style-type: none"> • Permanent Exclusion 	

SIMS Behaviour Management

- SIMS is used to monitor behaviour patterns allowing us to support students into more positive behaviours.
- The following broad categories indicate the type of unacceptable behaviour that has been identified, and can be selected from a drop-down menu on SIMS. A comment can be added to indicate the details of the incident, and then 'Action Taken' can be selected from the menu.

Behaviour types on SIMS:

- 1 Disruptive classroom behaviour
- 2 Insufficient effort in classwork
- 3 Homework not handed in/incomplete
- 4 Dangerous behaviour
- 5 Disrespectful behaviour towards a member of staff
- 6 Disrespectful behaviour towards another student
- 7 School environment treated disrespectfully (e.g. litter, vandalism)
- 8 Uniform incorrect/incorrectly worn
- 9 Discriminatory behaviour
- 10 Electronic device used without permission/inappropriately
- 11 Lateness to lesson/school
- 12 Bullying behaviour
- 13 Organisation concern
- 14 Truancy

Action Taken Categories:

- Verbal reprimand
- Repeated or extra work
- Completion of reflection task
- Consequence appropriate to the incident e.g. picking up litter, cleaning off graffiti
- Department Detention
- Achievement Leader/Assistant Achievement Leader Detention
- Parents/Carers informed via email/phone call
- Exit from the lesson
- Lateness detention
- After school detention
- Loss of positive consequence opportunity
- Temporary transfer to a different class
- Permanent transfer to a different class
- Referral to Student Support
- Senior Staff intervention
- Isolation (after school/social times/lesson time)
- Fixed Period Exclusion
- Permanent Exclusion

Behaviour beyond the school gate

Students are expected to following our code of conduct, 'Ready, Respect, Strive' at all times. The school has the power to discipline beyond the school gate in the following circumstances:

any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

This includes incidents that occur electronically i.e. on social media, on electronic devices or any other form of electronic communication.

In all of these circumstances the headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding procedures.

Specific Behaviour Issues:

Uniform

Tutors will inspect uniform daily and require any students to correct anything that is not in line with expectations. If this cannot be achieved there and then, the student should be sent to Student Support to have the issue rectified. Items of incorrect uniform may be confiscated by the school and held on site until parents can arrange to collect it. In such cases, students will be provided with temporary uniform in the short term. Any uniform loaned to students by the school must be returned at an agreed date. If loaned uniform is not returned, then parents will be invoiced for the cost of replacing the item(s).

Lateness

Students who arrive late to lessons/school will be given the corresponding **Late** mark on their attendance record. Student Support Staff will monitor lateness and intervene with appropriate consequences in order to address the concern. This may include Detentions (daytime or after school), communication with parents, referral to EWW service or any other appropriate response.

Mobile phones

Between 8.55am and 3.35pm students may only use phones with the explicit permission from a member of staff in order to support a specific learning activity. This does not include listening to music. Students who fail to comply with these expectations will be spoken to by staff, and the incident recorded on SIMS. If a student persistently breaks this rule, they will lose the privilege of having their phone with them in school for a period of time (to be determined by pastoral staff but most commonly for a period of one week). Those students will be expected to hand their phone into student reception each morning where it will be stored securely until the end of the day.

Homework

Students who fail to complete homework on time are subject to the consequences identified in the list of possible response to inappropriate behaviour. Typically, this may include discussion with the student, departmental detention, phone call/email to parents or another response intended to address the concern.

If a pattern of non-completion of homework is identified, Student Support Staff and Achievement leaders will intervene in order to support the student into better routines. This may include the use of report cards, or an expectation that the student attends one of the school's Homework clubs.

Fixed Term Exclusion

A student may be excluded from school for a fixed number of days to the maximum of 45 days in a school year. A student may also be excluded for a fixed term while consideration is given to the imposition of a permanent exclusion. In this case the parents will be informed of such consideration being made.

The Governors recognise that incidents which may result in exclusion include, but are not limited to:

- violence, whether expressed in actions or threats, towards other people on the premises;
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- offensive written material which is judged to have the effect of undermining the authority of a member of staff;
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which effectively limits the opportunities for "students to learn and teachers to teach";
- bringing to school, or handling on behalf of others, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and solvents;
- attending school under the influence of alcohol, illegal drugs or solvents;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the school;
- being in persistent or serious breach of a previously drawn-up contract of behaviour;
- failure to comply with instructions when placed in isolation.

When a Fixed Term exclusion is imposed:

A member of the senior leadership team will contact the parents as soon as possible to inform them of the decision, how long the exclusion is for, and to set a time for a readmission meeting.

A letter will be sent to the parents explaining the circumstances, offering them the opportunity to make representations to the Governors' Disciplinary Committee and outlining arrangements for setting and marking work.

Staff will be informed of the exclusion via the daily staff briefing notes.

The student and parents are expected to attend a Readmission meeting in school, chaired by a member of the Senior Leadership Team and attended by staff with pastoral responsibilities. During the meeting, details of the

circumstances leading up to the exclusion are discussed, and parents and the student have the opportunity to contribute their views.

Conditions for readmission are discussed and agreed. Any additional support required to enable the student to improve their behaviour is identified.

At the end of the meeting, the student and parents are asked to sign a document detailing the agreed conditions of readmission. Copies of this document are sent to the parents and also retained in the student's school file.

Refusal to agree to the conditions of readmission may result in additional fixed term exclusion for further breach of the school's behaviour policy.

Breaching conditions of readmission may also result in additional fixed term exclusion.

The Headteacher will notify the governing body and the local authority of any exclusion which would result in the student being excluded for more than five school days in a term.

In the case of any fixed term exclusion of more than 5 days, the School has to take responsibility for the education of the student on and after the sixth day.

Permanent Exclusion:

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has utilised all reasonable strategies for dealing with the student. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a single serious offence even if this is a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Any decision to exclude a student will be taken having regard to the Department of Education guidance on exclusions from maintained schools, academies and student referral units in England.

Physical Restraint and use of Reasonable Force

In certain circumstances there may be a requirement for staff to use reasonable force and physical restraint. Details are found in the school's 'Use of Reasonable Force and Physical Restraint' Policy and Procedures.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. (DfE July 2013).

Searching and Confiscation

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. (DfE Guidance, 'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', February 2014.)

The school operates a Searching, Screening and Confiscation policy. A list of Banned Items can be found on the school website.

Management of Drug Related Incidents

Whilst it is hoped that pro-active measures, such as drugs education and clear boundary setting through the Behaviour for Learning policy, will limit incidents of drug misuse in school, governors recognise that there will, at times, be a need for the school to react to drug-related incidents which occur on or near the school premises and there is a need to have a clearly expressed and well understood set of procedures for dealing with these.

In any such incident, the primary concern remains one of health and safety of any individual involved.

Sanctions and support strategies are clearly outlined in the Behaviour for Learning policy. Smoking related incidents are specifically identified on the Behaviour Grid whilst other drugs would be identified into the category 'bringing inappropriate/dangerous items into school'.

Governors fully support the guidance to staff given below in order to support staff in feeling confident to deal with such issues should they arise.

Guidance to Staff

It is recognised that there are several circumstances that may arise for all staff in the school that could lead to them needing to act on knowledge of, or suspicion of substance misuse. Whilst tobacco is recognised by the school as a drug, it is dealt with differently to all other drugs, and staff should simply follow the procedures set out in the Behaviour Policy. The guidance below relates to all other forms of substance misuse.

If a member of staff becomes aware or suspects that a student in their lesson is under the influence of alcohol or another drug should press the SIMS emergency button to request support from the Student Support Team/member of SLT.

The responding member of staff should remove the student after the teacher has briefly explained their concerns. The student should be spoken to and if they still appear to be a concern, they should be sent home on grounds of health and safety. It is important to note that in some circumstances, it may not be possible to ascertain whether or not the student is actually under the influence of a substance, or is genuinely unwell or misbehaving. The important issue however, is to ensure the health and safety of the student, and to raise concerns with the parent or carer regarding possible substance misuse.

If a **member of staff on duty** suspects that a student is under the influence they should ask the student to come with them to the nearest reception where the senior member of staff on duty will be called. If the student will not comply,

the member of staff should communicate their concerns using a school radio (if available) or ask another student to request support from the nearest reception. It is important not to chase a student, or get into an argument, as raised heart levels can increase the danger significantly for some drug misuse. The Senior member of staff will deal with the matter as above from this point.

If a **first aider** suspects that a student presenting as unwell may be under the influence of alcohol or another drug, a member of senior staff, should be contacted to deal with the issue as in the first example above.

If a member of staff suspects a student is in possession of drugs, (including alcohol or over the counter medication in high quantity), a member of senior staff should be informed and their property may be searched in line with the Searching and Confiscation policy.

In all of the above cases, there is a duty to inform parents of any concerns. This applies equally to students who are 18 or over.

The school will also:

- liaise closely with the police and ensure that there are agreed practices for dealing with the range of incidents which might arise involving illegal drugs;
- inform the police on all occasions when illegal drugs are found on a student or on the school premises and arrange collection of such substances from school;
- liaise with other support agencies in respect of students who may be at risk;
- respond appropriately to all concerns which are brought to the attention of the school.

The School liaises with local police on a regular basis. Details of our current link officers are available from both offices and from Senior Staff.

The Behaviour for Learning Policy makes it clear that in all such incidents, an automatic referral to T3 will be made by the school. Sanctions will be applied appropriately in accordance with the Behaviour for Learning Policy.

Appendix 1

Communicating information of a pastoral and/or behavioural nature.

There is no expectation that every piece of information pertaining to pastoral or behaviour concerns is formally recorded. A conversation or reprimand over a misdemeanour is likely not to need recording.

More serious pastoral/behaviour concerns, or repeated low-level inappropriate behaviour should be recorded on SIMS in the following way:

- For a specific behaviour incident: record the incident as a 'Behaviour incident' in the SIMS behaviour module. This will also allow for the member of staff to note the 'Action Taken' to resolve the issue.
- To record information about any other action (for example – communication with home about a particular concern) then the '**Initiatives**' section of the behaviour module should be used. This provides a list of categories (e.g. email to parents) plus a text box to record any further details.
- Pastoral staff will monitor the Behaviour of individuals on SIMS, intervening where patterns of behaviour are identified.

Referrals for behaviour/pastoral issues

- When departments have attempted to address a particular issue with a student, but the behaviours are not changing, they should refer the issue to Student Support using the Student Support email address.

- Student support staff will coordinate the response, communicating directly with the department and other stakeholders e.g. ALs/Students/Parents. This approach is intended to ensure issues are picked up centrally, and the response coordinated without excessive use of email.

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