

Behaviour and Relationship Policy

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1. Introduction

Our school is an educational community in which all members share a common commitment. We strive to reach the vision that: **Upper Shirley High is a happy place where all individuals are challenged to achieve; where we are distinguished as leaders of learning and the passion of our people transforms futures.**

Underpinning this vision is the importance of the development of relationships between all stakeholders. We use the values of **Believe, Respect, Succeed** to help our staff and students build strong relationships that lead to successful outcomes, both academically and personally.

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum expectations of behaviour in all schools.

The purpose of this policy ensures that there are systematic and consistent procedures and expectations regarding the behaviour of students in our school. This policy should be read in conjunction with:

- our Exclusions policy that explains our use of the most serious consequence
- our Special Educational Needs and Inclusion policy which states our responsibilities and procedures in supporting any students who have been identified as having additional learning needs.
- our Safeguarding and Child Protection policy
- Our Equalities Policy and accompanying information
- And other aspects of other policies and procedures as outlined below (Section 3).

Further statutory legislation and guidance from the DfE, *The Equality Act* (2010), Keeping Children Safe in Education (2025) and the Education and Inspections Act (2006) that requires schools to publish a Behaviour policy

1.1 DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum expectations of behaviour in all schools. We are committed to:

Setting clear expectations for behaviour and consequences that are fair, consistent, and in line with DfE guidelines. Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school.

By working together as a school community, we can ensure that USH remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

1.2 Consultation

This policy was created by the Leadership Team who have read widely and utilised best practice from different sources alongside key guidance from government and the LA.

1.3 Empowering parents to support their child's learning behaviour

At all stages, parental involvement in their child's learning has a significant impact upon improving their academic achievement, progress, behaviour and attendance. As part of this strategy and policy, we place the relationship between USH and our parents at the very heart of what we do. The home school agreement lies at the heart of this.

At USH, we strive to:

- create an environment in which a genuine partnership exists between home and school;
- ensure that parents are kept aware of their children's behaviour, both responsible and irresponsible, at School;
- seek parents' understanding and support of the school's policies and actions with respect to student behaviour.

Teachers will make reasonable adjustments in regards to the way consequences are used and set for those students with specific needs.

Parents are encouraged to contact the school if they have any concerns regarding their son or daughter.

This can be through a phone message or through the website where parents can email the member of staff concerned.

1.4 Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents/carers and staff. See **appendix 1** for the home/school agreement.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development. Communication should be with the tutor in the first instance; we aim to respond to email communication within 48 hours.

1.5 The Behaviour and Relationship Policy on a Page

The 'Policy on a Page' outlines our policy that we use each day within our school. Staff focus upon the positive, ensuring a consistent approach across the school. Where students do not meet our expectations, staff are asked to respond with deliberate calm, giving students think time to help them to make the right decision. Please see **appendix 2** for our 'Policy on a Page'.

2 Positive Practice

2.1 The Pastoral Support Programme

The aim of the Pastoral support programme is to ensure all students are given the support and intervention they need to be a positive and successful member of the community at USH.

Students will require differing levels of support throughout their time at USH which we aim to provide alongside developing independent, respectful individuals and a culture where all students are happy and can achieve their potential.

The programme will support the pastoral team, offer consistency and a stepped approach to ensure robust intervention work is carried out.

The stepped approach:

Stage 1 – Tutor led

The first point of contact for all students is their form tutor. The form tutor plays a critical role in engaging and supporting students and their families.

Stage 2 – HOY/AHOY led

At this stage, HOY will lead the intervention but will be working closely with the tutor. Internal and external referrals will need to be considered.

Stage 3 – HOY/SLT led

At this stage there is limited improvement to behaviours for learning. Previous support put in place will be reviewed and a wider support package put in place.

Stage 4 – SLT led

Students are moved to Stage 4 when the school considers that all relevant support and interventions have been put in place without seeing any significant improvement.

2.2 Rewards

Our responsibility to reward good behaviour is a vital component of our support for students. Positive rewards offer a significant motivation for all students.

House Points can be awarded for positive behaviours both inside and outside of the classroom. Some examples of this are:

- Showing the USH Way in lesson (Being ready/proud/responsible/determined for example)
- Supporting school events e.g. open morning
- Contribution to House challenges/competitions
- Showing the school values
- Representing the school in extracurricular activities

House points contribute to the House competition and are celebrated and recognised through tutors times and assemblies.

House points accumulate over the year and students are rewarded and recognised for their achievements as they achieve certain milestones. These milestones are recognised with contact home to inform parents and badges which students wear in school. Our current milestones are:

Bronze	100 points	Tutor Recognition
Silver	150 points	Head of Year Recognition
Gold	200 points	Senior Leader Recognition
Platinum	250 points	Headteacher Recognition

Students are also rewarded and recognised in other ways throughout the year. Examples of these are:

- Awards evenings
- Celebration days
- Year group reward trips/activities/events
- Subject recognition through postcards/letters/badges
- Termly celebration assembly
- GCSE awards evening

2.3 The House System: creating a more cohesive and successful community at USH

The House System is designed to give students the opportunity to work with other students from outside of their year group. This in turn supports a more cohesive and supportive school community.

The House System is responsible for organising a variety of school activities such as:

- House competitions
- Tutor competitions
- Charity events
- Student voice

The four Houses are: Aviators, Engineers, Mariners and Venturers. Each tutor group will be linked to one of the Houses. (For example, 7A1 is a Year 7 tutor group linked to Aviators, 7M1 is linked to Mariners, 7E1 is linked to Engineers, 7V1 is linked to Venturers)

House Points are shared with Tutors and Heads of Year weekly and these are celebrated during tutor time and in assemblies.

2.4 Personal Development Curriculum

At USH, the personal development of the students is at the heart of what we do. We want all students to develop positive behaviours and skills to navigate their way safely and respectfully throughout school life for a lifetime in their preparation for adulthood. This is delivered through high quality delivery of the tutor and assembly program which incorporates themes from PSHE and national and local awareness days and reinforces our values. Alongside this work, the careers program runs with specific year groups on their careers journey. This allows students to reflect on their long-term aspirations beyond school and helps build skills needed for a lifetime.

3 Behaviour Management and the use of consequences

Logical consequences to behaviour, teach students to accept responsibility for their actions. The school commits to ensuring that good behaviour is rewarded, and negative behaviour is challenged, understood and corrected; reasonable consequences are issued when expectations are breached. Ultimately, the Headteacher reserves the right to issue a consequence where matters of reputational standing are compromised beyond reasonable doubt.

Where incidents of poor behaviour occur, they are recorded on Bromcom with a specific consequence. To ensure the consistency of awarding these points, the information is regularly monitored by the middle and senior leadership teams.

Consequences may be given for:

- Disruption to learning
- Failure to complete classwork
- Failure to complete homework
- Child on child abuse
- Prejudicial behaviour
- Refusal of uniform policy
- Lateness to school or lesson
- Rudeness
- Inappropriate language
- Truancy
- Infringement of mobile phone rules
- Persistent refusal to follow instructions
- Vandalism
- Theft

- Physical or verbal abuse to staff or students
- Anti-social behaviour on site or in the local area
- Breach of our internet “Acceptable Use policy” and safety guidelines
- Bringing harmful or age-inappropriate items onto school site: knives, weapons, fireworks or stolen items, alcohol, tobacco, cigarette papers, lighters, E cigarettes, E cigarette fluids, psychoactive substances (legal highs), illegal drugs or drug paraphernalia;
- Any item which could be used to commit an offence, cause personal injury or do damage to property

3.1 Student Searches

USH will search students in line with “Searching, Screening and Confiscation – Advice for Headteachers, School Staff and Governing Body’s.” Students can be searched at any time by any member of staff if they feel a student is in possession of a prohibited item. These will include:

- Knives or weapons
- Illegal drugs or ‘legal highs’
- Alcohol
- Stolen items
- Tobacco or cigarettes
- Vapes
- Pornographic images
- Fireworks
- Any article that any member of staff feels could harm themselves or others

Any search of a student will be carried out in the presence of another member of staff.

If a student refused to co-operate with staff they will be sanctioned in line with the behaviour policy. In serious cases this could lead to an external suspension. Staff will assess whether it is appropriate to use reasonable force to conduct the search, a member of staff can use such force as is reasonable to search for any prohibited item. The decision to use reasonable force should be made on a case-by-case basis and used if it is felt that the prohibited item may cause harm to the student or others.

The staff and Governors of USH believe that being under the influence of, using/possessing, distributing, selling, giving or exchanging any controlled or prohibited substance should be prohibited because it is illegal and constitutes a hazard to the individual concerned. It has an effect on others in the school and an appropriate sanction will be issued by the Headteacher. These sanctions apply to any other school activity (e.g. a trip) and the journey to and from school.

All schools and colleges have authority to carry out drug testing on their students. Whilst it is not the intention of the school to carry out random testing, in specific circumstances, where it is believed a student may be under the influence of a substance and at the discretion of the Headteacher or the Pastoral Deputy Head the school may carry out a drug test. Please see **appendix 3** for full details around substance use and misuse.

3.2 Restrictive interventions, including the use of reasonable force

In line with Department for Education Guidance (April 2026), staff at USH may need to use reasonable force. This would only be used as a last resort, and only when it is necessary to prevent a pupil from injuring themselves or others, causing serious damage to property, or disrupting the maintenance of good order and discipline. Any force used must be proportionate to the risk or harm presented and applied for the shortest time necessary.

Where force has been used, the incident will be recorded, reported to the Headteacher and parents/carers informed in line with school procedures. The school places a strong escalation on de-escalation, positive behaviour strategies and training for staff as the primary means of managing challenging behaviour.

3.3 Catch-ups

The USH 'catch-up' is the opportunity for the student and adult to spend time together to repair the situation that has led to this consequence. This could be the student studying to complete the work that was missed during the lesson or not completed at home. This might also be a restorative conversation between either the adult and the child or with an adult and both of the children (if the incident was between two students) to reach a better understanding of what took place and what must happen next time to ensure this behaviour is not repeated.

Catch ups will be recorded on Bromcom, which parents can view these through the MCAS app. Staff will contact parents directly to share information about an incident and relevant consequence if this is more appropriate.

Consequences are issued to be a proportional response to the behaviour shown. Consequences will escalate as if behaviour is persistent/repeated. If poor behaviour is of a more serious nature staff may issue more serious consequences in the first instance.

The type of catch-ups that are issued are:

10 min catch-up. Students can be asked to spend 10mins at breaktime/lunchtime/after school with the relevant member of staff to reflect on the relevant behaviour/situation. These can be issued on the same day as the behaviour has taken place.

30min after school catch-up. If students do not attend a 10min catch-up, or staff deem necessary, students are asked to attend a 30min after school catch-up with the relevant member of staff. The student will complete missed work and/or spend time reflecting on their behaviour and building a more positive relationship with the member of staff. Parents are informed by phone or email confirming the details and this is logged on Bromcom. If a catch-up has escalated due to a missed 10min catch-up or accumulation of uniform points then parents will receive an automated email and the catch-up will take place on the same day.

Head of Department/Head of Year 45min after school catch-up. If there is non-attendance with the class teacher/tutor then the Head of Department/Year will issue a 45min catch-up which will take place after school. Parents will be contacted by phone/email and may be invited to attend a meeting in school if the issues are ongoing. This will also be logged on Bromcom with the outcome.

Senior Leadership Team 1 Hour after school catch-up. These catch-ups are issued for non-attendance to 45min catch-ups or when staff feel there has been significant or persistent poor behaviour when the previous strategies have failed. Failure to attend this catch-up may lead to Internal Suspension.

3.4 Internal Suspension

This will be used if students fail to attend the senior leadership school catch up, and also for serious breaches to the behaviour system. Bullying and prejudicial behaviour alongside verbal abuse to staff are some reasons why this may be necessary. This consequence will be issued on a case by case basis and in some instances to avoid external suspension. Parents/carers will be informed of this consequences in writing.

3.5 External Suspension

When very serious breaches occur, the Headteacher will issue an external suspension (please see the Exclusion policy).

The issuing of a suspension is for the most serious of incidents. A reintegration meeting will be arranged to reset expectations and discuss what will happen if poor behaviour continues. Parents and Carers must attend these meetings.

In instances of the most serious breach of the behaviour policy or Home School Agreement, the school may deem that a Permanent Exclusion is warranted. This process is outlined in more detail in our Exclusion Policy.

The Headteacher has the power to direct a pupil off-site for their education with a view to improving their behaviour under s.29(3) of the Education Act 2002. This is for a limited period of time, during which the educational provision will be reviewed on a regular basis.

4 Anti-bullying

At Upper Shirley High we are committed to providing a caring, supportive and safe environment that allows all students (and staff) to flourish without fear. USH is an environment where individuality and diversity will be celebrated. Therefore, **everyone is responsible for the prevention of bullying.**

Principles

1. Everyone is valued, appreciated and treated with respect and fairness. This is irrespective of ethnicity, colour, gender, religion, disability, sexuality, physical appearance or learning needs.
2. The school will make it clear to all students, staff, parents and the wider community that bullying in any form of bullying is totally unacceptable.
3. Guidance and support will be provided to the victim of bullying.
4. Where/as appropriate, a student found to be bullying will be supported to correct their behaviour and with the support of multi-agencies if needed.
5. In all cases the value of individuality and inclusion will be held-in-mind.

Bullying is defined as 'repeated, unacceptable behaviour (verbal, emotional and physical) that causes any member of the school community to feel uncomfortable, threatened or distressed'. We recognise that bullying can make those being bullied feel powerless to defend themselves and we strongly encourage anyone who feels bullied to report it to school staff.

Types of bullying

- **Physical** - when students use physical actions to gain power and control over their targets. *Examples include kicking, hitting, punching, slapping, shoving and other physical attacks.*
- **Verbal** – when students use words, statement and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person. They often choose their targets based on the way they look, act or behave. *Examples include name-calling, sarcasm, spreading rumours*
- **Prejudicial** – based on prejudices toward others of different races, religions or sexual orientation. It can also encompass all other types of bullying. *Examples include gender, race, SEND and sexuality.*

- **Cyber** – when a student uses the internet, smartphone or other technology to harass, threaten, embarrass or target another student. Technology makes the bully feel anonymous, insulated and detached from the situation.

Examples include posting hurtful images, online threats, hurtful comments on social media/chatrooms

All allegations or information regarding bullying will be taken seriously and investigated. Staff will role model respectful and appropriate behaviour, making it clear to students about what is acceptable and unacceptable behaviour, so they feel confident to ask for help and support when they need it. In order to support a culture where students feel they can 'tell someone' we need to:

- create trusting and positive relationships with individual staff members
- reassure them they are not to blame and they have done the right thing
- show respect to students, listen and respond subtly
- let the student know what will happen once they have reported an incidence of bullying or abuse

Details of incidents will be recorded on our central information system for both the perpetrator and victim and if appropriate on our dedicated safeguarding record system (called CPOMS).

Any incident of bullying will follow a staged approach. Each incident is investigated individually. The stages below serve as a guide and serious incidents may enter at a later stage.

Stage 1	Restorative conversation and Head of Year catch up issued
Stage 2	Restorative conversation and SLT detention or Internal Suspension
Stage 3	Restorative conversation and a suspension
Stage 4	Restorative conversation and extended suspension
Stage 5	Further extended suspension/Managed move
Stage 6	Managed move/PEX

At each stage a letter will be sent to parents/carers informed them.

The issue of bullying and prejudicial behaviour as well as staying safe, will feature through the Personal, Social and Health Education overview as well as the tutor programme. Opportunities for the consideration of our rights and responsibilities will also form a key thread through our collective reflection in assemblies and within lessons.

5 Off-Site Behaviour of Pupils

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

6 Use of mobile phones

At USH, we recognise that mobile phones, and mobile technologies, are a part of everyday life. Through PSHE, assemblies and tutor time we emphasise the importance of staying safe online. As a school we know that children learn best in an environment which values positive behaviour, and high-quality learning, eliminating unnecessary distraction or conflict which may arise from their unauthorised use.

The school advises that students do not bring mobile devices into school. If a student chooses to bring a mobile phone into school, then it should be kept securely in their bag out of sight. Mobile phones must not

be used, seen or heard during the school day. Mobile phones remain the responsibility of the individual and the school will not accept responsibility for theft, loss or damage.

If parents/carers need to send an urgent message to their children during the day, they should phone reception on 0208 032 5333. They must not contact students via their mobile devices. If a child uses their device to receive a message school sanctions will apply. If a student needs to urgently contact their parent/carer they can do so by contacting their tutor or Head of Year. If appropriate the school will allow a student to make a call home using a school device.

If a student's phone is used/seen/heard during the school day, including social times the school will confiscate the phone only to be returned to parents. For further details on confiscation and consequences please see our Mobile Phone Policy.

7 Monitoring and Review:

The Headteacher and Local Governing Body will be responsible for monitoring the implementation of this policy alongside the Deputy Headteacher.

Other linked policies/procedures:

- Safeguarding and Child Protection Policy
- E-Safety Policy
- Acceptable use of IT policy
- USH Employee Handbook
- Mobile Phone Policy
- Reasonable Force and Restraint Policy
- Uniform Policy
- Exclusion Policy
- SEND Policy

8 Other linked documents/reading:

- National Teaching Standards
- Keeping Children Safe in Education
- Working together to safeguard children
- <https://www.stonewall.org.uk/>
- <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

Home School Agreement USH 2025

USH will ensure the USH standard is achieved through the following:

Believe:

- Expect the best from students
- Ensure lessons are enjoyable and teachers are enthusiastic for their subjects
- Ensure teachers help students with their work
- Sustain high ambitions for all learners with an inclusive ethos
- Show care for children and respect their individuality

Respect:

- Create a safe, calm and productive atmosphere for students to learn, be welcoming at all times
- Ensure students behave well
- Work to eradicate bullying
- Develop a sense of community
- Work in partnership with parents and keep them well informed about school matters
- Aim to respond to queries/concerns within 2 working days
- Recognise and reward achievements
- Help families to get the support they need from other agencies.

Succeed:

- Provide a balanced and academic curriculum with a wide range of extra-curricular activities
- Prepare students well for examinations
- Prepare students for life beyond school and the world of work
- Develop an understanding of diversity and cultural differences.

Parents/carers will support USH:

Believe:

- Praise my child for the effort they put into her learning, encouraging my child to learn from their mistakes
- Make sure the school knows when support is needed and take opportunities to discuss their learning
- Ensure my child comes to school regularly, on time, in full uniform
- Talk to your child about their learning.

Respect:

- Accept and buy-in to school policies
- Work in partnership with the school to take responsibility for my child's behaviour at school/school events and when travelling to school/home. If in doubt, back the school.
- Send a letter, email or phone the school when they are absent, avoid holidays during term time.

Succeed:

- Make sure my child eats well, has plenty of sleep and exercise and has somewhere quiet to study (where possible) at home
- Encourage your child to join extra-curricular activities
- Attend parents' Evening
- Attend school/celebration events when possible.

Students will support the USH standard:

Believe:

- Be ready – arrive on time and follow instructions
- Be prepared – bring correct equipment and have the right mindset
- Be proud – wear the school uniform and present your work to the best standard

Respect:

- Be active – actively listen in lesson, participate positively in lesson
- Be resilient – learn from my mistakes and develop my independence
- Be responsible – reflect on any feedback I get and be kind

Succeed:

- Accept praise
- Make work that matters to you
- Keep trying, start every day a fresh

Learning without limits:

- Take responsibility and seek opportunity
- Go over and above what is asked because you want to
- Contribute to school events and community activities.

Appendix 2 – Policy on a page

Policy on a page	
Hold clear boundaries with children	• Ensure tutor and lessons start promptly and positively. • All students will sit in a seating plan based upon the different needs of the students. • Ensure uniform is corrected quickly and efficiently without distracting from learning. • Make your instructions clear and differentiated to learners • Deploy whole-school and department behaviour strategies and refer to Teacher Standards Section 7.
The Pastoral Support Programme	• Create a welcoming and respectful environment. • Use a range of strategies to enable students to demonstrate their knowledge. • Promote respectful interactions and constructive feedback. • Offer praise and rewards. • Identify individual barriers to learning and offer supportive strategies through the tutor and HOY.
Seek the positive	• Use (Lesson) House Points to identify the behaviours and skills you want to see. • Highlight the best examples of behaviours for learning from all groups of children. • Avoid 'airing the negative' in front of the class.
The catch-up	• When attempts to resolve disengagement fail, the catch-up is a consequence for continued disruption to learning and ensures staff adequately assess the underlying reasons for this. • Its purpose should be to restore, redraw and repair the learning relationship between teacher and student. • All Catch-ups are recorded on Bromcom and communicated to student and parent(s).

SUBSTANCE USE AND MISUSE

While acknowledging that substance use and misuse by young people is rising, we recognise that the majority of our students are choosing not to use or misuse substances. We will continue to positively support their decisions. Drugs education and actions of the school aim to support any incidents as well as ensuring students understanding the consequences of their actions.

Definition of 'Substance'

Any drug or other substance, legal or illegal, which when taken into the body acts on the functioning of the central nervous system, so bringing about psychological, physical and/or emotional change.

Drugs Education:

- To provide information about drugs and health that gives accurate and up-to-date coverage of the effects of drugs, risks and legal aspect of drug taking.
- To provide opportunities for students to develop their ability to communicate, assert themselves and take responsible decisions, identify risks, and help others, thereby enhancing their competence and self-esteem.
- To increase understanding about the implications and possible consequences of use and misuse.
- To encourage an understanding for those experiencing or likely to experience substance misuse.

These aims are fulfilled through all aspects of the school's activities. Specific teaching will occur through PSHE, Science and English, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school actively co-operates with other agencies such as police, LA and drug agencies to deliver its commitment to substance education and to deal with incidents of substance use and misuse.

Responding to incidents of substance use and misuse (support and consequences)

The member of staff with responsibility for co-ordinating incidents of substance misuse is Anneli Clements, Deputy Headteacher. In her absence, please refer to Sarah Hayward, Student Safeguarding Lead or Chris Sykes, Headteacher. All incidents will be recorded by the school.

Each incident should be dealt with as an individual case, with a detailed investigation that is logged, followed by contact with parents/guardians to outline the incident and the resulting consequences.

Finding Substances

If a substance is discovered which is suspected of being harmful, illegal or deserving of investigation it should be removed to a place of safe keeping in the presence of an adult witness. If the substance is known or suspected to be illegal, the police should be informed.

If a substance is retrieved from a student, this should be done in the presence of an adult witness. In such a case, the designated member of staff will determine whether or not to identify the student to the police, or parents, taking into account the welfare of the young person.

Incidents of Substance Misuse

If a student is found misusing a substance the Head of Year should be informed. She/he will determine the appropriate action in liaison with the Deputy Headteacher and the Headteacher. This will include the contact with parents/carers. If the substance is suspected of being illegal, the police will be informed.

In an emergency arising from a substance related incident the well-being of the student is paramount. In all instances:

- Separate the student involved from the rest of the group
- Decide and implement the next best step in terms of the student's welfare, including contact with parents/guardians and the emergency services where appropriate

The Supply of an Illegal Substance

It is an offence knowingly to permit the production or supply of any controlled substance on school premises. The Headteacher, Deputy Headteacher or the designated member of staff will contact the police in such circumstances.

Returning Articles which have been confiscated

If any articles are confiscated and are not required by the police they will normally be returned to the parents. Parents will be informed by telephone or letter that the articles have been confiscated and await collection and a time limit for collection will be set. After the expiry of the time limit the articles will be disposed of.

Tobacco, alcohol and vaping

- No student may smoke or vape when engaged in school activities either on, off site or near the school premises
- No student may drink alcohol when engaged in school activities either on or off site

Support and Consequences

Support

In all cases, the parents or carers will be contacted to discuss the initial report and the further investigation. Students will be offered a source of support in school. This may include working with the Pastoral Mentor or additional support that the school will access with the permission of the parents/carers.

Where appropriate, identification and referral to appropriate local support agencies through either the CRS (Children Resource Service or 'No Limits') will take place. Further access for support, such as to DASH (Drug, Alcohol, Support, Health) can be accessed. This service offers young people across the city advice and help on issues that may impact on their lives; ranging from drugs, alcohol, sexual health, family and relationship problems, money advice and housing.