



# Churchmead School

*Life in all its fullness*

JOHN 10:10

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## BEHAVIOUR POLICY

Mr C Tomes BA (Hons), MA  
Headteacher

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<b>Acronym</b>	<b>Description</b>
<b>HOD</b>	Head of Department
<b>HOY</b>	Head of Year
<b>SLT</b>	Senior Leadership Team
<b>AP</b>	Alternative Provision
<b>SIMS</b>	School Information Management System
<b>LLD</b>	Low Level Disruption
<b>PSP</b>	Pastoral Support Plan

# Behaviour for Learning Policy

“Believe to Achieve”

## Purpose of the Policy

The purpose of this policy is to provide a framework for positive behaviour within the school underpinned by the school’s motto “**Believe to Achieve**” and our values of **Courage, Commitment** and **Compassion**. **The policy will also support in keeping students safe and healthy.**

This policy sets out the expected high standards of conduct required **by all who use the school** and reflects the latest DfE guidance, issued in January 2016. It also acknowledges the school’s legal duty under the Equality Act 2010 in respect of students with special educational needs and disabilities (SEND).

Central to our policy is the positive reinforcement of good behaviour and promotion of what is acceptable at all times, namely:

- **respect** for the individual, recognising strengths and caring for self and others
- **courtesy** and polite behaviour
- **pride** in themselves, others and their environment
- **self-discipline**
- **responsibility** to others
- **honesty** and integrity in relationships with others
- **tolerance**, sensitivity and compassion towards others

## Aims of the Policy

- to provide a framework which encourages and promotes **positive behaviour**
- to set agreed **standards of behaviour** which are known and understood by students and staff
- to **empower all staff** to take responsibility for good conduct in lessons and around the school
- to provide **a consistent approach** over disciplinary matters across the school
- to promote **a safe, secure, learning environment** for all
- to promote **self-discipline**
- to maintain personal dignity through **confronting the ‘act’ not the ‘person’**

All members of the school community have a responsibility to advise the Designated Safeguarding Lead of behavioural changes, which may indicate extremism, radicalisation in other safeguarding concerns as set out in the school’s Child Protection and Safeguarding Policy.

# Roles and Responsibilities

Poor behaviour can affect the safety and welfare of members of our community, the ability of the students to learn and the teachers to teach. It cannot be tolerated.

Behaviour management is a whole school responsibility and all the adults have specific roles and responsibilities pertaining to support learning.

## **Tutors will:**

- use praise and reward to encourage positive behaviours, such as uniform, equipment and punctuality
- run daily uniform and equipment checks. Resolve/follow up on uniform and equipment issues
- monitor out of lesson behaviour
- Monitor attendance of each tutee
- monitor the behaviour of their tutees across their different lessons
- ensure parents have been contacted when sanctions have been set for out of class behaviour
- monitor tutor reports
- refer continued poor behaviour to their HOY and work with HOY to improve outcomes

## **Teachers will:**

- deliver well planned lessons, in which staff recognise and plan for individual needs
- differentiate according to the needs of the students, supporting students who need extra help as well as extend the more able
- have clearly planned strategies for behaviour management in the classroom and use them consistently
- meet and greet the students at the classroom door at the beginning of each lesson
- support positive behaviours through the implementation of a seating plan
- aim to resolve the situations as they arise in a professional manner
- ensure that each student understands when they are being reprimanded that it is their behaviour that is unacceptable not themselves
- make each day a fresh start
- ensure that the Cover Supervisors and Teaching Assistants have clear guidance and direction when supporting and covering lessons
- dismiss students in a timely and measured manner at the close of each lesson
- record behaviour incidents and actions

## **Support Staff will:**

- support the teacher in behaviour management
- understand their responsibilities for behaviour management within the School
- be aware of the members of staff to whom they should refer any behaviour issue that they feel unable to deal with themselves

## **Heads of Year or a member of Senior Leadership Team (SLT) will:**

- be available to respond promptly to any serious incident
- ensure that they are aware of any student whose behaviour may be affected by home or other circumstances and that they have shared this information with other personnel as necessary
- be proactive and intervene early to prevent behaviour issues escalating
- Monitor attendance and support
- build positive relationships with the students to foster trust and mutual respect
- provide direct support to individuals and groups of students and signpost them to external agencies when necessary

# Churchmead School Rules

- Always arrive to the school and lessons on time.
- Always show respect for people, property and the environment
- Always listen carefully to an adult and do as they ask
- Walk quietly around the school
- Speak quietly and be considerate to everyone, do not use inappropriate language
- Resolve problems and disputes calmly
- Mobile phones or any other technology are not to be used within lessons unless instructed to do so
- Jewellery- one small stud earring is all allowed in each ear for KS4 students only. No jewellery is allowed in KS3.
- Put rubbish in the bin
- No smoking on the school site or when in uniform
- No eating/drinking in corridors
- Arrive promptly to assemblies enter and leave the school hall in an orderly manner

## Classroom Rules:

- Stand outside the classroom and wait quietly to be invited in before entering
- The classroom is a learning environment that should be respected at all times
- Students are to attend lessons well equipped for their learning (pen, pencil, ruler, eraser, subject specific equipment)
- Always sit according to the seating plan
- Follow instructions first time
- Apply the best effort towards learning
- Be polite and helpful
- Show respect for people, property and the environment
- No eating, only drink water, except where health and safety issues arise e.g. in a science laboratory
- Put rubbish in the bin
- Each teacher should employ the Respect Positively framed agreement
- Students should endeavour to self-regulate their behaviour for learning and participate in restorative meetings when they make a mistake
- No mobile phones, iPods etc. are to be used.

## Social Time Expectations:

- Always listen to adults and prefects and do as they ask
- Be considerate and respect others in the recreational areas
- Be aware of the safety of yourself and others
- Try to resolve conflicts and disputes calmly, and then talk to an adult if you need to
- Respect the restricted zones
- Show respect for the environment and property
- Always clear your plates and cutlery in the canteen
- Put rubbish in the bin
- No smoking / vaping
- No leaving the site

# Expectations

Everyone at the school has a responsibility to contribute to the promotion of good behaviour.

## **Rights:**

All members of our community have the right to:

- Feel safe, Learn, Achieve and be Respected

## **Responsibilities:**

All members of our community have the responsibility to:

- Treat others with respect, unconditionally
- Support others in their learning
- Celebrate achievements

## **Students are expected to:**

- Respect each other and all adults
- Take care of the environment
- Follow all school rules
- Apply maximum effort towards learning and achieving

## **Teachers are expected to:**

- Read this policy and apply it in a calm and consistent way
- Plan for engaging lessons that are matched to the student's needs
- Provide the students with regular feedback on completed work/tasks and suggest strategies to further improve
- Have high expectations of all the students
- Celebrate success, aim to praise students more often than they are reprimanded. Let parents know when their child is behaving well, as well as when the behaviour is unacceptable
- Promote social inclusion and community cohesion inside and outside the School
- Establish good relationships with the students and their parents
- Listen to and treat all students fairly
- Provide every student with a fresh start each and every day
- Actively seek out good behaviour and praise the students for it regularly

## **All staff are expected to:**

- Take a lead in the promotion of good behaviour through the promotion of the aims of the policy
- Provide every student with opportunities to amend their behaviour
- Monitor and review behaviour around the school
- Support the principles of inclusive education
- Update staff on a need-to-know basis regarding potential barriers towards a student's learning and achievement

## **Parents are expected to:**

- Familiarise themselves with the school's ethos and policies
- Work in partnership with the school to promote and reinforce positive behaviour, by supporting staff in respect to their behaviour management
- Update the school on any change of address, contact details
- Inform the school of any change in circumstance that may affect their child's behaviour
- Show an interest in all that their child does at the school
- Encourage self-discipline
- Use *Reception* as the point of contact between parent and child during the school day.

## Praise and Reward

At the heart of the Behavioural Policy is an effective Reward System that encourages and motivates all students to achieve their best. The School operates well-structured systems for recognising student achievement. This system recognises the need to modify the rewards and styles of rewarding as the students move through the School. A 'P' for praise is awarded to students during their academic review for excellent effort or attainment, this is communicated to parents termly. Students will be recognised for their Courage, Compassion and Commitment within the classroom. As a school we will also recognise that rewarding positive behaviours re-enforces for others the expected learning behaviours.

The School will actively seek to extend and enhance, the culture of rewards. Clarity, visibility and merit will be the guiding principles.

**Praise** – direct to the student and their parent by:

- Praise points – school report
- Headteachers award
- Letter
- Text message
- Call home
- Certificates and reward badges issued through assemblies
- Permission to represent the school in sports, clubs and other activities
- Leavers' Prom

### Consequences of undesired classroom behaviour

There will be circumstances when behaviour will be unacceptable, and a hierarchical structure of consequences needs to be applied.

1. Classroom rule reminder
2. Opportunity 1 (to correct specified poor behaviour)
3. Opportunity 2 (move the student to another seat or area of the work room/space)
4. Opportunity 3 (student sent to work in a different classroom for the remainder of the lesson and issued with afterschool detention. Parents will be notified should their child receive afterschool intervention. Failure to attend intervention will be owned by the teacher in the first instance and then should be referred to the Head of Dept. should the student fail to attend the following evening
5. Informal chat with parent by class teacher
6. Contact parent to have a formal meeting
7. Request Head of Department intervention
8. Request of Line Manager intervention
9. Request of HOY intervention
10. Request of SLT intervention
11. Internal exclusion or Fixed Term exclusion
12. Reintegration meeting with Head of Year or member of SLT

### Mobile Phones/ Electronic Equipment

Churchmead School is a no mobile phone school.

If mobile phones are seen by a member of staff, the phone will be removed. It will be returned either at the end of the lesson, end of the day or parents will be called to collect it. This will be dependent on how the student responds to the instruction and whether or not it's a repeat event.

## **Departmental withdrawal of students**

If an isolated behavioural problem occurs, the Head of Department may withdraw a student from their lesson to work alone under their supervision. This is not seen as a long-term solution and the Head of Year should be notified. Parents must also be notified by the Head of Department if the withdrawal is more than two lessons.

## **Report Diaries**

In consultation with the tutor and Head of Year, a student may be placed 'on report' in order to monitor work and behaviour in all classes. The student will be responsible for making sure that the Report is collected, completed and returned. Parents are asked to read and sign the Report Card each evening. Individual subject report cards are to be issued in response to specific subject concerns by the Subject leader.

## **Consequences of undesired behaviour out of lesson**

All incidents during social time should be reported to form tutor or HOY who will support with and record the incident and issue appropriate sanction.

Students who arrive to the School late i.e. after 8.30 am and without a valid reason will be recorded as late for that day. Break time detention will be issued for the same day. Parents of students failing to attend detention will be notified by the form tutor. Students have one further opportunity to attend before being referred to the HOY for further sanctions. Persistent lateness may result in the School either referring the student to the Education Welfare Officer or the Parent Support Worker. This is to ensure that this behaviour does not become a barrier to learning.

Incorrect uniform will result in break time detention in the first instance, then social time isolation from the second day.

Students without a planner need to be issued a weekly planner for homework.

Students who fail to successfully follow the school rules and expectations will attend a meeting with their form tutor and then HOY. They will and/or be expected to attend the any HOY detentions and Headteachers detention. All staff are expected to follow these consequences consistently and record all actions including outcomes of phone calls on SIMS and or CPOMS.

## **Coaches**

Many students come to and from school on coaches provided. Provision of transport may be withdrawn if students offend against standards of good behaviour. Specifically, attention is drawn to the fact that students should:

- wait sensibly and orderly at school prior to boarding coaches
- wait at pick-up points in a way which brings credit to themselves and to the school
- show proper courtesy to others when boarding coaches
- extend to the drivers of all coaches proper courtesy and respect, and act upon requests promptly
- abide by the school rules on the bus
- stay seated and treat the coach with proper regard to property
- wait until the coach is stationary before boarding or leaving

The coach drivers have a responsibility to report misbehaviour to the senior member of staff responsible for transport or the Headteacher. They are authorised to refuse to let students on the coach without the appropriate pass or if student behaviour is unsatisfactory.

## **Behaviour out of school**

The school can discipline students for behaviour which takes place away from the school site and outside of school hours. Where such behaviour brings or is likely to bring the school into disrepute or where such behaviour could affect the orderly running of the school or poses a threat to other students or members of the public, the Headteacher or staff authorised by the Headteacher may impose sanctions befitting the level of mis-behaviour.

## **School Visits**

No student will be permitted to leave the site on a school visit without written parental consent and medical forms. Staff reserve the right not to take students whose work or behaviour in school is unacceptable. Students have a responsibility to support the member of staff during the visit with appropriate behaviour and a commitment to completing any task set. All instructions given by a member of staff must be followed. Any student misbehaving on a school trip will be subject to normal school sanctions on their return.



## **Internal Exclusion**

Head of Year, independently or in consultation with the Headteacher, may, in certain instances, use the sanction of an 'internal exclusion'. This involves the removal of a student from the year group for a fixed period of time. In such cases, a student will remain in school but may be withdrawn from social times break times and from lessons.

## **Fixed Term Suspension or Permanent Exclusion**

Fixed term suspensions from school are sanctions, which are used sparingly in response to serious breaches of school policy or the law. Consideration to suspension will automatically be considered for fighting or severe bullying. Before any student is suspended, a member of SLT and Head of Year will ensure that all reasonable prior steps have been taken. If, however, a student is suspended, this will be the decision of the Headteacher and parents will be informed immediately. The letter to parents will state the period of suspension, an explanation of reasons for the suspension and the work to be completed. Parents will also be informed of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period Suspension. With any exclusion, the parents have the right to appeal to the Chairman of Governors. Any further written information in preparation for a case conference or appeal should be circulated to all parties prior to the meeting.

The Head of Year and SLT member responsible will usually readmit students suspended from school. This meeting with the student and parents is arranged to ensure parents clearly understand the school policy and future expectations. Furthermore, the school will wish to gain full assurances from the student that this type of unacceptable behaviour will not be repeated.

The school will provide full-time education from the sixth day of any period of fixed term suspension of six days or longer. Such education might be provided in another school or shared unit, a PRU, or educational provision made by a private or voluntary sector provider. Where a Looked After Child is suspended, this education will be provided from the first day of suspension.

For any long periods of suspension, such as 15 days, if upheld, the governors should consider whether additional support is required for the student in preparation for reintegration.

In the case of permanent exclusion, the governors will be required to meet to consider whether to uphold the Headteacher's decision to exclude. The parents have a right to appeal against the exclusion. The LA will be required to arrange suitable alternative education for the student from day 6 of the exclusion.

The permanent exclusion of a student is the responsibility of the Headteacher and will not be entered into lightly.

## **Equal Opportunities**

Churchmead School fully recognises its responsibility and role in promoting and providing equality of opportunity for all, regardless of gender, religion, race or disability.

The school will ensure that all school policies and administrative arrangements reflect the promotion of equal opportunities. The school will provide a curriculum which is broad, balanced and differentiated, developing skills and understanding in all students through learning programmes which are appropriate to their ages and abilities. All members of the school community will enjoy parity of esteem. As far as possible, vigilance will prevent the occurrence of harassment, victimisation and expressions of prejudice based on gender, race, religion or disability in any form. If such acts occur, they will be directly challenged as a matter of priority.

The spirit of the Equal Opportunities statement will apply in all aspects of the implementation of the Anti-Bullying Policy.

## **Staff Training**

Annual training is run on classroom behaviour management. All new teaching staff, including student teachers, as well as teaching assistants and cover supervisors receive this training. Additional one to one training is provided where extra support is needed in specific targeted areas.

## **Monitoring the Behaviour Policy**

The policy is reviewed each year by the SLT and Governing Body and a major evaluation and review is conducted on a regular basis as part of the school's monitoring and evaluation cycle. These findings of these reviews are reported to the Governing Body.

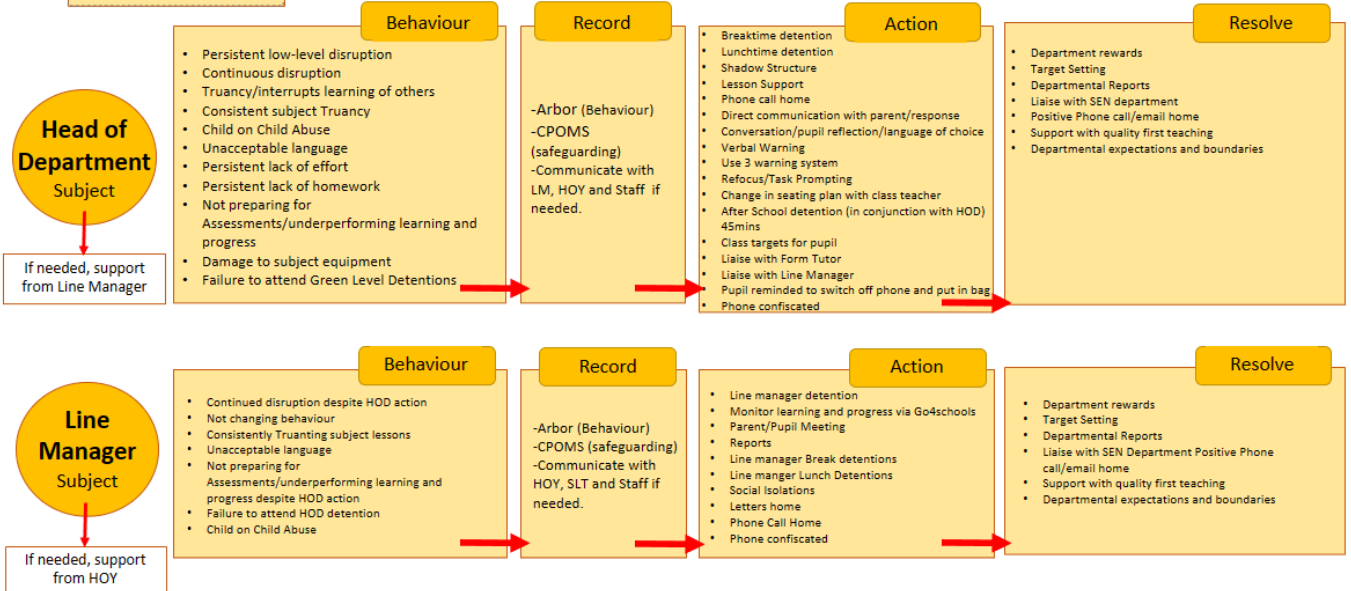
# Appendix 1: Stages of Intervention

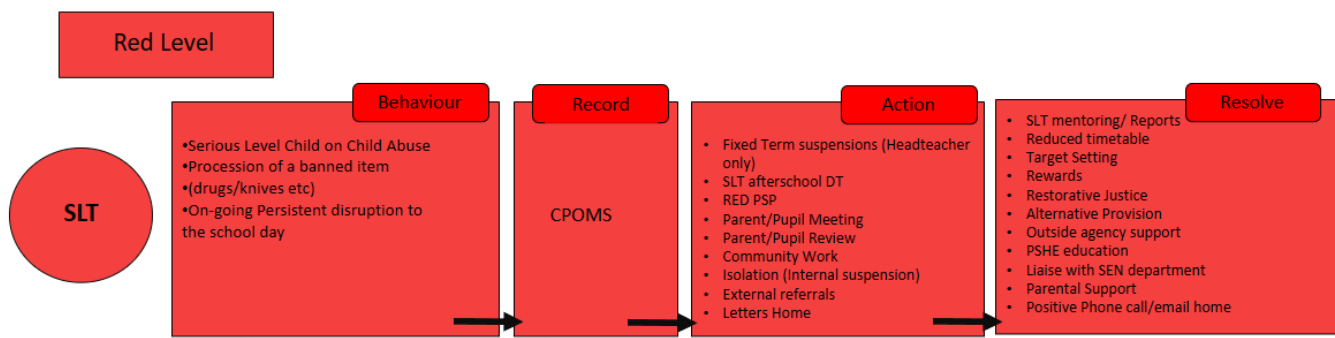
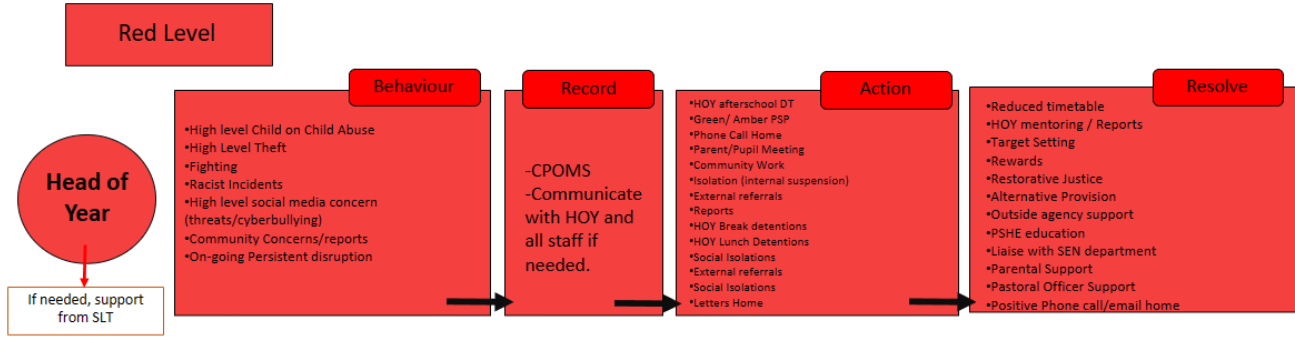
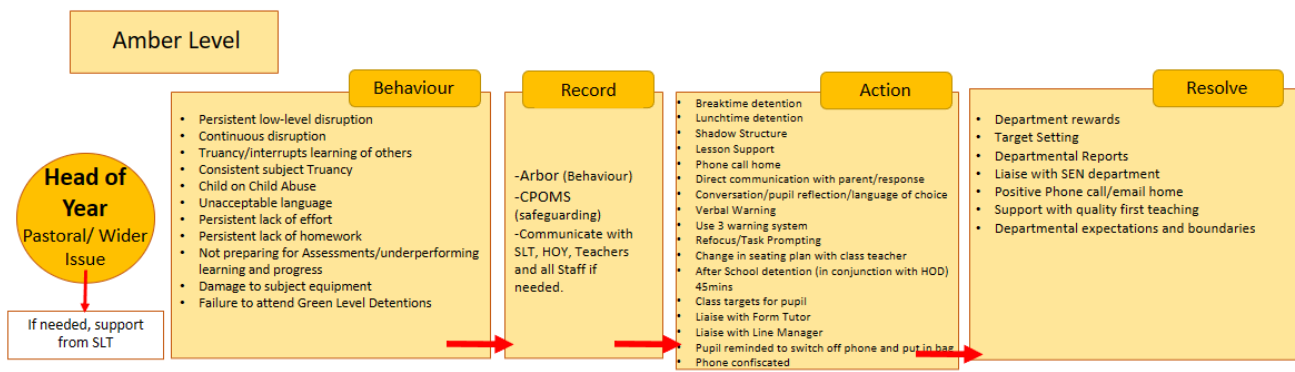
Stages of intervention acts as a guideline to staff in order to respond to behaviour concerns. Recognising certain behaviour patterns may lead to a staged approach to interventions in order to support the positive development of the student. A student may stay on a stage until positive development is evidenced or progress upwards in order to access additional provisions. Decisions about progressing will be made by a team including HOD, and SLT. A students' stage will be recorded on SIMs or CPOMS whilst they are on report.

## Green Level



## Amber Level





Child on Child Abuse Tier		
Green	Amber	Red
Reporting: Arbor Resolve: Teacher, HOD, Tutor, HOY	Reporting: Arbor/ CPOMS Resolve: HOY & DSL/SLT	Reporting: CPOMS Resolve: DSL(s) / SLT
<ul style="list-style-type: none"> <li>Bullying               <ul style="list-style-type: none"> <li>-Name calling</li> <li>-Friendship breakdowns</li> <li>- Student fall-outs</li> <li>- Low level Cyberbullying</li> </ul> </li> </ul> <p>We have a zero-tolerance approach to statements such as 'Banter 'or part of growing up' etc.... these are all forms of Child-on-Child Abuse.</p>	<ul style="list-style-type: none"> <li>Bullying               <ul style="list-style-type: none"> <li>-Persistent name calling</li> <li>-Escalating Friendship breakdowns</li> <li>- Significant student fall-outs</li> <li>- Cyberbullying</li> <li>- Inappropriate behavior</li> </ul> </li> <li>Racist language/ Incidents</li> <li>Homophobic language/ incidents</li> <li>Fighting/ Physical Assaults</li> </ul>	<ul style="list-style-type: none"> <li>Sexual Violence</li> <li>Sexual Harassment</li> <li>Harmful Sexual Behaviour</li> <li>Youth produced sexual imagery</li> <li>Teenage Relationship Abuse</li> <li>Extreme Physical Assaults Peers and Staff</li> <li>Extreme Cyberbullying</li> <li>Extreme Racist language/ Incidents</li> <li>Extreme Homophobic language/ incidents</li> <li>Hate Crimes/ Radicalisation</li> <li>CCE or CSE/ County lines/Gangs</li> </ul>

## Appendix 2: Use of Sanctions

Below is a list of sanctions that the school will choose to use strategically to address particular situations. The emphasis should be placed upon swift resolution and positive outcomes for all learners and the school community.

Behaviour	Sanction	Actions
<ul style="list-style-type: none"> <li>• Failure to uphold lesson expectations</li> <li>• Low level disruption</li> </ul>	Verbal warning	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Incorrect uniform-day 1</li> <li>• Incorrect uniform day 2</li> <li>• Late to Gate</li> <li>• Lack of equipment</li> </ul>	1. Breaktime detention 2. Social isolation	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> <li>• Behaviour concerns discussed during detention</li> </ul>
<ul style="list-style-type: none"> <li>• Incomplete homework</li> <li>• Insufficient effort in class</li> <li>• Repeated low level disruption</li> </ul>	Teacher detention	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> <li>• Work concerns discussed during detention</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to attend teacher detention</li> <li>• Failure to improve behaviour following teacher detention</li> <li>• Persistent lack of effort</li> <li>• Persistent lack of work/homework</li> <li>• Truancy of lesson</li> <li>• Rudeness to staff</li> </ul>	Subject detention	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> <li>• Behaviour concerns discussed during detention</li> <li>• Classroom Teacher/HoD contacts parents via email or phone to share concerns</li> <li>• Parent meeting called by Dept.</li> </ul>
<ul style="list-style-type: none"> <li>• 3 break / lunch time behaviour points</li> <li>• Failure to attend subject detention</li> <li>• Failure to improve following subject detention</li> <li>• Failure to achieve Stage One targets</li> <li>• Serious break or lunch misdemeanour</li> <li>• Repeated rudeness to staff</li> <li>• Repeated truancy</li> <li>• Smoking/Vaping/Caught with related items</li> <li>• Swearing in presence of staff</li> <li>• Bullying/Threatening behaviour towards peer/s</li> </ul>	HOY Detention  Headteacher detention	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> <li>• Behaviour concerns discussed during detention</li> <li>• HOY contacts parents via email or phone to share concerns</li> <li>• Place on Stage Two</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to attend DOA detention</li> <li>• Failure to improve behaviour following DOA detention</li> <li>• Failure to achieve Stage Two targets</li> <li>• Defiance</li> <li>• Serious disruption to learning</li> </ul>	SLT detention	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> <li>• SLT contacts parents via email or phone to share concerns</li> <li>• Place on Stage Three</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to attend SLT detention</li> <li>• Failure to improve behaviour following SLT detention</li> <li>• Failure to achieve Stage Three targets</li> <li>• Continued serious disruption to learning</li> <li>• Swearing at staff</li> <li>• Continued bullying</li> <li>• Theft</li> </ul>	Internal exclusion with appropriate member of staff	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> <li>• HOY contacts parents via email or phone to share concerns</li> <li>• Place on Stage Four</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to meet expectations during internal isolation</li> <li>• Failure to improve behaviour following internal isolation</li> <li>• Failure to achieve Stage Four targets</li> <li>• Persistent serious disruption to learning</li> <li>• Persistent bullying</li> <li>• Fighting</li> <li>• Racist incident</li> </ul>	Fixed term suspension(s)	<ul style="list-style-type: none"> <li>• Recorded in Go4Schools.</li> <li>• SLT contacts parents via email or phone to share concerns</li> <li>• Place on Stage Five</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to improve behaviour following fixed term exclusion</li> <li>• Failure to achieve Stage Five targets</li> <li>• Possession of a dangerous item</li> <li>• Possession/supply of illegal substances</li> <li>• Physical aggression/assault towards student/staff</li> <li>• Serious infringement of school behaviour policy</li> </ul>	Permanent exclusion	

## Appendix 3: Smoking, Vaping and Alcohol Policy

### Smoking

**Churchmead has a No Smoking/Vaping policy for all members of the school.**

Students are not allowed to have tobacco products, cigarette lighters, or matches on school premises. Neither does the school permit the use of electronic cigarettes, vaping or shisha pens/pipes.

Students are not allowed to smoke at Churchmead and those caught smoking, vaping or being with smokers/vapers will be subject to school sanctions.

Parents will be notified. Smoking/ Vaping is unhealthy, anti-social and dangerous. Smoking/ Vaping is not allowed anywhere on the school premises, on any school visits or at any time students are under the jurisdiction of the school – that includes on the way to and from school and on the coaches. If you are caught smoking/ vaping the following punishments will apply:

**1st Offence:** After School detention.

**2nd Offence:** After School detention, letter home and removal of social time for an agreed period

**3rd Offence:** After School detention, letter home inviting parents to school and an internal suspension.

Further offences will lead to an extension of internal isolation and may lead to suspension.

### Alcohol

The possession of alcohol on school premises is not allowed. Students who bring alcohol onto the school site or appear to be under the influence of alcohol will be subject to school sanctions and parents will be contacted to take their son/daughter home immediately.

## Appendix 4: Drugs Policy

### Drugs in School

The Governors and Staff of Churchmead School have a clear policy for students in all matters relating to drugs and other illegal substances. **The possession or use of prohibited substances on our site is absolutely forbidden.** 'Legal highs' (psychoactive substances such as Nitrous Oxide) are absolutely forbidden as well. Any student who is found either in possession of drugs or solvents or appears to be under the influence will be excluded from school for a fixed term pending further investigation and a serious punishment will be given. Permanent exclusion will occur when a student is found to be supplying drugs to other students.

Students who are caught in association with a student may also face permanent exclusion. This approach applies to any situation – on school premises, during school visits or off-site events, for instance, where students are regarded as being in our care. Any drug related incident will be reported to the police. We recognise that society imposes many pressures and temptations upon young people, and that parents and teachers must work together to help students cope with them. In order to do this, we have developed a full programme of drugs education in school and, in common with many other schools, hold awareness evenings for parents who feel that they need information about drugs. We have written this clear policy because we believe that our parents wish us to continue to take this firm stance. It is our duty to protect students, so far as possible, from these pressures and temptations in school, but we will always need the active support from home in order to make our policies successful.

### Aims

The aims are to provide all students at Churchmead School with:

- knowledge and understanding of the effects of drugs on the body and the effects of drugs on behaviour and their use in society
- knowledge and understanding of the law relating to the use and misuse of drugs
- an opportunity to explore the attitudes which result in drugs and solvent misuse
- educational opportunities for young people to acquire such knowledge and skills to enable them to resist social and peer pressures
- a school environment where such pressures are minimised as far as possible

### The Education and Prevention Programme

Education for prevention will be delivered through:

- Citizenship lessons
- Curriculum Enrichment Days
- drugs awareness evenings
- assemblies

The people who will deliver this information are:

- specialist teachers within the Citizenship Team and other willing staff from curriculum areas
- outside agencies such as T2 and Theatre ADAD
- Police Liaison Officers
- Senior Staff through assemblies

As part of their personal and social development programme, students will experience a drugs education course in which they will have the opportunity:

- to increase their factual knowledge about drugs including the legal implications of abuse
- to understand more about the dangers and risks of drug abuse
- to consider factors that influence drug users
- to develop strategies for coping when facing external pressures

## **Worships and Tutorial Work**

The worship programme will be used to support the Drugs Awareness Programme. Every year, students will have the opportunity to consider the Drugs Policy and Prevention Education Programme.

## **Drugs Awareness for Parents**

Special events for parents will be held on a regular basis to inform them and give them an opportunity to be aware of drugs and their effects.

## **Partnership with Parents**

Parents will be informed of the Governors' drugs policy on admission, to ensure all new parents are fully aware of the school's attitude towards drugs. Information and advice evenings for parents will be arranged from time to time in conjunction with other agencies. Parents will be invited to share confidential concerns or information with senior members of staff as any needs arise. Reference to the school's policy on drugs will be made in the Students' Handbook and Sixth Form Contract, which is distributed to all students each year.

## **Staff Training**

Staff and Governor training will be provided at appropriate intervals when staff will have the opportunity:

- to increase their factual knowledge about prohibited substances and their effects
- to understand more about current local practice
- to consider strategies to use with young people in their care
- to share information and good practice with colleagues from Churchmead and other agencies
- to reinforce the need for constant vigilance

## **Action to be taken**

If a member of staff has reasonable cause to believe that a student is in possession of class A, B or C drugs or 'Legal Highs' (psychoactive substances) they should immediately contact a member of the Senior Leadership Team.

In order to gain the voluntary production of one of the above substances, it may be necessary to ask students to empty their belongings from about their person. This will be carried out in the presence of two members of staff. The student should not be touched.

The Senior member of staff will contact, in the following order:

- A Headteacher and Head of Year
- the parents
- the police

Parents will be requested to attend school in order to collect their child. This will also provide the opportunity for the school to make parents aware of all the facts and the intended action. The police will be informed of any substances found. They will analyse the substance and take necessary action. Following any action taken by a Headteacher, the Chairman of Governors will be informed.

The 'Misuse of Drugs Act' allows an appropriate member of the school's staff to take possession of an illegal substance in order to prevent someone else committing an offence, provided it is handed over to the police or is destroyed.

Sanctions related to Smoking, Alcohol, Solvents and Drugs Incident				
	1st Occasion	2nd Occasion	3rd Occasion	4th Occasion
Possession of Class C Drugs or 'Legal Highs' (psychoactive substances)	<b>5 days fixed term exclusion.</b> Behaviour assessment: further risk assessment for school Incident logged. Parents and student understand legal position from Headteacher. Police notified.		<b>Permanent Exclusion.</b>	
Possession of Alcohol or Solvents	Alcohol confiscated. Parents phoned and letter home. Incident logged. <b>Fixed term exclusion.</b>	Substance confiscated. Parents called to collect student; <b>Post 5-day fixed term exclusion.</b>	Continued disregard for school rules/ intervention programme. <b>Permanent exclusion.</b>	
Possession of cigarettes	Items confiscated. Parents notified. <b>+ school detention.</b>	Items confiscated. Parents' notified. <b>+ School detention, letter home and removal of breaks for an agreed period.</b>	Items confiscated. Parents notified. <b>School detention, letter home inviting parents to school and an internal exclusion.</b>	Items confiscated. Parents notified. <b>Further offences will lead to an extension of internal exclusion and may lead to exclusion.</b>

#### Possession of suspected Class

A or B Drug

- Substance confiscated. Parents and Police contacted
- Fixed term exclusion whilst substance verified / pastoral intervention negotiated
- Substance verified: fixed term or permanent exclusion

#### Dealing of suspected Class A or B Drug

- Substance confiscated. Parents and Police contacted
- Permanent exclusion



## Appendix 5: Weapons

Any weapon or implement, including Laser Pens, likely to cause damage or injury, will be immediately confiscated from the student and held in a safe place. Parents will be contacted and asked to collect the weapon or implement. Depending on the nature of the problem, and the lethality of the weapon, the school will take action including exclusion and permanent exclusion, particularly if the offence is repeated.

### Power to Search

School staff can search a student for any item if the student agrees. Headteachers and staff authorised by the Headteachers have the power to search students without consent:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Aerosols
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes gel pens and aerosol sprays whose propellants can cause severe allergic reactions in some students and staff

During the search it is acknowledged that students have the right to expect a reasonable level of personal privacy.

Powers of search without consent only apply in England and where the member of staff has lawful control or charge of the student for example on school trips.

## Appendix 6: Physical Intervention/ Use of reasonable force

Churchmead School promotes a positive environment for all. Staff will always employ de-escalation techniques to stop situations escalating and we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others. At all times, minimal force is used to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained.

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle, staff must not make gratuitous physical contact with their pupils.

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from **hurting themselves or others**, from damaging property, or from **causing disorder**.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot: use force as a punishment – it is always unlawful to use force as a punishment.**

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers/ vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Churchmead School takes the safeguarding of students very seriously. It has in place rigorous procedures /policies to ensure that it has robust procedures in place to minimise any risk to students.

If a member of staff has to restrain or make necessary contact with a young person, the member of staff must inform the headteacher and DLS(s) and complete a report.