


HIGHFIELD HUMANITIES COLLEGE



BEHAVIOUR MANAGEMENT POLICY

‘ Behaviour for effective teaching and learning – a policy document which should be used as a working tool! ’

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. The promotion of positive behaviour is the responsibility of the School Community as a whole.

Compiled by: S. Dewhurst	
Adopted by: Governors – Pupil Dev.	Date: 22.03.04
Date Revised: November 2010	Date Ratified: Due at next meeting
Policy to be updated: 1 / 2 / 3 / 4 / 5 years	Next Update Due: November 2011
DDA Compliant: 	

Behaviour Management at Highfield Humanities College

Policy and Procedure

Principles

1. At Highfield Humanities College, we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment in the school by
 - Promoting good behaviour and discipline
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
 - Ensuring fairness of treatment for all
 - Encouraging consistency of response to both positive and negative behaviour
 - Promoting early intervention
 - Providing a safe environment free from disruption, violence, bullying and any form of harassment
 - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

Roles and Responsibilities

2. The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
3. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
4. All staff will be responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have responsibility for creating a high quality learning environment, teaching good behaviour, modeling positive relationships and implementing the policy and procedures consistently.
5. The governing body, Headteacher and staff will ensure that the policy and procedures are applied fairly and equitably and that there is no discrimination on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
6. Parents and Carers will be encouraged to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in

partnership with the school in the interests of maintaining high standards of behaviour. Parental concerns about the application of the policy will be listened to and investigated.

7. Students are expected to take responsibility for their own behaviour and have a duty to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

8. The procedures arising from this policy have developed in consultation with many staff. These procedures make it clear to students how acceptable standards of behaviour can be achieved and have a clear rationale which will be made explicit to staff, students and parents. The procedures will be consistently applied and will promote the ethos and principles set out in this policy. Particular emphasis has been placed on personal responsibility and the responsibility that every member of the school has towards our community. Procedures set out in the appendices to this policy deal with:

Appendix 1	Who should be aware of and involved in the implementation of the Policy and its procedures?
Appendix 2	Code of Conduct
Appendix 3	Day to day implementation and response to negative behaviour
Appendix 4	Managing behaviour using the 4 stage approach
Appendix 5	Rewards and Responsibilities awarded for positive behaviour
Appendix 6	Sanctions for negative behaviour
Appendix 7	The Use of Force to Control or Restrain Pupils
Appendix 8	Anti-bullying policy
Appendix 9	Substance Related Incidents
Appendix 10	Policy and Procedure for dealing with Racist Incidents

Who should be aware of and involved in the implementation of the Policy and its procedures?

Simple answer: ALL of us.

- Governing Body
- Headteacher
- Assistant Head Pupil Development
- Leadership Group
- Heads of KS3 and KS4
- Faculty Leaders and teachers in charge of subjects
- Tutors
- Classroom Teachers
- SSAs
- Learning Mentors
- Parents and Carers
- Pupils
- Connexions Advisers
- Office and other Associate Staff
- External Agencies – Police, Social Workers, Health Service professionals, etc. etc.

'The best policies are full of rubbings out and crossings through. They are constantly revisited and never stay still long enough to gather dust on a shelf.'

We need to maintain and develop what works and get rid of that which doesn't. It is intended that the Policy is clear and concise and that the attached appendices are of practical value in our efforts to improve behaviour, and attendance, so that more and more effective teaching and learning can take place and there is a raising of achievement amongst all our pupils.

'Please use this document as a working tool. Some of it may well be of limited use to you, hopefully other parts will be helpful in your day to day Management of Pupil Behaviour and in the teaching and learning which takes place in your working area. Do not hesitate to let me know of anything you disagree with, do not understand or wish to be added to this documents.'

'Our Management of Pupil Behaviour is something which we should constantly evaluate and develop.'

Code of Conduct

At Highfield our code of conduct is based around just two rules.

- 1) No-one does anything which hurts or upsets another person
- 2) No-one does anything which interferes with or disrupts the learning and teaching

**This is supported by our school motto 'Working Together' and also by 'The Three Rs',
Respect Yourself, Respect Each Other and Respect the Environment.**

Code of Practice**In the Classroom**

Create and sustain a positive, supportive and secure learning environment. Reinforce the **Rights and Responsibilities**. Well-prepared, stimulating lessons generate enthusiasm and good behaviour.

Expect to:

- arrive before the class / begin on time / dismiss from the door
- be well prepared for the lesson / use seating plans if appropriate
- keep everyone occupied and interested and 'on their toes'
- extend and motivate all pupils / use a variety of approaches and tasks
- mark all work promptly and constructively
- set meaningful homework regularly to the timetable
- encourage creative dialogue – confidence in discussion is important
- keep an attractive, clean and tidy room
- maintain interesting wall displays
- use first names
- praise and reward wherever possible.

DO ALL YOU CAN TO AVOID:

- | | | |
|-----------------------|-------|-----------------------------------|
| • humiliating | | it breeds resentment |
| • shouting | | it diminishes you |
| • over-reacting | | the problem will grow |
| • blanket punishments | | the innocent will resent them |
| • over-punishment | | never punish what you can't prove |
| • sarcasm | | it damages you! |

DO ALL YOU CAN TO:

- | | | |
|---|-------|--------------------|
| • use humour | | it builds bridges |
| • keep calm | | it reduces tension |
| • listen | | it earns respect |
| • be positive and build relationships | | |
| • know your pupils as individuals | | |
| • carry out any threats you have to make | | |
| • be consistent | | |
| • always apply school rules positively and consistently | | |

MAINTAINING DISCIPLINE

Insist on acceptable standards of **behaviour**, work and respect.

Expect to:

- apply school rules uniformly
- work to agreed procedures
- insist on conformity and school uniform
- be noticed and discussed, in school and at home
- follow up problems to their conclusion.

The vast majority conform and are co-operative.
Deal immediately with minority who present problems.

- Establish your authority firmly and calmly
- Separate the problem from the person

Only if you cannot resolve a problem, refer it to someone else.
Make sure it is pursued to a satisfactory conclusion.

RESPECTING THE ENVIRONMENT

We must maintain high standards in our surroundings, our general spaces and in the classrooms. The visual impact should always be attractive and stimulating. Litter, damage and graffiti have no place here. Accept only the highest standards of cleanliness.

Encourage pride in the school and provide a role model by:

- insist on a clean and tidy room
- leave desks in place and the board clean after lessons
- clear graffiti immediately or contact Site Management
- Report broken or damaged fixtures and fittings to the site team via the maintenance log in the staff room
- keep displays fresh and attractive
- keep your desk, shelves and cupboards tidy
- insist on litter-free buildings and site
- deal with offenders: to ignore is to condone!
- report damage immediately.

General Points

Acceptable standards of behaviour, work and respect depend on our example.

- All of us have positive contributions to make.

Most important of all:

- Expect to give and to receive respect.

Everyone at school is here for a purpose.

- Respect every person
- Treat everyone as an individual.

Relationships are absolutely crucial. Take the initiative:

- greet and be greeted

- speak and be spoken to
- smile and relate
- communicate
- provide where appropriate.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but **by the way we deal with them.**

Don't react – **address the problem:**

- avoid over-reaction and inappropriate shouting
- avoid confrontation / never back yourself into a corner [literally or metaphorically]
- establish the facts
- judge only when certain
- use sanctions sparingly and appropriately.

Removal of privilege is often the most effective strategy.

Out and about the school

All informal contact contributes to standards of behaviour. Manage that behaviour by taking the initiative at every opportunity.

Expect to:

- Start the dialogue
- Greet pupils
- Deal with all misbehaviour – ignore it is to condone it!
- Set high standards of speech, manner and dress
- Enjoy relating to pupils
- Praise.

Day to day implementation and response to negative behaviour

All staff should be encouraged to deal with the vast majority of misbehaviour themselves.

However, support is available to all staff if required. In lesson time support should be available from within the Faculty or Subject area and Faculty behaviour management strategies should support the School Policy.

Highfield has taken a lead role in Blackpool in implementing SEAL (Social Emotional Aspects of Learning) across the school and staff should always take a SEAL approach to classroom management. Highfield's SEAL Champions have put together a document entitled 'Positive Behaviour Management Techniques' which is available in the Teacher's Common Drive or as a paper copy on request.

Low level disruptive behaviour should be dealt with by using the 'Consequences' approach as necessary. Many staff like the approach and find it a valuable tool for managing behaviour with all of their teaching groups. Other staff only use it with more challenging groups. Some staff do not find the need to use it at all. What **all** of us must do is concentrate on the positive behaviour we want and reward, reward, reward!

Consequences

- C1 A **polite, reasonable request** from the teacher. *State what the pupil is doing, ask them to stop!*
- C2 A **sterner, formal, final warning**. Remind the pupil they have been warned once. *Tell them there will be more serious consequences if they continue to choose to be disruptive.*
- C3 **See me!** The first punitive consequence. *Pupil stays behind at the end of the lesson (or other suitable time) to discuss what went wrong. A chance to **repair and rebuild**.*
- C4 A 30min Detention. Must be logged on e-Behaviour as texts are sent home. *The opportunity to **repair and rebuild** should be taken during the detention.*
- C5 60 min Detention and removal from the classroom. This is supported by the Faculty Leader. This must be recorded on e-Behaviour.

Failure to attend a C4 detention should result in a 60 min Faculty Detention.

Failure to attend a 60 min Faculty detention should be referred to Pastoral Manager/SDE to arrange isolation (ANL) or exclusion (SDE) as appropriate.

The most successful Behaviour Management Policies work because staff across the school apply the procedures consistently and in a unified manner. The SEAL Approach works. It works better if everyone uses it.

However, at times, this may not be possible or appropriate and Pastoral Managers 'On Support' should be involved. A telephone call to Kerry Emery on Pupil Reception (141) or sending a message by another pupil may be the most appropriate method of notifying 'On Support'. Following consultation with the member of staff involved a suitable course of action will be implemented. In all cases of negative behaviour the Pastoral Manager and/or the House Tutor should be informed by e-mail. 'On Support' referrals are generally electronically recorded.

Similarly, incidents of out of classroom negative behaviour which require support, should be referred to Pastoral Managers or other colleagues (LG, staff on Duty etc). Details of the incident and information about action taken should be passed on to the House Tutor and/or Pastoral Manager.

Particular note should be made of incidents which are related to bullying, racial or sexual harassment or involve pupils with disabilities or SEN.

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management, particularly in terms of its impact on teaching and learning is provided to support the implementation of the Policy.

Managing behaviour using the 4 stage approach

Pupils who consistently exhibit negative behaviour are placed on a Behaviour Management Plan.

The management of such pupils' behaviour is based upon a 4 stage approach.

Stage 1 – Behaviour Manager is normally the pupil's House Tutor

Stage 2 – House Tutor is supported by the Pastoral Manager

Stage 3 – House Tutor is supported by Leadership Group/ Head of Key Stage

Stage 4 – House Tutor is supported by Leadership Group/ Headteacher

At all stages a time related targeted Behavioural Management Plan is formulated and significant parental involvement takes place. Other members of staff, depending upon individual need, may be involved (e.g. Inclusion Manager, Learning Mentors, SEN staff, SSAs and, where appropriate, External Agencies)

If behaviour is successfully modified pupils will move down a stage. Conversely a failure to do so will result in a movement to the next stage. Failure to respond positively at Stage 4 may result in Permanent Exclusion. Day to day monitoring of the Plan [recording and punishment or rewarding of behaviour] is normally conducted through a card system, daily meetings with the pupil and frequent contact with parents or carers. In the event of a pupil being on Stages 2-4 the House Tutor remains the pupil's key worker/behaviour manager and should be supported and involved in all decisions taken.

The names of all pupils on Behavioural Management Plan is on a board in the Staffroom and should be regularly updated by the Behaviour Manager.

Exemplar documentation follows this appendix.

Rewards and Responsibilities awarded for positive behaviour

Positive behaviour [and regular attendance see Attendance Policy] should not be taken for granted. They should be actively taught and reinforced.

How?

- frequent use of encouraging language and gestures in lessons and around school so that positive behaviour are instantly recognised – not to be underestimated
- Credits and Merits awarded in lessons resulting in certification and badges, prize draws, House Cup etc.
- recognition in special celebration assemblies
- possibility of prizes awarded for best behaviour and most improved behaviour
- letters, telephone calls and postcards to parents and carers recognising positive behaviour
- emphasis through Progress Reports and Full Reports on importance of positive behaviour in terms of the enhancement of learning
- stress at Parents' Evenings the positive behaviour of individual pupils

Sanctions for negative behaviour

Where and when a pupil fails to follow the rules and conduct expected in school sanctions and support will be put into operation.

The Consequences Approach is the preferred strategy but a range of strategies can be employed by teaching staff:

- detentions [after lesson] **usually 30mins** but up to 1hr 30mins for Faculty and other detentions. 24hrs notice must be given to parents/carers
- extra work [after lesson]
- lines/ spelling lists [after lesson]
- short term removal from lesson [at the time]. Pupils should not be left outside a classroom for more than 5mins
- pre arranged agreements with other colleagues [at the time]
- direct contact with parents [after lesson]
- referral to Faculty/Subject Leader [at the time]
- referral to Pastoral Manager [after lesson]
- referral to Learning Mentor [after lesson] if known
- referral to Behaviour Manager [Stages 1-4]
- referral in extreme cases to 'On Support' [at the time]
- Isolation (Arranged via referral to ANL)
- Fixed Term Exclusion (Usually via SDE/IAE)
- Permanent Exclusion

Pupils can be kept after school for **up to 10 minutes** – although in some cases it has been requested, by parents, that 24 hours notice is given [e.g. younger siblings being picked up from Junior Schools]. In all other cases 24 hours notice should be given if a detention exceeds ten minutes except if prior parental permission has been given. Even then it may be wise to inform parents to avoid unnecessary concern.

Pupils who fail to attend a teacher's 30min detention should be issued with a second detention for 1hr. Faculties are expected to have a system in place which supports this. Pupils failing to attend the second detention should be referred to the Isolation Room.

Report Card systems operate to closely monitor the pupil's progress and identify areas of strength and weakness so the appropriate intervention can be used. Parents play an important role in this through support work at home and checking the report card regularly. Communication with the key worker [Tutor and/or Pastoral Manager] is encouraged via the Card, telephone and meetings. Written documentation is preferable.

Where there is a serious breach of discipline, pupils may have a fixed term exclusion from school. Parents, Governors and the Authority are kept informed at all stages. Permanent exclusions will be considered as per DCSF Guidelines. The decision to permanently exclude will usually be a final step in a process of dealing with disciplinary offences following other strategies already tried. There may be exceptional circumstances where it would be appropriate to permanently exclude following a one-off offence.

The Use of Force to Control or Restrain Pupils **Information for Staff and Governors**

The DCSF issued clarification of the powers of staff to use reasonable force on children. Clarification set out the need for schools to include advice to staff in a school's Behaviour Management Policy.

A summary of the guidelines on the use of force is presented here for staff information.

Principles

Everyone has the right to be protected from harm, violence, assault and acts of verbal abuse. Reasonable force will only be used when other behaviour management strategies have failed or pupils and staff are at risk. Physical intervention must be kept to a minimum. Guidance information and training for staff will be made available. Clear communication with parents is essential.

Authorised Staff

From 1/9/03 any staff authorised by the Headteacher to have control or supervision of pupils can use 'reasonable force to control or restrain' pupils.

Authorised staff will include:

Teachers, Classroom Assistants, Learning Mentors, SSAs, Midday Supervisors, Pastoral Managers

All the above must receive information on the use of force on children.

When force can be used

The law is clear that authorised staff can 'use such force as is necessary in all the circumstances to prevent a pupil from doing, or continue to do, any of the following':

- Committing a criminal offence
- Injuring themselves or others
- Causing serious and significant damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or amongst any of its pupils. This can occur in the classroom or elsewhere.

The provision to use force applies on the school premises and on occasions when staff have lawful control or charge of the pupil e.g. on a field trip or out of school activity.

It has always been possible to use a degree of force in self defence if attacked, provided no disproportionate degree of force is used. Similarly if a pupil was at immediate risk of injury or on the risk of inflicting injury on someone else, staff would be entitled to intervene. These rights remain unchanged by the new legislation.

What is reasonable force?

There is no legal definition of reasonable force. Two things are relevant considerations:

- Force can only ever be reasonable if the circumstances of the situation warrant it.
- Force must not be used to prevent a pupil committing a trivial misdemeanour nor when a situation could be resolved without force.

Wherever possible staff must try to stop misbehaviour by using normal classroom management strategies first.

This is particularly vital when dealing with incidents in the third category described above. The degree of force must be in proportion to the circumstances of the incident and the age, sex and understanding of the child involved. Any force used must be the minimum needed to achieve a resolution to the problem.

Recording incidents

Record in detail using the form RF1 any incidents where physical force has been used.

Report all incidents to the Headteacher.

All incidents will be kept in a confidential record book.

Following any report of the use of force the Headteacher will fully investigate the circumstances in which force was used. The findings will be available on request.

Governors will be made aware of the confidential record book.

Involving parents

Parents will be informed immediately by Leadership Group to discuss the situation.

Follow up with a pupil and parents will take place as part of the schools Behaviour Management Policy.

Any allegation or complaint by a pupil or parent as to the inappropriate use of force will be openly and thoroughly investigated inline with the school's procedures for dealing with allegations of misconduct.

Summary

Staff should work within the following guidelines if needing to use force.

- Wherever practicable staff must tell the pupil to stop and what will happen if she/he does not.
- Wherever possible attempts must be used to diffuse the situation orally and prevent it from escalating.
- Communicate with the pupil throughout the incident making it clear that the physical restraint being used will stop as soon as it ceases to be necessary.
- **DO NOT USE FORCE** when angry or frustrated or to punish the child.
- Summon assistance prior to using force if at all possible.
- Avoid any physical contact which can lead to injury:

Blocking a pupil's path, holding, pushing, leading by the arm, placing a hand in the centre of the back would all be considered acceptable.

Tripping, slapping, punching, twisting arms, pulling ears or hair, holding round the neck, holding a pupil face down to the ground would **NOT** be acceptable.

- Avoid holding or touching a pupil in any way in which could be considered indecent.
- Physical force must be considered a **LAST RESORT** for dealing with poor discipline.
- Any force used must be reasonable for the circumstances and must be aimed at control and restraint not at punishment.

Staff should keep this document for reference.

Anti-bullying policy

Rationale

Incidences of bullying affect everyone from the bully to the witnesses who are in the vicinity of a victim. If left unchecked, bullying can have detrimental effects on our pupils' mental well being both in the short and long term. The aim of this policy is to reduce bullying within our school by incorporating clear mechanisms to deal with any type of bullying that is reported.

Pupils' have the right to learn in a supportive, caring and safe environment without the fear of being bullied. A school which is well disciplined and promotes good citizenship should minimise the occurrence of bullying which can only be described as being anti-social.

Aims

- To promote a safe and happy school environment where all pupils are free from harassment, threats and any type of bullying behaviour
- To achieve a situation in which all involved parties understand and subscribe to the fact that bullying is unacceptable behaviour
- To reduce and seek to eliminate bullying in all of its forms, throughout the school
- Cases of bullying will be dealt with consistently and in a constructive manor.

Objectives

- To take action to deal with bullying incidents when they occur
- To regularly monitor the level of bullying within the school
- To undertake curriculum activities with pupils to raise awareness of the unacceptability of bullying
- To increase the reporting rates of bullying
- To inform parents of the school's approach to bullying prevention through access to this policy

What is bullying?

Bullying is a collective term that is used to describe a range of behaviours, these include:

Name calling, teasing, threats, extortion, physical assault, damage to property, theft, ridicule in front of others, spreading rumours and deliberate social exclusion.

Bullying involves an abuse of a power relationship between the stronger (bully/bullies) and the weaker (victim). It is behaviour that is repeated over time.

Different types of bullying include:

Physical – hitting, kicking, spitting, stealing/abusing someone else's belongings etc.

Verbal – Name calling, threats, spreading rumours etc.

Emotional/psychological – Excluding someone from a group, humiliation.

Racist – Insulting language/gestures based on ethnic origin/faith.

Sexual – Insulting language/gestures, name calling, graffiti, unwanted physical contact.

Homophobic - Insulting language/gestures, violence, name calling.

Electronic – Bullying through text message, internet.

Bullying is the abuse of power by one person over another. All types of behaviour listed above are unacceptable and will not be tolerated at this school.

What the School will undertake to do

- In order to achieve the aims and objectives as set out in this policy, the school will undertake the following actions:

Implement Anti-Bullying lesson plans through Student Support and tutor periods.

Increase student empathy with victims by: -

- Increasing reporting rates and increasing assertiveness skills for victims.
- Implement an anonymous reporting form scheme via a bullying or concern box.
- Investigate and take action to stop bullying that has been reported in conjunction with the school ***Behaviour Management Policy***.
- Inform parents if their child is being bullied.
- Review supervision at break and lunchtime by making duty staff aware of areas where more frequent acts of bullying are taking place.
- Keep bullying on the agenda through assemblies, events and posters.
- Regularly consult pupils on the issue of bullying through the school council
- Form an anti-bullying working party, which will include students, staff, governors and parents.

School Ethos with regards to Bullying

Highfield High School regards bullying in all its forms as a very serious issue and completely unacceptable. The school will continuously work to create an environment where bullying is seen by all pupils as unacceptable and will always investigate and take action to stop incidences of bullying that are reported.

Staff Responsibilities

- To be aware of the policy and act in accordance with it.
- To challenge all observed forms of bullying.
- To record and investigate all reported incidents and take action through the existing House System.
- To inform the Schools Child Protection Officer of any severe cases of bullying.
- To undertake regular discussions with Heads of House, other staff, parents and pupils to ensure that this policy being implemented.
- Try to involve outside agencies (connexions etc).

Pupil Responsibilities

- To report all incidents of bullying to staff, either incidents where the pupil(s) have witnessed incidents of bullying or where the pupil is a victim of bullying.
- To treat other pupils and staff with respect and promote the caring ethos of the school.

Parent Responsibility

- To support the school in the implementation of this policy.
- To inform the school of any bullying incidents that are reported to them.

Dissemination of this policy

This policy will be disseminated to the parents or guardians of all pupils. Key points from this policy will be displayed prominently within the school on notice boards. It will also be disseminated to pupils via assemblies, the school handbook and curriculum activities.

Behaviour Management Policy

Appendix 9

Substance Related Incidents

- Substance related incidents will be taken seriously
- A range of responses/sanctions may be used including the involvement of outside agencies

- The involvement of a member of the Leadership group must be sought in the case of an incident involving alcohol or illegal drugs
- Circumstances leading up to the incident must be investigated and logged
- This policy also applies to college days, school holidays, visits and field trips

Intoxicated Pupils

The safety of the pupil(s) involved must be considered and the following procedures will be implemented as appropriate:

- Isolation in a safe place
- Supervision
- Involvement of a member of the Leadership Group plus a first-aider
- Professional medical help sought
- Parental contact
- Involvement of support agencies
- Implementation of disciplinary procedures as appropriate. This must include a fixed term exclusion or period in the IU

Possession of alcohol, tobacco, illicit/illegal drugs or other intoxicating substances

- Possession by pupils of alcohol, tobacco, illicit/illegal drugs and other intoxicating substances is forbidden in school
- If any of the above substances are discovered on a pupil, they will be confiscated and the parents informed
- Pupils discovered in possession of drugs on school premises will be subject to a fixed term exclusion and may face permanent exclusion depending on the type or quantity of the drug. The police must be informed.
- Pupils responsible for supplying drugs to others at school will face permanent exclusion, in accordance with the DCSF guidelines. The police must be informed.
- Confiscated drugs must be kept in the safe until they can be handed over to the police
- Other substances should be kept in a safe place until collected by parents. They must never be given back to the pupil
- Statements need to be taken from all pupils involved including witnesses
- Staff may request pupils suspected of concealing drugs to turn out their pockets and bags. Refusal to do so may result in contacting the police
- The discovery of drug related paraphernalia will also be reported to the police

Actions of Outsiders

- The discovery, on or adjacent to the premises, of outsiders suspected of using or supplying drugs or alcohol will result in contact with the police. A member of the Leadership group will make this contact.