



Cabot
Learning
Federation

JCA Ready to Learn.
A Behaviour for
Learning Policy

Date	Page	Change	Origin of Change
Date	Pages / Whole document	Description of Change	Origin of change (e.g. routine update, request for review)
May 19	All	Annual Review	Annual Review
April 2020	All	Annual Review	Annual Review
May 2020	All	Addition of Drugs and Prohibited Items appendix	Amalgamation of policies

Introduction

Our aim is to *enable students to succeed through a positive learning culture where pupils are cared for, nurtured and challenged to achieve in their learning.*

Ready to Learn is a whole school learning policy which covers all aspects of school life. By establishing the highest possible standards of behaviour and expectations for learning at John Cabot Academy *Pupils will have disruption free classrooms in which they can learn and teachers will have disruption free classrooms in which they can teach. Furthermore social spaces will be safe and respectful spaces.* This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish and so that students can develop their sense of self, place and agency. The behaviour of each students in the classroom and around the school site should be of a very high standard. Every lesson should have a clear focus on learning, student growth and development and be free from distractions. Every student and every member of staff should be able to feel relaxed, happy and confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The Ready to Learn behaviour system enables learning to happen in the best possible conditions. Everyone has to follow the rules of Ready to Learn so that the system works and everyone benefits ensuring students are well prepared for adult life when they leave John Cabot .

Our approach is based on the principle that, once students know the expectations and the consequences, they can make the right choices for their own and for others' learning. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of friendship, generosity, honesty and respect.

At school, as in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequence needs to be consistently applied.

We have an ambition to work with parents/carers to ensure that the experience of each student at John Cabot Academy is of a high quality and that students are well developed, socially skilled, intelligent, confident well-rounded young people ready to take advantage of the many opportunities available to them in our local, national and wider community.

Kate Willis, Principal

Linda Tanner, Chair of the JCA Academy Council

1. Aims of our Ready to Learn Policy:

- To eradicate disruptive behaviour, so that there is a culture of achievement, ambition and learning throughout the school, and no learning time is wasted.
- To empower teachers to deliver engaging and creative lessons, to experiment and take risks, without concern for behavioural consequences.
- To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- To ensure students take responsibility for their own actions.

In short Ready to Learn has 5 key areas:

1. Attend school, every day and on time
2. Wear uniform correctly and with pride
3. Value your learning
4. Value the learning of others
5. Contribute positively to our community

At John Cabot Academy, each young person will be encouraged to learn and supported to achieve. At JCA we have the capability to ensure that our students can progress through to Post 16 placements preparing them to succeed in the workplace, at college and the very best universities in the country. Our students benefit from high quality teaching, a well-ordered environment and a rich curriculum, both inside and outside of the classroom. Student progress is enhanced by clear advice and guidance which will inspire each learner and help to contextualise the efforts made by students, day-in, day-out.

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

2. Our Values

As proud members of the Cabot Learning Federation, the young people within our local community both at JCA and at our partner academies are at the **HEART** of what we do. John Cabot Academy values students as individuals and differences are celebrated. We work together as a community to challenge discrimination and to promote the importance of respecting the beliefs and practices of others.

All Academy Councillors, parents/carers, students and staff within John Cabot Academy and the Cabot Learning Federation believe the following **HEART** behaviours and qualities will help us to achieve our vision. We value:

- **H**igh Expectations - Establish high expectations for all that we seek to achieve
- **E**quity - Create equity of opportunity, removing disadvantage
- **A**ll Children - Champion the success and life chances of all children
- **R**esilience – Furnishing the pupils and staff with the resilience to succeed as lifelong learners
- **T**olerance – Promote tolerance and respect for ourselves, our communities and our environment

As a member of the John Cabot Academy community, we will endeavour to demonstrate these values in everything we do.

3. Ready to Learn – A Culture of High Expectations for Learning

As a comprehensive academy we want all students to be the best that they can be, however we know that a minority of students may find it difficult to meet our expectations with consistency. We will always try to meet their needs, enabling them to make a positive contribution at JCA.

No school will accept behaviour that is disruptive to learning and that has an unacceptable impact on the physical and emotional welfare of students and staff.

We aim to have a school where all students are able and ready to learn, empowering staff to teach in a safe, calm and supportive community.

We will maintain this by:

- Having a whole school Ready to Learn system which relies on all staff using it in a fair and consistent way.
- Recognising and rewarding every student that regularly meets the Academy's Ready to Learn expectations.
- Regularly communicating a clear set of expectations for behaviour and learning in the following areas:
 - The Classroom – Conduct in Lessons
 - Conduct Around the Academy
- Engaging parents in the process of raising the standards of behaviour for learning

- **Rewards**

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

- **Lesson Scores**

We operate a comprehensive rewards system through the use of lesson scores. By using lesson scores we have an embedded rewards system that is ingrained in the culture and ethos of being ready to learn in lessons. It rewards pupils for being effective learners.

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

- 5 – Awarded if a student has been RtL all lesson and also met one of the following HEART values:
 - H- High Expectations (quality and quantity of work produced is above and beyond expectations e.g. EFFORT)
 - E- Equity (Students actively choose to help others in their class to support a peers learning) This must be done at an appropriate within the Ready to Learn expectations.
 - A- Achievement (Success, a student makes exceptional progress in their learning)
 - R- Resilience (A student never gives up, using previous mistakes to learn and be / do better)
 - T- Tolerance (Being respectful and understanding towards others)
- 4 – Awarded if a student has been RtL all lesson
- 2- Awarded if a student has been given a warning during the lesson
- 1 – Awarded if a student has been sent to Separated Learning

Please note:

- All students will begin the lesson on a lesson score of 4

- **Zone Celebrations**

- Celebration Assemblies
- Phone calls home
- Zone Champion Rewards Event

- **Attendance**

- 100% Attendance Superstar rewards; certificate, newsletter, event with Principal
- 97-99% Attendance Star rewards; certificate, newsletter and other rewards with the SLT member responsible for attendance.
- Weekly TG attendance prize
- Zone Attendance Trophy
- Greatest Improvement Awards

- **Wider School**
 - Personal Thank You
 - Lesson drop in rewards postcards
 - Card / letter from Principal
 - Celebration Events e.g. Discos – organised with student council
 - End of Year Celebration event
 - Student Council, Sports Council, Head Boy / Head Girl badges
 - Rewards Trips

- **Sanctions**

Graduated sanctions will be used as a consequence and a deterrent for misbehaviour. Sanctions will range from separated learning for 4 periods including a detention, separated learning for 6 periods including a detention, an alternative to exclusion, fixed term exclusion, immersion to another academy, negotiated transfers to another academy and permanent exclusion.

When a student is sent to separated learning they will be expected to remain in separated learning for 6 periods and undertake a 1 hour same day after school detention. If a student completes all the work set and does not receive a warning in separated learning they will be permitted to return to lessons after 4 periods of being in separated learning. The student will still be expected to complete their 1 hour same day after school detention.

- **The Classroom - Conduct in lessons**

Students are to follow these simple expectations in classrooms at John Cabot Academy:

- Arrive on time to lessons and line up quietly at queue classrooms (where indicated) prior to the start of the lesson
- Enter the learning space quietly when invited to by the member of staff leading the lesson
- Undertake activity and direction from staff member at the start of lessons and at the end of lessons in silence (unless directed otherwise)
- Place bags on the floor and equipment required on the table
- Sit silently whilst the register is taken
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise a hand to ask a question without calling out
- Work exceptionally hard without disrupting any other student learning
- Demonstrate the appropriate ready to learn behaviour for the task as directed by the member of staff.
- Pack away equipment, tidy room and place rubbish in a bin when instructed by the staff member
- Bring full Academy PE kit on days when they have PE.

n.b. If students do not bring PE kit they will receive a kit mark. On the third kit mark they will be sent to the separated learning room for 24 hours. Kit marks will reset once a sanction has been completed.

If a student fails to meet any of these simple expectations their initials will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board.

The second time during a lesson that a student fails to meet these expectations, they will be sent to the separated learning room for a period of one working day. Failure to arrive at the room of their own accord or refusal to go to the separated learning room will result in a further, escalated sanction.

Immediate Removal: More serious misbehaviours warrant immediate removal from the lesson, to separated learning for 24 hours. These include, but are not limited to:

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

Families will be billed for damage caused either deliberately or inadvertently through reckless/out of control behaviour.

If a student is sent to the separated learning room, the member of staff who sent them must meet with the student for a rebuild conversation where they will be made aware of what they have done wrong, why it disrupted learning and what needs to be done differently next lesson. This will take place after school between 3pm and 4pm. The member of staff will phone home and let the parents/carers know what has happened and why they sent their child to the separated learning room. This builds trust and transparency into the system and ensures parents / carers are integral part of supporting and managing behaviour.

To allow this to take place students sent to the separated learning room will be required to remain in school until 4pm that day.

Conduct around the Academy

At JCA, we expect staff and students to behave respectfully at all times. That means walking around the school calmly and quietly, communicating to each other respectfully, respecting each other's space and looking out for each other.

- **Defiance**

If a member of staff asks a student to do something, they must do it. If a student refuses, or if they walk away from a member of staff, they will be sent straight to separated learning.

Refusal to attend separated learning will result in a further, escalated sanction.

- **Sexualised Behaviours**

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

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

- **Mobile phones and other electronic devices**

May only be used before and after school. During lesson time between 8:40am and 3pm, they will be switched off and placed in bags, not pockets.

- If a phone/tablet is seen during lesson time it will be confiscated, bagged and passed to reception to be collected by the parent. If a pupil refuses to hand their phone over, they will be sent to the separated learning room.
- Headphones are not to be used in the academy, unless directed by a member of staff. If headphones are seen they will be confiscated and given back at the end of the day. If a student refuses to hand them over, this is defiance and they will be placed in separated learning.
- Refusal to go to into separated learning will result in a further, escalated consequence.

- **Uniform**

All students must wear the correct uniform at all times. Uniform checks will be performed on arrival to school. If a student arrives in school without the correct uniform, they will be sent home to rectify the matter, or placed in separated learning until a parent or carer brings in the missing article or until the academy loans a replacement item of uniform to wear. Refusal to wear loaned uniform items will result in separated learning until the uniform transgression is rectified.

- **Coats**

All coats / non uniform jumpers must be removed on entry to the building. Students who do not comply with this will be sanctioned.

- **Jewellery**

Students are permitted to wear a watch and stud earrings. Any other items should be removed refusal to do so will result in a sanction. If a student has a stretcher/tunnel it must be filled with a flat plug. If students have their ears pierced this should be done at the start of the holidays to ensure earrings can be removed for PE.

- **Make Up**

Students are permitted to wear natural make-up and may have their nails painted.

- **Hair**

Hair should be of a natural colour e.g. brown, black, blonde, white, auburn, strawberry blonde. Extreme shades of red or other colours that have been dyed will not be permitted. Students will be asked to return home to change their hair colour, they will be sanctioned until an agreed time when the hair will be altered.

The shaving of designs into the hair is not permitted. Parents will be contacted and asked to ensure that (where possible) the design is shaved away.

- **Tattoos / Body Piercings**

Tattoos and body/facial piercings are not permitted in the Academy. The student will stay in separated learning until contact is made with parents/carers to agree a solution for the removal of the piercing. The student will be given a time frame for the alteration to occur if after this date the student arrives at the Academy with incorrect piercings they will be placed in Separated Learning until it is rectified.

If a student wishes to have a piercing that is not permitted in school they must have this done in the holidays so it can be removed when they return to school.

- **Movement Around the Academy**

Students are expected to walk at all times when in the academy. They should adhere to the one-way systems and walk on the left. A gentle reminder to students should be used when moving around the academy where necessary. If a student then continues to move inappropriately around the academy, give them a warning. If they still continue to not follow your instruction this will be considered as defiance and will result in a separated learning sanction.

- **Lateness**

Students who are late to lessons must be sent to separated learning for 6 periods, with a detention. Students have a 5 minute transition period between lessons. If students arrive after 5 minutes they are considered late will be sent to separated learning.

Students who arrive late to the academy (after 9am) must sign in and remain at reception where they will be met by the duty team or Student Support Leaders who will perform a uniform check and then escort them to their lesson or separated learning.

Students who are persistently late to school or lessons will be supported in line with the Ready to Learn support stages interventions and actions.

- **Truancy**

Students who truant lessons will be taken by the duty team to separated learning.

- **Out of Lessons**

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

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

- **Eating/Chewing/Drinking**

No eating or drinking should take place in any area of the school other than the dining room, atrium and A-B outdoor eating zone. There should be no food or drink consumed anywhere else indoors or outdoors. Only water is allowed within lessons, except in particular subjects e.g. science, where drinking is not allowed for safety reasons. Chewing gum is completely banned anywhere in the school building or in the outside areas

- **Social Time**

Student behaviours during social time can have a considerable effect on their approach to learning in the classroom and as such it is essential they continue to promote a positive learning culture in social time at JCA. Students are to follow these simple expectations in social time around the school site:

- Place litter in the bin
- Remove coats when inside the academy
- Walk when inside the academy
- Stay in appropriate areas for social times (not in stairwells, upstairs or wings)
- Hands off others
- Indoor voices when inside
- Move around calmly and quietly when inside – be thoughtful of others
- Eat in the correct zones – Refer to Dining Zone posters.

Social Time Immediate Warnings

Any behaviours during social time that destabilise a positive learning culture are unacceptable and must be dealt with immediately.

Student behaviours during social time that will result in a warning are:

- Chewing gum
- Eating or drinking outside of the designated zones
- Inappropriate language, noises or attitude
- Prohibited items seen or heard (must also be confiscated, see appendix 3 for more details on drugs and prohibited items)
- Running inside the academy
- Physical interactions - 'play fighting'
- Dropping litter
- Not tidying up after themselves
- Shouting
- Wearing non uniform inside (coats / hoodies etc)

- Being in non-designated social areas of the academy (stairwells, wings, upstairs or in a classroom)

A second warning during social time will result in immediate removal from social time and the student should be taken to the separated learning room by a member of the duty team. A student will remain there for the remainder of break or lunch.

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

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

Families will be billed for damage caused either deliberately or through reckless/out of control behaviour.

Refusal to go to separated learning during social time by students will be regarded as defiance and result in separated learning.

4. Serious Incidents

Serious incidents warrant a parental meeting. Separated learning, alternative day, FTERP, negotiated transfer / Managed Move, fixed term exclusion or permanent exclusion are all possible outcomes of a serious incident. These incidents include, but are not limited to:

- Verbal or physical abuse
- Violent or dangerous behaviour
- Exam misconduct
- Possession or bringing a weapon or dangerous item on to the school site
- Possession of other prohibited items
- Malicious setting off of the fire alarm
- Homophobic, racist, sexist or disablist language
- Smoking/vaping/alcohol/drugs (See Appendix 3 for more detail)
- Defiance including walking away when being spoken to by a member of staff.
- Fighting, harassment or bullying

- Threatening or anti-social behaviour
- Damage to property or theft
- Swearing
- Sexualised behaviours including sexual harassment and sexual violence*
- The sharing of and/or distribution of 'over the counter' pharmaceutical drugs (See appendix 3)

**incidents of sexual violence will be reported to the Police immediately.*

5. Bringing the Academy into Disrepute

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

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

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

Any act in public that brings the school into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in permanent exclusion.

6. Recognising when students get it right

The Ready to Learn system is one of clarity, ensuring all staff and students experience consistency of expectation on learning, rewards and sanctions. The Ready to Learn system has clear expectations of students both in lessons and around the academy. Where the expectations are met students are rewarded.

The ethos of the school is a positive one that looks for success and rewards students for engaging in learning. It is important that all staff members look for the positives that students make and rewards are timely.

During the day we use praise and rewards to encourage students to achieve their best. We believe that a positive behavioural approach to learning meets the students' needs.

Students are given a lesson score 5,4,2 or 1 every lesson which contribute to individual and zone rewards.

7. Expectations of Classroom staff

- **A Common Language**

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

It is also important that all staff use a common language when giving warnings and dealing with defiance.

- **Making Expectations Clear – Starting Lessons**

It is normal that students may walk in to the line before a lesson and still be finishing a conversation that they started on the way there. It is essential, therefore, that all students know that the adult taking the lesson is ready to start and that the students must therefore be ready to learn. Set this expectation clearly, give a short period of take-up time and then, when they are silent remind of seating plan expectations and admit the class to the room tackling uniform issues as they enter.

To make this crystal clear for students, staff should indicate the start of lessons and transitions to “Quality Audience” by saying:

“I’m expecting a quality audience in 3... 2... 1. Thank you.”

- **Establishing silent work (Exam Conditions)**

If you want students to work in silence, this should be communicated very clearly to students using the Ready to Learn language.

- **Countdowns**

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is expected that all staff will use them (3, 2, and 1). Staff must NOT use 5-1 or any other variation. As soon as staff get to ‘1’, warnings must immediately be given to any student still talking.

- **Forewarning**

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

- **Immediate Warnings**

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

Student behaviours that will result in a warning are:

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

- **Collective Reminders**

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

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

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

- **No ‘machine-gunning’**

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

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

- **Calling Out**

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

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

- **Immediate Removals**

More serious misbehaviours warrant immediate removal from the lesson, to separated learning for 24 hours.

- **Appendix 1:**

John Cabot Academy Ready to Learn Behaviours

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

1) Quality Audience

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

2) Learning Partners

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

3) Group Learning

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

4) Individual Learning

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

5) Exam Conditions

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

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

- Teachers may choose to physically separate students found fighting or who may, in the view of the member of staff, cause physical harm or damage to property.
- John Cabot Academy does not require parental consent to use force on a student.
- Staff will be supported if they feel that they can stop a student causing harm through physical intervention, but similarly, if staff feel they may put themselves at risk of harm through a physical intervention, then a member of staff may choose not to become involved for their own safety.
- Through this policy, staff, students and parents will be clear about when force may be used.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- **Appendix 3: Drugs and other Prohibited Items: Searching, Screening and Confiscation**

- a. Definitions

<p style="text-align: center;">A drug is a substance, which, when taken into the body, changes the way we feel, the way we see things and the way the body works.</p>
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- 1. Our Role

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

- .1 We aim to

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

- 2. Procedure Following an Incident

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

- a. Cigarettes (Tobacco)

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

- b. Alcohol

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

c. Solvents/Chemicals

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

c. Drug Related Incidents

- The Principal will take responsibility for liaison with the media, where required.

Any student who is proven either to have supplied an illegal substance (drug) to another student or to have used an illegal substance (drug) during the course of a school day, during a school organised activity or at any other time when the authority of the school pertains, may be permanently excluded (expelled) from the school, subject to the relevant procedures.

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

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

3. Involving parents/carers and dealing with complaints

- We are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search, but we may do so.
- We will normally inform the individual student's parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt with through the normal school complaints procedure.

4. Working with the Police

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

5. Legal drugs

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

6. Managing Medicines

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

7. Controlled drugs

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

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

8. Drug Dogs and Drug Testing

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

9. Intervention

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

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

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

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

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

b. Confidentiality

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

c. **Confiscation**

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

School staff can search a pupil for any item if the pupil agrees.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

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

