



# PLYMSTOCK SCHOOL

## Behaviour Policy

Governors' Committee: Curriculum

Lead Officer: Mr K Dyke

Date for Review: Autumn 2017

This policy covers the following areas:

1. Statement of Behaviour Principles
2. Code of Conduct (Staff, students and parents)
3. Expectations for Positive Behaviour Offsite
4. Teaching and Learning: The Development of Social, Emotional and Behavioural Skills
5. Abuse or Intimidation Outside of School
6. Rewards and Sanctions (Further detail in Appendix 1)
7. Exclusions
8. Taking Account of Individual Student Need (See SEN Policy for further detail)
9. Anti-bullying (Further detail in Appendix 2)
10. Confiscation
11. Responding to Drug Related Incidents (Further detail in Appendix 3)
12. Support Systems for Staff and Students
13. The Use of Reasonable Force (See Child Protection Policy for further detail)
14. Allegations of Abuse Against a Member of Staff (See Statement for Procedures for Dealing with Allegations of Abuse Against a Member of Staff for further details)

## **Statement of Behaviour Principles**

At Plymstock School we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community.

The aim of this policy is to:

1. Promote outstanding behaviour, self-discipline and mutual respect for all
2. Prevent all forms of bullying
3. Ensure students work to the best of their abilities
4. Regulate the conduct of students.

Plymstock School works within the parameters of this policy and takes cognisance of DfE documentation 2012: 'Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils'; 'Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion'; 'Screening, searching and confiscation – Advice for head teachers, staff and governing bodies'; 'Use of reasonable force – Advice for head teachers, staff and governing bodies'; 'Behaviour and discipline in schools – Guidance for governing bodies'.

### **Our beliefs on behaviour:**

- Students and teachers should enjoy a quality learning environment in which they can achieve their full potential
- The school wishes to engender mutual respect amongst all members of its community
- The school seeks to provide an environment that offers equality of opportunity for all
- The school seeks to promote students' moral, social and intellectual development
- We seek to create an atmosphere where there is positive appreciation of an individual's worth
- Students, staff and Governors should display politeness, consideration and respect for others
- Standards of attendance and punctuality should be high

- The efforts of all will be rewarded with encouragement and praise. When unacceptable behaviour is shown, appropriate sanctions will be taken
- All members of the school will maintain a high standard of personal appearance
- There will be respect for school property and the possessions of others
- All members of the community will be treated equally, irrespective of race, age, sexual orientation, religion, belief and gender reassignment.
- In our work we will seek to achieve the highest possible standard
- The work of others will be respected regardless of ability
- All members of the community must be able to work in an environment that is free from disruption
- Bullying will not be tolerated at Plymstock School
- Illegal drugs are not to be brought into school
- The school operates a total non-smoking policy
- No students may bring or consume alcohol on the school premises

## **The Code of Conduct for staff, students and parents in ensuring an outstanding climate for learning**

### **Standards expected of staff (as appropriate)**

1. Lessons will be properly organised, interesting and challenging. Material will be relevant and differentiated
2. Students' work will be marked in accordance with the school marking policy
3. Students' progress will be carefully recorded and monitored with appropriate intervention where required
4. Lessons will reflect a variety of teaching styles
5. Classrooms will be an interesting learning environment with displays of students' work
6. Order and discipline will be maintained at all times
7. Students will be treated fairly and consistently
8. Homework will be set according to the Homework Timetable

9. Extra-curricular activities will be encouraged: teachers should be aware of and support them
10. A teacher will never strike or manhandle a student or use foul or inappropriate language
11. Teachers should operate within the school's Health and Safety policy
12. When work is requested, teachers should be consistent in ensuring that deadlines are met
13. Teachers should respect and care for the fabric of the school
14. No illegal drugs, legal highs or controlled substances (unless prescribed) are to be brought into the school
15. All staff must follow procedures on guidance in the school's Drugs Policy

**Standards expected of students:**

1. Arrive at school on time each day
2. Enter classrooms in an orderly fashion, arriving punctually
3. Stand when a member of staff or other adult enters the room
4. No drinking, eating or chewing is allowed during lessons
5. Remove outdoor coats in classrooms
6. Show respect for the teacher and other students; show self-discipline in the learning situation
7. Take responsibility for books and learning materials; respect others' property and displays of work
8. Have regard for the safety and welfare of other students
9. Work to the best of your ability, work deadlines should always be met
10. Maintain high standards of appearance and speech
11. Respect everyone as you come, go from and work within the school
12. Students should take care of the fabric of the school
13. Illegal drugs, cigarettes and alcohol are banned from the school
14. Mobile telephones are not to be used within the school day

**Parents and carers are expected to:**

1. Support the ethos of the school
2. Sign and adhere to the Home-School Agreement
3. Work in partnership with staff to ensure good behaviour
4. Inform staff of any concerns
5. Respond to concerns raised by members of staff
6. Ensure students attend school regularly and are punctual
7. Ensure students come to school correctly equipped and prepared to work

**Expectations for positive behaviour off the school site**

At Plymstock School we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

As such this policy has the following objectives in regulating behaviour off the school premises:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses;
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public;
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

To that extent, the school will:

- Work with transport providers to agree how behaviour on public transport should be addressed.

- Make explicit statements about how rewards and sanctions (including loss of access to transport) can improve behaviour.
- Make our expectations of out of school behaviour clear through the assembly programme.
- Work with Work Experience providers and Colleges to ensure the school and provider have clear expectations of standards of behaviour and procedures to use in the case of poor conduct.
- Liaise with members of the local community such as, retail staff, local residents and Police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.
- Ensure that all parents and students are clear about behaviour standards on school trips through letters and formal meetings.
- Ensure that a contact strategy should be given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips and international trips.

## **Teaching and learning: the development of social, emotional and behavioural skills**

For Plymstock School to be proactive in improving behaviour, we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised.

There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs.

For example, the development of students' social, emotional and behaviour skills will be achieved through:

- A structured Life Education programme (PSHEE, Citizenship and Careers) across all years
- The assembly programme

Pupils with more challenging behaviour have the opportunity to benefit from a period of targeted pastoral support through our Head's of House and House Mentors where strategies and techniques in e.g. anger management; counselling and positive behaviour skills are available. If SEN is identified, support will be provided through the school's Learning Support Department and SENCo.

In these practical strategies for intervention, full use is made of support from the wider community of the LA, Education Welfare Service, Police, Connexions Service, multi-agency teams and partnership working with ACE to name but a few.

The school's Learning and Teaching Policy will support staff in teaching approaches, which promote positive behaviour and attendance.

## **Abuse or intimidation of staff outside school**

Plymstock School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff are made aware that:

- They have the same rights of protection from threat as any citizen in a public place;
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour
- Their first concern must be for their own personal safety
- They should make clear that the student has been recognised, even if in a group of young people
- They should then use their judgement about how to leave a difficult situation without provoking further confrontation

Staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to a senior member of staff.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the student is in school.

## **Rewards and Sanctions**

Our Code of Conduct is supported by a coherent system of rewards and sanctions

Should students choose to follow school expectations and behave appropriately, then they will be rewarded.

Should students choose not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.

Underpinning the application of rewards and sanctions is an expectation that all staff in the school will intervene with students in a manner that:

- Encourages and promotes positive behaviour
- Looks to defuse and positively manage confrontation should it arise

*Please see Appendix 1 for full details of Plymstock School's Rewards and Sanctions.*

## **Exclusions**

An external exclusion is the most serious sanction a school can apply and should only be used when all other avenues have been exhausted or for an extreme transgression of the code of conduct.

External Exclusion is the responsibility of the Headteacher but may be delegated to the three Deputy Headteachers.

When an incident occurs for which an external exclusion might be considered the member of staff reporting the incident should refer it to the Head of House who will liaise with a member of the SLT. If the incident happens at lunchtime it should be referred to the SLT member on duty.

The member of the SLT considering the exclusion must do the following:

- Consider the evidence including speaking to the student and if necessary gathering witness statements
- Allow the student the opportunity to present his/her view of events
- Make sure that the member of staff referring the student has written a referral outlining exactly what happened
- Pass the details on to Headteacher's PA for the official exclusion letter and for filing
- Telephone the parents to inform them of the exclusion and the reasons for it
- Arrange and conduct a readmission meeting with the student, parents and any other relevant staff
- Decide, in conjunction with the Head of House, what follow-up support is needed

It is imperative that accurate documentary evidence of the events leading up to fixed term exclusion is kept. This needs to be filed as evidence in the student's file.

No external exclusion can be made without a written referral.

Any student considered to be at risk of permanent exclusion MUST have a Pastoral Support Programme.

### **Role of the Governing Body**

Students who receive 15 days or more fixed term exclusions or who are recommended for permanent exclusion need to attend a Governors' Disciplinary Committee. This consists of three governors who will consider the reasons leading to the exclusions and the role of the school. The committee will decide whether or not to uphold the permanent exclusion.

Occasionally a student who has received a number of fixed term exclusions may be brought before the Governors' Disciplinary Committee for a warning or a final warning to indicate that they are heading towards a permanent exclusion



## **Taking account of individual student needs**

At Plymstock School we are keen to ensure that we do not discriminate - through application of the behaviour policy - against students whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background.

Staff should be aware that blanket policies, such as policies that provide a fixed sanction for a particular offence: e.g. an automatic exclusion for a student who swears at a teacher might put the school at risk of discriminating against disabled students. The policy might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom the swearing may be 'related to their disability'.

Therefore, when intervening with apparent inappropriate behaviour all staff must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

*For further information please see the Special Education Needs Policy*

## **Anti-Bullying**

At Plymstock School we wish to eradicate all forms of bullying. Bullying will not be tolerated at Plymstock School. Staff are advised to follow reporting procedures as outlined in the supporting Anti-bullying document. Sanctions and restorative approaches are to be applied as appropriate to the circumstances.

*Please see Appendix 2 for full details of Plymstock School's approach to Anti-bullying.*

## **Confiscation**

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform violation and the ethos of the school.

At Plymstock School, all staff have the authority to seize, retain or dispose of items such as:

- Chewing gum
- Paper ball
- Foodstuffs

All staff have the right to seize and retain but **not** dispose of the following items:

- Mobile phones
- iPods/MP3 players
- Clothing such as hats, scarves and coats/jackets/hoodies
- Jewellery

Such items should be confiscated, labelled (preferably placed in an envelope where possible) and sent to the Student Support Hub. The first time an item is confiscated it will be returned at the end of the same school day. If an item is confiscated on a second occasion then the item will be retained for 24hrs and the parents will be contacted.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the Head of House or member of the Senior Leadership Team who will decide on the most appropriate action to take. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate.

A pupil might reasonably be asked to turn out their pockets or to hand over an item and the school might use its legal power to discipline if the student unreasonably refuses to cooperate.

It should also be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the student's permission is not.

In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether Cyber-bullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The member of staff can then refer the issue to a senior member of staff who may, if appropriate, involve the Police.

In order to maximise opportunities for and approaches to learning and teaching in the 21st Century, Plymstock School introduced a Bring Your Own Device (BYOD) scheme in March 2014 whereby students can bring in their own laptops, tablets or other appropriate approved electronic devices to support their learning. Safety is key for us and any student wishing to use a device must adhere to the BYOD agreement (Appendix 4). The agreement requires a signature from parent and child as well as the make/model and serial number of the personal device. Once the school receives the signed agreement the device will be registered with the school's ICT Network Team and they will be connected to the monitored and filtered school network. Any student breaching the conditions of the agreement will be subject to the school sanctions system and may result in withdrawal of the privilege to use the device and/or confiscation.

## **Weapons, drugs, alcohol and stolen property**

The Education Act 2011 grants authorised school staff the power to search suspected students, without consent, for weapons, drugs, alcohol, tobacco products, fireworks, pornography (including tabloid or lads mag imagery), anything that has been, or is likely to be, used to cause injury or commit an offence, stolen property or anything banned from the school rules. At Plymstock School the following adults are authorised to search for these items without consent, using agreed methods:

- Mr R Diment (Headteacher)
- Ms A Perry (Deputy Headteacher)
- Mr K Dyke (Deputy Headteacher)
- Mr W Sprenkel (Assistant Headteacher)
- Mr R Pearsall (Assistant Headteacher)

On no account should any other adult attempt to carry out a search of a students' property or clothing without permission for any reason. Suspected students should be referred to those listed above who then will decide on the most appropriate action to take.

## **Considerations in confiscating items of clothing or jewellery**

Staff should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the student and should avoid physical contact or interference with students' clothing of a kind that might give rise to child abuse allegations.

In order to minimise such risks, if an item of clothing or jewellery is confiscated, this is done with another staff member present, if possible.

Confiscation of any item that would leave the pupil only partly dressed must be avoided.

## **Responding to drug related incidents**

While current evidence shows a decline in young people's drug use there is still a concern at local and national level. We wish to state that as part of its care and welfare of its students, Plymstock School believes it has a duty to inform and educate young people on the consequences of drug use and misuse.

Plymstock School recognises that there will always be young people who choose to take risks. However, at no time will the school knowingly permit or tolerate possession, consumption, supply or offer to supply any restricted drugs on the school premises. If any of these offences are committed they will be fully investigated and dealt with ensuring that drugs use or misuse is challenged using a range of sanctions that are explained elsewhere in this policy.

Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

### **In response to drug related incidents we will:**

- Maintain the ethos of the school.
- Uphold the sanction procedures for dealing with drug related incidents (as outlined in the responding to Drug Related Incidents document)
- Reduce situations of risk for the majority.
- Deter future occurrences.
- Meet the needs of the offending student and his or her family.

*Please see Appendix 3 for full details of Plymstock School's approach to Drug Related Incidents.*

### **Support systems for staff**

The school behaviour management system (the B System) and Directory of Behaviour Management Strategies provides guidance for all staff in how to deal with inappropriate behaviour at the time and wherever it occurs in the school. The school also recognises regular professional development on behaviour is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation, lesson observations and individual performance management reviews.

However, the school recognises that from time to time and for a variety of reasons a member of staff may feel unable to cope, and provides the following support:

- Staff who are having difficulty with a class or group should in the first instance seek advice from their Head of Department, or other relevant middle leader / Head of House.
- Staff who need advice on managing the behaviour and attendance of individual students should in the first instance speak to their Head of Department / the students' Form Tutor / the relevant Head of House.
- Staff who feel that they have been subject to abuse or intimidation by students should refer the issue in the first instance to a member of the Senior Leadership Team.
- If appropriate, the above issues can be further referred to the Head Teacher, from which strategies to address the issues arising can be developed and supported. This may involve peer support and outside agencies, if appropriate.

## Support systems for students

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some students will need extra support to help manage their behaviour and attendance, and many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN).

The school will look to use procedures to identify early those pupils most at risk, in order to draw up a support plan and to establish a support programme (e.g. pastoral support programme) to address issues arising, through:

- Liaison with parents/carers, previous schools, outside agencies and services;
- Referrals by staff to Head's of House through data analysis such as bullying, truancy
- Regular pastoral reviews to identify students most at risk and the instigation of Pastoral Support Programmes
- Programmes of short courses run by House Mentors on specific elements of social, emotional and behavioural skills within the Student Support Hub;
- Contact with parents on the first day of any unexplained absence through the school's 'Truancy Call' system and discussion between the student and Tutor. At times it may be necessary to involve the Head of House.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation;
- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Inclusion Service);
- Referrals to the Learning Support Unit for a short period of additional support outside the usual classroom environment;
- Peer mediation
- House Mentor counselling
- Parents/carers consultations
- One to one learning support from Learning Mentors

## **The Use of Reasonable Force**

### **Definitions:**

Control means either passive physical contact, such as standing between pupils or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

### **Who can use Reasonable force?**

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

### **At Plymstock School we believe that the use of reasonable force is only necessary to:**

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight on the school site
- Restrain a student at risk of harming themselves through physical outbursts.

### **Plymstock School staff cannot:**

- Use force as a punishment - it is always unlawful to use force as a punishment.

The use of reasonable force should always be a last resort. If practical before intervention, a calm warning or instruction to stop should be given and every effort should be made to achieve a satisfactory outcome without physical intervention. In all circumstances help must be sent for, even when immediate intervention is necessary. Restraint can take a variety of forms – many of which are outlined in Circular 10/98. Staff should always avoid touching/holding a pupil in a way that might be considered inappropriate.

'Reasonable Force' should not be used for trivial misdemeanours and should always be proportionate to the circumstances of the incident. It should be used only to control or restrain and never with the intent to cause pain or harm. It must, therefore, be the minimum

needed to achieve the desired result. In any action, due regard has to be taken to the age, understanding and sex of the pupil.

The school accepts and understands that in accordance with the law corporal punishment is forbidden.

Where restraint has been necessary, the incident must be reported immediately to the Headteacher or Deputy Headteacher and logged. A report should be written and filed using the proforma which can be obtained from the Headteacher's PA.

In the event of an injury occurring, the appropriate forms should be completed. Parents of the pupils involved will always be advised of an incident and it may be necessary for it to be followed up by other disciplinary action or pastoral support.

Training on the use of restraint will be provided by the LA for at least two members of staff who will be expected thereafter to arrange guidance and training for all other staff members both teaching and non-teaching. All parents will be provided with a copy of this policy. All members of staff need to be familiar with the use of reasonable force.

### **Unacceptable Risk**

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

### **Handling student complaints when force is used against them**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The Headteacher will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

The Governing Body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

*For further information please see the Use of Force Policy.*

## **Allegations of Abuse against Staff**

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

Suspension will not be an automatic response when an allegation has been made. The Headteacher will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If it is found that a student has made a false and malicious accusation against a member of the school staff that student will face serious sanctions that could include permanent exclusion.

*For further information please see the Statement of Procedures for Dealing with Allegations of Abuse Against a Member of Staff.*

## **Monitoring and evaluation**

At Plymstock School we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the school SEF; and inform discussions with staff, governors, pupils (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it.



# Appendix 1

## Rewards and Sanctions Document

Plymstock School's Code of Conduct is supported by a coherent system of rewards and sanctions

Should students choose to follow school expectations and behave appropriately, then they will be rewarded.

Should students choose not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.

Underpinning the application of rewards and sanctions is an expectation that all staff in the school will intervene with students in a manner that:

- Encourages and promotes positive behaviour
- Looks to defuse and positively manage confrontation should it arise

### Rewards

We are proud of the positive learning and teaching environment that we create and we recognise the importance of rewards as an incentive for students to achieve their best. Staff and students are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose, including:

- Verbal praise
- A House Point for general behaviour, attitude, effort and achievement.
- Positive comments in exercise books, workbooks and the student planner
- Positive comments in reports and during Parents' Evenings
- Headteacher's student of the week
- Individual subject certificates for excellent work – subject commendations and post-card
- Letters of congratulation sent to parents (excellent work, attendance, a specific achievement, etc.)
- Presentation at the School's annual GCSE Awards Evening
- Presentation at the School's annual Sixth-Form Awards Evening
- Presentation at the school's Year Group Celebration Events
- Acknowledgement and congratulations during staff briefings
- Display of work
- Publication in the School Newsletters

### Sanctions

A variety of sanctions are necessary to ensure that students maintain the high standards of work, dress and behaviour that we expect. A range of sanctions exists, known as the B-System to support our learning environment and to deter students from further misdemeanours. They fall into these "stepped" categories as follows:

## **B1**

- **Teacher implements a range of strategies** – such as, praise, rearranging seating, discussion with pupil, contact home, verbal warning etc...(all staff are provided with a directory of behaviour management strategies). All students (Yrs 7-11) will stand when an adult enters the room. Departments also have a responsibility to ensure that setting is designed for positive behaviour (spread out students across the sets who might disrupt – do not put 4 or 5 in one class) and staff are deployed according to their strengths.

## **B2**

- **Formal Warning**
- The pupil's repeated actions are harming the learning environment.
- They have repeatedly not responded to strategies used.
- The formal warning is recorded on SIMS by the subject teacher (1 behaviour point).
- Sticker is placed in planner by subject teacher (see appendix 1) – email to HOD and Tutor.
- The sticker must be signed by parents – it is the subject teacher's responsibility to ensure this has happened.

## **B3**

- **Parking within Department.**
- Behaviour has not improved since the formal warning.
- Parking can be for one or more lessons but should not exceed one weeks worth of lessons on each occasion (in areas where there is only one lesson per week it may last a longer period of time).
- Whilst 'parked' the student completes a 'reflection activity'.
- The parking is recorded on SIMS by the Faculty Assistant or HOD (2 behaviour points).
- Letter is sent home by Faculty Assistant or HOD
- Pupil returns to class on a Departmental Monitoring Card – monitored by the HOD. The targets on the card will be informed by the 'reflection activity'.
- All departments will be expected to have a Departmental Parking Timetable.
- A single serious incident could result in immediate parking.
- A student can be parked within the department on no more than three separate occasions in one academic year before moving to B4.

## **B4**

- **Lesson Isolation Unit (separate to Inclusion Unit).**
- The Lesson Isolation Unit will be staffed by **SLT, HOHs, HOFs and HODs.**
- Students causing repeated disruption in a subject area (following 3 separate parking incidents within the department) will be removed from that department for a fixed period of time (usually one week in the first instance). Persistent failure to attend Home-work/Equipment Detentions may also result in a B4.
- HOD informs Sharon Everson (Hub Manager) of the details – student name, length of time etc...
- This is recorded on SIMS by the Faculty Assistant or HOD (3 behaviour points).
- Letter is sent home by Faculty Assistant or HOD.

- A restorative meeting will be held by HOD when possible – a telephone call discussion with parents is expected as a minimum.
- Pupil returns to class on a Departmental Monitoring Card – monitored by the HOD.

### **B5 and B6**

- **Internal Exclusion (B5) and Fixed Term Exclusions (B6)**
- This is for persistent failure to comply with school expectations (e.g. numerous isolations, accumulating numerous detentions or repeatedly failing to attend detentions) or for a single serious incident.

The exclusion hierarchy:

1. One day Internal Exclusion (4 behaviour points). Contact home made by HOH. Subsequent Pastoral Report Card monitoring by HOH.
2. Three day Internal Exclusion (5 behaviour points). Contact home made by HOH. Subsequent Pastoral Report Card monitoring by HOH.
3. Five day Internal Exclusion (6 behaviour points). Contact home made by HOH. HOH to meet parents. Subsequent Pastoral Report Card monitoring by HOH.
4. One day Fixed Term Exclusion (7 behaviour points). Contact home made by HOH. Subsequent Pastoral Report Card monitoring by HOH. Student to be interviewed by SLT Matrix Manager at the end of the first week.
5. Two day Fixed Term Exclusion (8 behaviour points). Contact home by Deputy Headteacher or Headteacher. Subsequent monitoring by HOH. HOH, in conjunction with Headteacher, to arrange a trial placement at another school, placement at ACE or managed transfer.
6. Three day Fixed Term Exclusion – Permanent Exclusion.
  - All students at levels B5 and B6, on completion of their sanction, will be subject to an intensive intervention programme through the House system. This will take place before they return to classes. It will also include a lesson observation within the first week of return. These students will then be added to the caseloads of the House Mentors for an on-going pastoral support programme.
  - All Fixed Term Exclusions will require the pupil and parents to meet with the Headteacher and HOH.
  - **Immediate Fixed Term Exclusions** will be issued for swearing at staff, violence, point blank refusal to follow the instructions of a senior member of staff, serious damage to school property, alcohol related incidents and racist or homophobic incidents.
  - **Immediate Permanent Exclusion** is likely to apply to any student caught in possession of or using drugs. However, any incident will be dealt with on a case-by-case basis considering the facts.

## SLT on-call

SLT will be on-call during the school day. The reasons for calling a member of the SLT are:

- A pupil refuses to be parked following attempts by the department
- A large number of students need to be parked from one class at the same time (this should be very rare if setting is correct)
- A pupil has sworn at a member of staff
- There has been violence in the classroom
- A suspected drug or alcohol related incident
- Intruders on the school site

## Detentions

There will be only three types of detention – School Detention, Community Detention and Home-work/Equipment Detention. **These detentions are not hierarchical.**

- **School detentions** are issued for smoking (or being with smokers), truancy, off-site without permission, accumulating 10 late marks and any single isolated incidents that might occur outside of lessons.
- **Community detentions** are issued for persistent uniform issues (there will be no more uniform cards), dropping litter or minor damage to school property.
- **Home-work/Equipment detentions** are only issued, managed and staffed at a departmental level. This can take place after school or at lunch time.

## Report cards

There will be three standard report cards – Pastoral, Department and Punctuality/Attendance. Report cards focus on support, reflection and a basis for dialogue between school, home and the student – however, if a report clearly demonstrates that no improvement has been made then further sanctions will follow. Report cards are target driven – the student, in conjunction with the relevant member of staff, will agree targets to work towards based on the issues facing the student. In each lesson the student will be judged on whether they have met those targets.

- **Pastoral Report Cards** can be issued by tutors and HOHs based on the level the student is at in the B System.
- **Department Report Cards** are issued after a student has been 'parked' within the department (B3) and when a student has been placed in the Lesson Isolation Unit (B4) – this will be a standard card across all departments. The reflection activity completed during 'parking' will inform the targets set on the report card
- **Punctuality/Attendance Report Cards** are issued by tutors and HOHs as per the guidance in the Pastoral Handbook

## **Appendix 2**

### **Anti-bullying Document**

What does the law say about preventing and tackling bullying in schools?

#### **THE EQUALITY ACT 2010**

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying.

#### **SAFEGUARDING CHILDREN AND YOUNG PEOPLE**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

#### **CRIMINAL LAW**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

#### **BULLYING OUTSIDE SCHOOL PREMISES**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

#### **Definition of Bullying**

'The repetitive intentional hurting of one person by an individual or group where the relationship involves an imbalance of power. Bullying can be carried out, physically, verbally, emotionally or in cyber space (Anti-Bullying Alliance).'

### Types of Bullying

1. Bullying related to race, religion or culture
2. Bullying related to special educational needs or disability
3. Bullying related to appearance or health conditions
4. Bullying related to sexual orientation – homophobic abuse
5. Bullying of young carers, children in care or due to home circumstances
6. Sexist or sexual bullying

Bullying and bullying behaviours can take the form of:

#### Physical

Assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing items, blocking i.e.: preventing movement through an access point, pinching, stabbing, burning, spitting or any other form of physical activity that makes a person feel threatened or intimidated.

#### Social

Verbal - Any words (e.g. Racial, sexual, homophobic, disability etc...) used in a sexual or aggressive manner designed to hurt or cause offence. In addition, any comments made about the size, appearance, clothing, odour, academic ability or other abilities, home life, social circumstances, financial circumstances, spreading rumours or any other comments designed to be hurtful or words used to intimidate.

Written - Any insults contained in note passing, threatening letters, graffiti, defacing any property belonging to another; or any message passed electronically by text or via computer.

Interference with another person -Theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt.

Incitement of others - Encouraging or forcing others to become in bullying or bullying behaviours e.g. blackmailing, excluding or use of threatening behaviours.

Sexist - Comments or observations that are derogatory to the opposite sex.

#### Emotional

Psychological pressure (silent bullying) - Social exclusion, rude gestures. lying, re-organising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.

Subtle bullying - Looking at a person in a particular way, swearing at or about a person.

Cyber-bullying – Emailing or texting about a person or to a person, happy slapping, blogging or through the use of social networking sites. This also includes spreading rumours or defacing or corrupting work

Racist bullying – Name calling, incitement, making comments about a person's country, culture, religion or appearance, commenting on parents, spreading rumours.

Faith based bullying – Making a person feel unwelcome and making comments with regard to their faith or beliefs.

Homophobic bullying – Name calling, incitement, making comments because of, or an assumption about a person’s sexual orientation, commenting on slandering parents or other relations/friends, spreading rumours. Threat of ‘outing’ or emotional blackmail.

Disabilist bullying – Bullying a person because of their disability, or perceived disability.

## **Roles and Responsibilities**

### The Governing Body

The governing body will exercise their functions with a view to safeguarding and promoting the welfare of pupils through consulting with the Headteacher and supporting the Headteacher’s interventions and strategies across the school curriculum (Section 21 (5) Education Act 2002/Section 88 (2) Education and Inspections Act EIA 2006).

The Anti-Bullying Governor has the responsibility for Anti-Bullying. The Governor will lead and coordinate the work of the Governing Body in this area, liaising with the Chair of Governors, the Headteacher and the Pastoral Team as required and will include this topic as a standing item in meeting agendas.

The Anti-Bullying Governor will ensure that they receive reports from the Headteacher on the functioning of this policy when necessary. As appropriate they may consult with and receive information from others e.g. the Pastoral Team, the School Council, the Anti Bullying Working group, students and parents.

The Governors will ensure that the policy will be reviewed in conjunction with Anti-Bullying Week. This will act as the basis for a formal review every year.

### The Headteacher

The Headteacher has a legal duty under the ‘School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students.

The law empowers the Headteacher and delegated members of staff to impose disciplinary sanctions for inappropriate behaviour as defined by the School’s Behaviour for Learning and associated policies e.g. Anti-Bullying. The law also empowers the Headteacher (to such an extent as is reasonable) to regulate the behaviour of students offsite and this may relate to Cyber-Bullying (‘Safe to Learn and the Law 2007).

The Headteacher will continue to promote the maintenance of good order at all times including during breaks and offsite activities, by ensuring that the School’s Behaviour Policy with its links to Anti Bullying and Race Equality policies are implemented effectively. The law empowers the Headteacher

Specifically, to this end, the Headteacher will:

- Ensure sufficient listening systems are in place
- Ensure appropriate training is available for staff, students, governors

- Ensure that all staff have an opportunity of discussing strategies and reviewing them
- Discuss development of the strategies with the Senior Leadership Team
- Ensure that strategies and procedures are amended as required
- Ensure that strategies and procedures are brought to the attention of all staff, parents/carers and students at least once a year

The Headteacher will ensure that reports on the functioning of the Anti-Bullying Policy are reported to Governors when appropriate, and this is summarised in the SEF.

The Headteacher will ensure that an appropriate 'Complaints Procedure' is in place and that all stakeholders are aware of it and how it functions and have access to it, including through the School's website. (Safe to Learn and the Law 2007).

### The Pastoral Leaders

The Pastoral Leaders will:

- Ensure that the SIMS Conduct Log is used appropriately.
- Liaise with governors including the Lead Governor for Anti-Bullying.
- Be responsible for the day-to-day management of the policy and systems including keeping a log of all incidents.
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies.
- Keep the Headteacher and SLT link informed of incidents.
- Ensure that there is the range of listening systems is operating consistently.
- Determine how best to involve parents in the solution of individual problems.
- Make termly reports to the Headteacher.
- Be responsible for arranging a programme of staff development, which will include Anti-Bullying strategies. This will include training for support staff, teachers and governors.

### The Curriculum Leaders

The Curriculum Leaders will:

- Be responsible for ensuring that the school's positive strategies are put into practice.
- Know the School's Anti-Bullying policy and related policies thoroughly and implement the strategies and procedures contained in them appropriately to deal with incidents that are reported.
- Ensure that members of their respective teams are equally aware of the School's policies, strategies and procedures linked to Anti-Bullying and that they implement them effectively.
- Ensure that SIMS Conduct Log is used appropriately.



## The Tutors

The Tutors will:

- Be responsible for liaising with Pastoral Leaders over all incidents involving students in their Tutor Group.
- Know the School's Anti-Bullying policy and related policies thoroughly and implement the strategies and procedures contained in them appropriately to deal with incidents that are reported.
- Be involved in any agreed strategy to achieve a solution.
- Positively take part in any Anti-Bullying work as part of the Life Education programme.

## All staff

All staff will:

- Know the School's Anti-Bullying policy thoroughly and implement the strategies and procedures contained in them appropriately to deal with incidents that are reported.
- Be observant and actively enquire of students as to their welfare, especially if they believe that bullying is taking place.

## **Procedures for dealing with incidents of bullying**

### General principles

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified we always take action.

Due to the diverse and complex nature of bullying incidents, and the range of places and times that they could occur, it is very difficult to be completely clear over who should take exactly what action when. Outlined below is a series of actions to be taken in a stepped way by a suggested list of staff. If in any doubt, the member of staff should consult with their line manager to clarify action to be taken.

Help, support and counselling will be given as appropriate to both the victims and the bullies.

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience, make written statements with their class teacher, or another adult of their choice.
- Informing the victim's parents/carers.
- By offering continuing support when they feel they need it.
- Arranging for them to be escorted to and from the School premises if they require this.
- By taking one or more of the five disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the bully in the following ways:

- By talking about what happened, to discover why they became involved.
- By informing the bully's parents/carers.
- By continuing to work with the bullies in order to eliminate the source of their actions e.g. prejudiced attitudes etc...
- By taking one or more of the five disciplinary steps described below to prevent more bullying.

### Hierarchical disciplinary actions

A series of disciplinary action will be implemented in a stepped sequence in line with the school's 'Behaviour policy':

1. The bully will be warned officially to stop offending and will be counselled to assist them in doing this. This could include disciplinary actions such as detentions. The bully's parents/carers will be informed.
2. The bully may be isolated at break and/or lunch times or arrangements may be made to have them escorted to and from the school premises. Counselling will continue for all parties.
3. If they do not stop bullying they will be Internally Excluded for a fixed period up to five days. Counselling will continue for all parties.
4. If they then carry on they will be recommended for a Fixed Term Exclusion for up to five days. Counselling will continue for all parties.
5. If they will not end such behaviour, they will be recommended for Permanent Exclusion or a Managed Transfer.

### Guidance to staff in dealing with a bullying incident

Student reports a bullying incident to you:

- Assure victim of your concern.
- Establish what happened/who/when – record details and send email to relevant Tutor and Head of House.
- Victim to produce statement (Bullying Statement Form) – the completed statement should be passed to the relevant Tutor and Head of House.
- Assess the risk, if possible, to the student for remainder of the day.
- Identify safe supervised area for use if victim is distressed.
- Establish support of peers if victim is ok.
- Inform Pastoral Support Worker, Head of House or SLT if victim is distressed and needs greater support than you are able to give at that time.
- Refer the incident to the relevant Head of House.

Head of Year (with the support of the Assistant Head of Year) will:

- Assure the victim that the incident is being taken seriously.
- Review the account of the incident, including student statement.
- Interview the victim and any witnesses.
- Establish a network of support for the victim – to include friends, Peer Mentors and Pastoral Support Workers. Counselling provided if needed.
- Establish the level of risk to the victim in class, at break/lunch and travelling to/from School – appropriate action is taken.
- Inform parents/carers of the victim that the incident is being investigated.
- Interview the alleged bully or bullies – to include a written statement(s).
- Sanction issued to bully or bullies if allegations are substantiated.
- Counselling for the bully or bullies may be required.
- Inform parents/carers of the bully about the incident and subsequent action taken.
- Inform the parents/carers of the victim about the action taken.
- Follow up meetings with victim and bully or bullies are required within one week of the incident to monitor progress.
- The incident is logged in the House Bullying Incident file.
- The incident is logged in the bully's or bullies' SIMS Conduct Log.
- If the situation is not resolved then further sanctions as per the hierarchy above are implemented.

### **Monitoring and Review**

The Head of Year will keep and consider reports on serious incidents, and make a termly report, with statistics, to the Deputy Headteacher.

The Deputy Headteacher will consider the reports with the Senior Leadership Team to determine what can be learned from incidents and how they were handled, with a view to improving the school's strategies.

The Deputy Headteacher will ensure that data on bullying is included in the SEF and that this is updated when the document is reviewed.

The Headteacher will update the Governing Body regularly on the functioning of the policy.

The Governing Body will ensure that the policy is reviewed taking into account reports from the Headteacher.

## Appendix 3

### Dealing with Drug Related Incidents Document

#### Range of Substances Covered

The school is concerned to educate about all drugs and will take responsive action within all categories of drug misuse.

Categories of drug misuse: -

- Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols).
- Over-the-counter medicines (e.g. paracetamol, cough medicines).
- Prescription medicines (e.g. tranquillisers, amphetamines, anabolic steroids).
- Alcohol.
- Tobacco.
- Other legal drugs (e.g. caffeine).
- Illegal drugs (e.g. cannabis, methadone, heroin, LSD or ecstasy).
- Legal 'Highs' such as Bubble.

Incidents on school premises may involve the following or a combination of the following

- Suspected possession
- Possession
- Responding to illness/inappropriate behaviour as a result of suspected drug misuse.
- Sharing/dealing in suspected illegal substance.

*The legal classification of drugs and law relating to the Drugs Act 2005 and Misuse of Drugs Act is outlined in Sub-section 3*

#### Medicines

It is the school policy that the school must be informed in writing of any medicines that a student may need during the school day or on the school premises. It is of particular importance to discuss medicines that are used to control co-ordination or behavioural difficulties. If parents are anxious that their child will not take their medication if it has to be administered by a member of staff they can request that the child carries their own medication and self medicates. The parent must be confident that the child is responsible enough to self medicate and will not share the medication with other students. A written request for a student to carry the medication must be given to the school where permission may or may not be given after careful consideration is given to the request. This request must be agreed before the medicines are brought into the school. This practice is to ensure that students are supported and not discriminated against.

## **Safety of staff and students**

To protect the health and safety of staff and young people all staff will receive training on how to identify drug use and follow procedures to deal with drug-related incidents, this will ensure the welfare of young people is maintained.

*Possible signs and symptoms of drug misuse are outlined in Sub-section 4*

## **Responsible Behaviour**

School staff should, act at all times as responsible role models and set a good example of drug related behaviour. Therefore this policy with reference to restricted drugs will apply to any person on the school premises.

## **Boundaries and School Responsibility**

Students are expected to adhere to this policy whilst travelling to and from school and once they have entered the physical boundaries of the school. On occasions where students leave the school premises during these times such as lunchtime they shall not commit any of the offences that are outlined in this policy. Students will also be expected to adhere to this policy whilst they are attending an event, on work experience placements or on a residential or school trip whether supervised or not. Any student involved in a drug-related incident on such an occasion will be dealt with according to this policy. People concerned in the management of any venue hosting an event etc may impose additional procedures/sanctions.

## **Staffing**

The Headteacher and Deputy Headteachers in liaison with the school nurse and Heads of Year will co-ordinate the management of drug-related incidents and drug education.

## **Needle Disposal**

*Guidelines for the disposal of needles can be found in Sub-section 5.*

## **Confidentiality**

Young people wishing to disclose drug use by themselves or their peers to teaching staff will be informed that staff cannot guarantee confidentiality and may have to take the issue further for the student's safety.

If a student wishes to discuss their own drug use or that of their friends or family confidentially, they will be referred to the school nurse, or young peoples drug service. If there is any evidence that the student's safety is at risk the person providing support will work in partnership with the student to ensure that they are given appropriate support or intervention. This will be carried out in consultation with the designated Child Protection

Officer or Social Services. Child Protection procedures supersede any confidentiality agreement.

## **Drug-Related Incidents**

*Guidance on responding to drug-related incidents is outlined in sub-section 2. It should be noted that this guidance is closely linked to Plymstock School's Sanctions Policy For Dealing With Drug Related Incidents (set out in Sub-section 1) and Procedures for First Aid and the Administration of Medicines.*

*Statements on specific issues can be found in sub-section 9.*

## **Drug Education**

The statutory provision of drug education will be taught in the science orders, which are:

- Key Stage 3; 11-14 year olds. How the misuse of solvents, tobacco, alcohol and other drugs affects health.
- Key Stage 4; 14-16 year olds. The effects of solvents, tobacco, alcohol and other drugs on body functions.

To be effective drug education will be taught throughout the curriculum although the main vehicle will be the Life Education Programme. Using Life Education the school seeks to assist young people in their personal and emotional development and allow time for reflection with opportunities for exploration of attitudes and values.

## **Outside Speakers**

If outside speakers are used to complement the work in school they will be properly briefed beforehand and the content of their sessions will be agreed with the teacher co-facilitating the lesson. The speaker will be incorporated into a programme of drug education and not used in isolation from the programme. A member of staff will participate in any deliveries from outside agencies and careful attention paid to follow up work. Outside speakers will be given a copy of the school drug policy prior to the visit to ensure that they are aware of the ethos of the school and how to deal with an incident if it occurs.

*Further guidelines on the use of visitors and outside agencies may be found in Sub-section 6.*

## **Dealing with the Media.**

***Guidelines on dealing with the media may be found in Sub-section 7***

## **Records**

Records will be kept by the Headteacher of all drug-related incidents.

*Guidelines for the writing of a report on a drug-related incident are set out in Sub-section 8.*

### **Sub-section 1**

#### **Sanctions Policy For Dealing With Drug Related Incidents**

**Immediate Permanent Exclusion** is likely to apply to any student caught in possession of or using drugs. However, any incident will be dealt with on a case-by-case basis considering the facts.

#### **Possession of Tobacco/Cigarettes/Matches/Lighters**

Action:

- Confiscation of offending item/items by member of staff.
- Offending item/items placed in an envelope (with description of contents and who they were confiscated from) and handed to HOH.
- Member of staff to issue a Community or School Detention.
- HOH to retain envelope until parents make contact to arrange for collection of confiscated items. If contact is not made within 5 school days the offending items should be disposed of by the HOH.

#### **Possession of Alcohol**

Action:

- Confiscation of offending item/items by member of staff.
- Offending item/items (with description of contents and who they were confiscated from) handed to HOH.
- HOH to inform DHT or HT
- Exclusion issued by Headteacher (the length/type of exclusion will depend on the nature of the offence.)

**N.B. If a student is found to be under the influence of alcohol the guidelines set out in column 1 of Sub-section 2 should be adhered to prior to the exclusion being issued.**

## Possession of Drugs

Action:

- Follow guidelines set out in column 3 of Sub-section 2
- Exclusion issued by Headteacher (the length/type of exclusion will depend on the nature of the offence).

## Suspected Dealing/Sharing

Action:

- Follow guidelines set out in column 4 of Sub-section 2
- Permanent Exclusion issued by Headteacher.

## Sub-section 2

### SUMMARY OF GUIDANCE ON RESPONDING TO DRUG RELATED INCIDENTS

Closely linked to School's Behaviour Policy and Procedures for First Aid and the Administration of Medicines.

Illness/Inappropriate Behaviour	Suspected Possession		Suspected Dealing/Sharing
<b><u>Don't Panic</u></b>	Hearsay information – inform Deputy Headteacher who will consult with Headteacher		
1. Collect relevant (what, when, how much) emergency information	1. Cigarettes/Alcohol confiscate.  Act in line with Plymstock School's Sanctions Policy For Dealing With Drug Related Incidents (set out in appendix 1).	1. Other Drugs - Inform Headteacher or Deputy Headteacher. Alternatively any member of the SLT can be contacted.	1. Report suspicions/allegations to Headteacher or Deputy Headteacher. Alternatively any member of the SLT can be contacted.
2. Call First Aider/Ambulance if serious concern.		2. Stay with person preferably with a witness until Headteacher or member of SLT arrives.	2. Stay with person preferably with a witness until Headteacher or member of SLT arrives.
3. Make casualty		3. Headteacher or	3. Headteacher or member



<p>safe and comfortable until medical personnel take responsibility.</p> <p>4.</p>	<p>member of SLT to remove substances or equipment (if over the counter medication note label). Use gloves, if possible, in presence of a witness seal, store securely as future evidence minimising handling.</p>	<p>of SLT to remove substances or equipment using gloves and in presence of a witness seal store securely as future evidence, minimising handling. Do not pollute evidence.</p> <p>4.</p>
<p>First Aider to check against any known medical conditions and prescriptions in records.</p> <p>5.</p>	<p>4. Do not pollute evidence.</p>	<p>Headteacher or member of SLT to collect all other evidence from staff, student, write report.</p> <p>5. Consult with Headteacher</p>
<p>Report to Headteacher or member of SLT</p> <p>6.</p>	<p>5. Headteacher or Deputy Headteacher to collect all other evidence from staff, student, write report. Consult with Headteacher</p>	<p>Head will inform/consult with parents about the allegations and decide whether to involve others.</p> <p>6.</p>
<p>Inform parent/s carers</p> <p>7.</p>	<p>6. Headteacher or Deputy Head to inform parents of concerns</p>	<p>If allegations have some grounds and/or suspected illegal substances are collected contact the Police for support unless seriousness requires prompter police action.</p> <p>7.</p>
<p>Subsequently collect all evidence and write report, initially to Headteacher, including accident form if necessary.</p> <p>8.</p>	<p>If illegal substance involved act in line with Plymstock School's Sanctions Policy For Dealing With Drug</p>	<p>If illegal substance involved act in line with Plymstock School's Sanctions Policy For Dealing With Drug Related Incidents (set out in appendix 1) for punitive response and support.</p> <p>8.</p>
<p>If substance suspicious inform Police.</p> <p>9.</p>	<p>7. Related Incidents (set out in appendix 1) for punitive response and support. Inform parents of fixed term exclusion. Inform Chair of Governors.</p>	<p>8. Dealing With Drug Related Incidents (set out in appendix 1) for punitive response and support.</p> <p>9.</p>
<p>If substance misuse is proved may need punitive response and referral for support, in line with Plymstock School's Sanctions Policy For Dealing With Drug Related Incidents (set out in appendix 1).</p> <p>10.</p>	<p>Inform LA if exclusion occurs.</p>	<p>Inform chair of Governors.</p> <p>Permanent exclusion. Inform LA.</p>
<p>Inform parents, discharge into parents change,</p> <p>11.</p>		

whilst  
investigating fixed  
term exclusion.  
Inform Chair of  
Governors

Inform LA if  
exclusion occurs.

Careful thought needs to be given to how school staff and students will be informed of and reassured about any incident.

### **Sub-section 3**

#### **Misuse of Drugs Act**

**This is the main piece of legislation covering drugs and categorises drugs as class A, B and C.**

These drugs are termed as controlled substances, and Class A drugs are those considered to be the most harmful.

#### **Offences under the Act include:**

- Possession of a controlled substance unlawfully
- Possession of a controlled substance with intent to supply it
- Supplying or offering to supply a controlled drug (even where no charge is made for the drug)
- Allowing premises you occupy or manage to be used unlawfully for the purpose of producing or supplying controlled drugs

**Drug trafficking (supply) attracts serious punishment including life imprisonment for Class A offences.**

To enforce this law the police have special powers to stop, detain and search people on 'reasonable suspicion' that they are in possession of a controlled drug.

#### **Classification under the Act**

##### **Class A drugs**

**Include:** Ecstasy, LSD, heroin, cocaine, crack, magic mushrooms (whether prepared or fresh), methylamphetamine (crystal meth), other amphetamines if prepared for injection

**Penalties for possession:** Up to seven years in prison or an unlimited fine. Or both

**Penalties for dealing:** Up to life in prison or an unlimited fine. Or both

### **Class B drugs**

**Include:** Cannabis, Mephedrone, amphetamines, Methylphenidate (Ritalin), Pholcodine

**Penalties for possession:** Up to five years in prison or an unlimited fine. Or both

**Penalties for dealing:** Up to 14 years in prison or an unlimited fine. Or both

### **Class C drugs**

**Include:** Tranquilisers, some painkillers, GHB (Gamma hydroxybutyrate), ketamine

**Penalties for possession:** Up to two years in prison or an unlimited fine. Or both

**Penalties for dealing:** Up to 14 years in prison or an unlimited fine. Or both

### **Appendix 4**

## **POSSIBLE SIGNS AND SYMPTOMS OF DRUG MISUSE**

The signs listed may indicate that individuals or groups of young people are misusing drugs. Their presence alone is not conclusive proof of drug or solvent misuse: many of them are a normal part of adolescence but the presence of several signs together may point to a need for greater vigilance.

### **BEHAVIOUR**

- Sudden and regular changes of mood or irritability.
- Unusually aggressive or restless.
- Gradual loss of interest in school/college work, friends, hobbies etc.
- Increased evidence of lying or other furtive behaviour.
- Loss of money or other objects from the house.
- Keeping at a distance from other students and away from points of supervision.
- Being the subject of rumours about drug taking.
- Talking to strangers on or near the premises.
- Stealing, which appears to be the work of several individuals rather than one person.
- Use of drug takers slang.
- Exchanging money or other objects in unusual circumstances.
- Associating briefly with one person who is much older and not normally part of the peer group.
- Secretiveness about leisure time activities.

### **PHYSICAL SYMPTOMS**

- Loss of appetite.
- Uncharacteristically drowsy or sleepy.
- Unusual stains, marks or smells on the body or clothes or around the house.
- No interest in physical appearance.
- Sores or rashes especially on the mouth or nose.
- Heavy use of scents, colognes etc. to disguise the smell of drugs.
- Drunken behaviour.
- Frequent and persistent headaches, sore throat or running nose (whatever the reason a visit to the GP would be wise).

## EQUIPMENT WHICH MAY BE USED

- Scorched pieces of tin foil.
- A home-made pipe
- The remains of a cannabis cigarette with small cardboard tube filter
- Sunglasses worn at inappropriate times.
- Foil containers or cup shapes made from silver foil – perhaps discoloured by heat.
- Metal tins
- Spoons discoloured by heat.
- Pill boxes
- Plastic, cellophane or metal foil wrappers
- Small plastic or glass files or bottles
- Spent matches
- Twists of paper
- Straws
- Sugar lumps
- Syringes or needles
- Cigarette papers and lighter
- Plastic bags or butane gas containers (solvent abuse)
- Cardboard or other tubes
- Stamps, stickers or similar items
- Shredded cigarettes, home-rolled cigarettes and pipes
- Small squares of paper folded to make little envelopes

### Sub-section 5

## COLLECTION OF HYPODERMIC NEEDLES

If needles are found they should be handled with 9/2 x inch sponge forceps in accordance with the guidelines below and put in a 'sharps' box. **Needles should not be retained in the plastic tamper-proof bags.**

### Collection of Hypodermic Needles

Handling used hypodermic needles incorrectly can lead to needlestick injuries.

Two main blood borne diseases can be contracted via injuries from infected needles. Hepatitis B and HIV.

The risk of contracting these diseases however can be lowered to negligible levels if normal hygiene precautions and this Code of Practice is followed.

1. Only authorised persons are to collect needles.
2. Disposable gloves must be worn (the reason for this is to prevent material from contacting the skin). **WARNING:** gloves will not prevent needlestick injuries.
3. The tongs provided must be used to uplift needles (the unaided hands must not be used).
4. Needles must be placed in the sharps box provided.
5. Sharps boxes can be used until approximately half full when they must be disposed of through Plymstock Clinic.

6. Tongs which have been used for retrieving needles, must be sterilised by immersion in a 10% hypochlorite solution for a minimum of 30 minutes and washed with clean water.

## **Sub-section 6**

### **GUIDELINES ON THE USE OF VISITORS AND OUTSIDE AGENCIES**

Health education is a shared responsibility: what is learned at Plymstock School can and should be supported by experiences at home and in the community. It is therefore sometimes appropriate to involve visitors from outside agencies, not to undertake the above but to support it.

Before involving visitors in drug education, or any aspect of health education, Plymstock School will ensure that: -

- The visitor shares the school's values and approach to health education.
- The contribution is consistent with the school's own theory and practice and the information impartial.
- An outsider's input is being sought for sound educational reasons and that the particular visitor is the most appropriate source of that input.
- The contribution from the visitor is an integrated element of the curriculum with appropriate planning, preparatory and follow up work.
- The visitor understands the emotional and intellectual levels of the children or young people involved and can communicate at the appropriate level.
- The legal implications of having and using visitors in school/college in respect of child protection and the Children Act 1989 are addressed.
- The visitor is known to and approved by Plymouth LA.

Visitors should never be left alone to work with students. The teacher must be part of the experience so he/she can provide appropriate follow up work

The programme co-ordinator should negotiate with the teacher and visitor.

- What are the aims of the session?
- How will this agency's contributions enhance the student's experience
- What drug education have the students already experienced?
- What will they experience in the future?
- How will the session be followed up?
- What is the nature of the group with whom they will work?

## **Sub-section 7**

### **Dealing with the Media**

- (a) If the school receives a media inquiry after a drug related incident the caller should be referred only to the Headteacher or deputy in his or her absence.
- (b) When responding to the media, it is suggested that:
- The privacy of any student and his or her family is respected
  - A checklist of appropriate key facts is prepared by the Headteacher
  - That statements be short, factual and without elaboration
  - That comments seek to reassure and to deal clearly with the management of the incident
- (c) If asked for embellishment of the statement, the Headteacher will restrict himself/herself to their original statement.
- (d) If the Headteacher receives a media enquiry they should inform the LA Press Office who may be able to offer support and manage the media for them, if required.
- (e) The Headteacher should consider carefully how information about and response to any incident will be relayed to the staff and students themselves.

## **Sub-section 8**

### ***GUIDELINES FOR THE WRITING OF A REPORT ON A DRUG-RELATED INCIDENT***

When writing a report on a drug related incident, take the following into account.

The nature of the incident?

- Who is suspected of being involved?
- Is the young person still under the influence or experiencing side effects?
- Was the substance for personal use?
- Was the intention to share or deal the substance with others?
- It is essential to substantiate the facts as the previous two points may have legal implications under the Mis-use of Drugs act 1971.

Establish the context of the incident

- Is bullying/peer pressure involved?
- Is it experimentation?
- Is the use of medical origin?
- Is the use to cope with the problem?
- Has the use been sustained over time?
- Is this just an isolated incident?
- Is the use recreational?

## **Sub-section 9**

### **STATEMENTS ON SPECIFIC ISSUES**

- 'Advice', information and referral (individually and in the classroom). Honest and unbiased information should be given according to the agreed policy. Staff are warned that individual advice about a student's personal use of substances is not appropriate but that the provision of information about other sources of help and confidential advice is.
- Confidential/disclosure. Staff are reminded to follow the school's policy on confidentiality issues. They are reminded that if they suspect a student is in moral or physical danger they must pass that information to a senior member of staff designated to deal with such issues.
- Staff are reminded to be aware of the sensitivities of searching. Although it is permissible to invite a student to hand over or empty a bag or open their locker it is not permissible to search their person. The Childrens' Act has made schools more aware of the need to respect the personal dignity of children and to protect staff from personal contact with them.

## Appendix 4

# Plymstock School BYOD Agreement

### Introduction

The introduction of the Bring Your Own Device (BYOD) programme at Plymstock School has warranted some changes to our Student ICT Code of Conduct. These changes are necessary to take advantage of the learning potential that BYOD offers. The BYOD Agreement is designed to set a framework for responsible and safe use of technology, protecting privacy and ensuring the safety of our students and teachers. It requires that the BYOD form below be reviewed, signed and returned to the Hub. The Plymstock School BYOD Agreement applies to all technology resources brought onto the school site.

### Definition

**BYOD:** an acronym for Bring Your Own Device. For BYOD, a "device" is a privately owned laptop, tablet computing device, netbook, notebook, e-Reader, or iPod touch (or similar). For the purposes of this programme, the term "device" also includes any similar product owned by Plymstock School and provided for student use.

### Requirements

- In order to use Plymstock School's WiFi network and participate in the BYOD programme, students and a parent or carer must review and sign the BYOD Agreement. This will be considered a legally binding agreement.
- The student is fully responsible, at all times, for the personally owned device brought to school. **Plymstock School is not liable for any loss/damage/theft of a personally owned device.** We would recommend that all devices be insured.
- Mobile phones (including Smartphones) are not part of the BYOD programme and therefore cannot be used during the school day.
- The student is responsible for the condition of the device brought to school, including updates, antivirus software, and repair.
- Personal devices should be charged and recharged outside of school. Personal devices should be capable of lasting a full day without recharging.
- Device use is limited exclusively to classrooms/study areas where the member of staff has granted permission. Outside of classrooms/study areas all electronic devices should be turned off and should not be visible.



- Students may not use any device or service for non-educational purposes during school hours on the school site – this includes the use of all social networking such as Twitter, Facebook, Instagram etc...
- A device is to be used to enhance learning. It is not a substitute for traditional learning. Writing by hand is a very important skill and remains the primary way that examinations are taken.
- Students must not attempt, under any circumstances, to by-pass the school’s filtering system.
- Students must not attempt to access unsuitable or illegal content, including any form of pornography.
- No device may be used to record, store, or transmit any type of image, sound, or video of any student or adult at Plymstock School, except for approved activities with the express permission of the teacher.
- If reasonable belief exists that the student has broken the terms of this policy, the student's device may be inspected and/or confiscated. Depending on the circumstances action may extend to loss of the right to use the device in school and implementation of further school sanctions. If an item is confiscated it will be up to parents to collect the device.

The above agreement and guidelines will apply to the following device(s):

Device \_\_\_\_\_ Serial# \_\_\_\_\_

Device \_\_\_\_\_ Serial# \_\_\_\_\_

**Student Agreement (this must be signed)**

I ..... as a student of Plymstock School have reviewed the above requirements and I understand that if I do not abide by these it will result in withdrawal of the right to use my device in school and I may face further school sanctions.

Signed:

Date:

**Parent Agreement (this must be signed)**

As a parent/carer of.....I confirm that I have reviewed the above requirements and agree to support the school in ensuring safe use of ICT.

Signed:

Date: