



The Henry Box School

Founded 1660

Behaviour, Suspensions and Exclusions Policy

Appendix A: Physical Intervention Procedure
Appendix B: Substance Misuse Procedure

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Appendix 1: Written statement of behaviour principles

1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension from maintained schools, academies and student referral units in England 2017](#)

- [Suspension and permanent suspension from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. DEFINITIONS

Misbehaviour is defined as behaviour that is not ready, respectful and safe, for example:

- Disruption in lessons, between lessons, and at brunch and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Anti-bullying policy is available on the school website in the Policies and Procedures section:
<https://www.henrybox.oxon.sch.uk/287/statutory-information/category/24/policies-and-procedures>

5. ROLES AND RESPONSIBILITIES

5.1 The Local Committee

The Local Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or Form Tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. SCHOOL BEHAVIOUR CURRICULUM

We expect students to be ready, respectful and safe. Our approach is warm-strict.

The Henry Box School aims for all of its students to be well-motivated and self-aware learners, who can conduct themselves appropriately in a range of situations. We also aim to create an ethos and an environment in which students feel safe and in which they can learn to interact respectfully, sensibly and maturely with others. We want our students to develop into responsible citizens, playing an active part in the school, local and wider communities. We want students to behave appropriately because it is the right thing to do. Underpinning this, we expect all staff to be positive role models. We believe that all members of the school community deserve to be treated with dignity.

To meet our aims:

- staff will model the positive behaviour and character attributes we expect to see in students
- the school strives to ensure that all members of the school community feel valued, feel safe and have the right to be treated with dignity, courtesy and respect
- staff will explicitly teach the behaviour we want to develop in our students
- the school has clear systems for recognition which encourage motivation and aspiration and promotes positive, respectful behaviour and develops students as active citizens
- the school has high expectations for behaviour and conduct that promote a positive ethos in classrooms and around the site
- the school has a clear set of rules and sanctions for behaviour in classrooms, around the site and when students represent the school in the wider community
- staff are consistent in the expectations we have of students and in their employment of strategies to encourage students' positive behaviour for learning
- learning is purposeful, stimulating and at an appropriate level of challenge
- the school will employ a variety of supportive measures (including services from outside of the school) where a student's behaviour and/ or attendance is of particular concern
- parents/carers are engaged as a matter of course in supporting the school where there are concerns over a student's behaviour and/ or attendance

We have three rules. We ask that students are:

Ready
Respectful
Safe

All students are expected to follow these three rules and our 'Behaviour Blueprint' can be found here:

<https://www.henrybox.oxon.sch.uk/1768/behaviour-and-attitudes-ready-respectful-safe?search=behaviour>

Schools have the power to discipline pupils for poor behaviour which occurs off the school premises to such an extent as is reasonable. For more information about what the law allows, see:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

The sanctions that the school imposes must be proportionate. They include:

- Removal from lessons
- Time Out

- Community Service
- Behaviour Panel – School Leaders
- Disciplinary Panel – Local Committee
- Suspension (see below)

The Education and Inspections Act 2006 allows teachers and other authorised persons to use physical control or restraint with such force as is reasonable in certain circumstances. For more information, please go to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

A member of staff may seize any item which is considered harmful or detrimental to school discipline and retain or dispose of a pupil's property so long as it is reasonable in the circumstances. They may also search without consent for 'prohibited items'. For more information on the power to use reasonable force, confiscation and what must be done with prohibited items, see: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Reparation

In cases where there the school considers a student is responsible for reckless or intentional loss or damage to school property, the school will require a reasonable contribution to be made by the parents/carers towards the cost of replacement or repair. If the parents/carers are not willing to make a reasonable contribution and/or agreement cannot be reached within a reasonable time, the school reserves the right to pursue such costs through legal proceedings if necessary.

Where a student makes an unfounded malicious allegation against a member of staff, the Headteacher will consider whether any disciplinary action is appropriate. The terms of the sanction will depend on the nature and seriousness of the allegation and may include suspension.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, visitors and each other
- In class, make it possible for all students to learn
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Students are allowed to have mobile phones with them on-site but they must be turned off and in bags at all times.

- Phones will be confiscated if seen and returned at the end of the day. If the phone use becomes a persistent problem then parents will be contacted and other measures will be put in place by the Learner Engagement Team.
- These plans are in place to mitigate the risks of distraction, disruption, bullying and abuse.

7. RESPONDING TO BEHAVIOUR

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Behaviour Blueprint
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information:

https://henrybox.s3.amazonaws.com/uploads/key_information/Child-Protection-Safeguarding-HBS-Oct2021.pdf?t=1664279097

7.3 Responding to good behaviour

When a student's behaviour meets or goes over and above the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

- Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- Positive behaviour will be rewarded with:
 - Verbal recognition (PIP Praise in Public, RIP Rebuke in Private)

- Communicating recognition to parents via a phone call, postcard, badges on SatchelOne, House Points
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as Student Leader status or being entrusted with a particular decision or project
- Whole-class or year group recognition
- House competitions, House Cup

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- After school restorative meeting if student has been removed to another room
- School-based community service, such as tidying a classroom
- Referring the student to a School Leader for mentoring
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, a DSL or School Leader who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the School Leader: Learner Engagement and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform a DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on MyConcern.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the School Leadership Team will make the report in consultation with the Headteacher/Deputy Headteacher. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information:

https://henrybox.s3.amazonaws.com/uploads/key_information/Child-Protection-Safeguarding-HBS-Oct2021.pdf?t=1664279097

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy https://henrybox.s3.amazonaws.com/uploads/key_information/Child-Protection-Safeguarding-HBS-Oct2021.pdf?t=1664279097

8. SERIOUS SANCTIONS

8.1 Lateness

Students will be expected to catch up time for lateness during brunch or lunch or after school 2:05pm (Weds) or 3:05pm if appropriate.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by another colleague, usually within the Faculty, and will be removed for a maximum of one lesson. Any students who have been removed will attend an After School Restorative Meeting with the member of staff whose lesson was being disrupted. Parents will be informed.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class and are frequently disruptive, such as:

- School Leader mentoring for the remainder of the day
- Behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Suspension

A suspension suspends a student for a temporary (fixed) period with a view to the student being readmitted to the school at the end of the suspension. A student's fixed-term suspensions may not exceed 45 school days in any one school year. If a student exceeds 15 days of suspension in any one term, a Local Committee Disciplinary Panel must be convened.

The Headteacher is ultimately responsible for the decision to exclude and authorises every suspension. In the majority of cases, however, the recommendation to exclude and the process is undertaken by the School Leader for Learner Engagement who oversees students' conduct and welfare. When establishing the facts in relation to a suspension decision, the civil standard of proof will apply, i.e. on the balance of probabilities it is more likely than not that the fact is true, rather than the criminal standard of beyond reasonable doubt.

Fixed-term suspensions are used sparingly and in response to a serious breach of discipline or following an accumulation of issues.

Where a fixed-term suspension is issued:

- a member of school staff has a telephone conversation with the parents/carers of the excluded student, informing them of the reason for and length of the suspension
- the Headteacher writes to the parents/carers to notify them formally of the suspension and inform them of their legal rights and responsibilities
- the school will provide work for any fixed-term suspension of more than one day.

At the end of a fixed-term suspension a readmission meeting is convened before the student may return to lessons. Readmission meetings are usually led by a House Leader (or in the case of persistent offences or a very serious one-off offence another School Leader or the Headteacher) with the student and their parents/ carers also present. The purpose of the readmission meeting is to review the offence that led to the suspension as well as the provision in place to support the student's behaviour. If the House Leader/ School Leader is satisfied the student has learnt from the offence and will try their hardest to ensure it will not be repeated, the student will be readmitted to the school. However, the school may extend the suspension if it does not feel satisfied.

Permanent Exclusion

The Headteacher has responsibility for the decision to permanently exclude a student; this may be in response to a serious breach of discipline or following an accumulation of issues. It is an absolute last resort and is issued where other strategies or support have failed to improve a student's behaviour or if allowing the student to remain in school would seriously harm the education, safety or welfare of that student or others in the school.

Furthermore, it is the responsibility of the Headteacher to:

- regularly inform the student's parents/ carers of new decisions and developments in the case, parents/ carers rights of how to make representations to the Local Committee and where they may seek further advice
 - make arrangements for the continuing education of the student
 - convene a panel of Local Committee to review the decision to permanently exclude

See section 14.3 for the roles and responsibilities for the local committee and parents.

9. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. Anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where appropriate, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. SUPPORTING STUDENTS FOLLOWING A SANCTION

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead

11. STUDENT TRANSITION

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12. TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The principles of Ready, Respectful, Safe (Warm-Strict approach)
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. MONITORING ARRANGEMENTS

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent suspension and suspension
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, students, families, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed at least termly by School Leader: Learner Engagement.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the School Leader: Learner Engagement.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Committee annually.

14. SUSPENSIONS AND PERMANENT EXCLUSIONS

14.1 Suspension Fixed-Term

A fixed-term suspension suspends a student for a temporary (fixed) period with a view to the student being readmitted to the school at the end of the suspension. A student's fixed-term exclusions may not exceed 45 school days in any one school year. If a student exceeds 15 days of exclusion in any one term, a Local Committee Disciplinary Panel must be convened.

The Headteacher is ultimately responsible for the decision to exclude and authorises every exclusion. In the majority of cases, however, the recommendation to exclude and the process is undertaken by the School Leader for Learner Engagement who oversees students' conduct and welfare. When establishing the facts in relation to an exclusion decision, the civil standard of proof will apply, i.e. on the balance of probabilities it is more likely than not that the fact is true, rather than the criminal standard of beyond reasonable doubt.

Fixed-term suspensions are used sparingly and in response to a serious breach of discipline or following an accumulation of issues. Where a fixed-term suspension is issued:

- a member of school staff has a telephone conversation with the parents/carers of the excluded student, informing them of the reason for and length of the suspension
- the Headteacher writes to the parents/carers to notify them formally of the suspension and inform them of their legal rights and responsibilities
- the school will provide work for any fixed-term suspension of more than one day.

At the end of a fixed-term suspension a readmission meeting is convened before the student may return to lessons. Readmission meetings are usually led by a House Leader (or in the case of persistent offences or a very serious one-off offence another School Leader or the Headteacher) with the student and their parents/ carers also present. The purpose of the readmission meeting is to review the offence that led to the suspension as well as the provision in place to support the student's behaviour. If the House Leader/ School Leader is satisfied the student has learnt from the offence and will try their hardest to ensure it will not be repeated, the student will be readmitted to the school. However, the school may extend the suspension if it does not feel satisfied.

14.2 Permanent Exclusion

The Headteacher has responsibility for the decision to permanently exclude a student; this may be in response to a serious breach of discipline or following an accumulation of issues. It is an absolute last resort and is issued where other strategies or support have failed to improve a student's behaviour or if allowing the student to remain in school would seriously harm the education, safety or welfare of that student or others in the school.

Furthermore, it is the responsibility of the Headteacher to:

- regularly inform the student's parents/ carers of new decisions and developments in the case, parents/ carers rights of how to make representations to the Local Committee and where they may seek further advice
- make arrangements for the continuing education of the student

- convene a panel of Local Committee to review the decision to permanently exclude

14.3 Roles and Responsibilities

Local Committee

The Local Committee regularly reviews systems for maintaining standards of attendance and behaviour, including scrutinizing exclusion figures. If, following readmission by the Headteacher, another suspension is issued, a Local Committee Warning Panel, consisting of one or Local Committee members, may be convened at the request of the school.

The purpose of this panel is to support the student to improve his/her behaviour, to realise the seriousness of their behaviour and the impact this may have on their future at the school.

A Local Committee Disciplinary Panel is convened:

- if a student exceeds fifteen days of suspension in any one term
- at parental request for students with more than five and up to fifteen days suspension in any one term
- if it would result in a student missing a public examination or national curriculum test
- if the Headteacher has made the decision to permanently exclude a student.

The Local Committee delegates their functions with respect to the consideration of an exclusion decision to a designated sub-committee (Local Committee Disciplinary Panel). The Panel consists of up to three Local Committee Volunteers who do not have a connection with the student and do not have knowledge of the incident/s that led to the exclusion/s which could therefore affect their ability to act impartially. It is the Panel's responsibility to review the school's decisions to exclude as well as any support in place to improve the student's behaviour.

When reviewing a fixed term suspension, they may also make recommendations to the student, their parents/carers, or the school to help avoid permanent exclusion in the future.

The following parties will be invited to a meeting of the Local Committee Disciplinary Panel and allowed to make representations:

- Parents/carers
- Student
- Headteacher and/or School Leader: Learner Engagement

It is the Panel's responsibility to review the incident or accumulation of incidents and the Headteacher's decision to suspend, taking into account the views of the student and their parents/carers. The panel will decide either to uphold or agree to the reinstatement of the student immediately or on a particular date.

The school may also seek the advice of the Local Authority's Social Inclusion Officer.

Parents/Carers

Parents/carers of an excluded student have a legal responsibility to ensure their child is supervised throughout the period of the exclusion. The student is not permitted to be in public during the school day without reasonable justification.

Parents/carers should ensure that work provided for their child is completed and returned to school for marking.

Because the support of parents/carers is important for students to avoid further exclusions, an excluded student must be accompanied by a parent/carer at any readmission meeting for the student to be permitted to return to lessons.

Parents/carers have the right to make representations to the Local Committee regarding the school's decisions to exclude their child. Further information is always included on exclusion letters sent home. Parents are also provided with contact numbers for external impartial advice.

15. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions and suspensions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life



The Henry Box School

Founded 1660

Physical intervention with students procedure

Appendix A

1. INTRODUCTION

All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare.

On occasions the use of physical intervention, including restraint, may be necessary to meet the duty of care. The purpose of this procedure is to provide guidelines which

- safeguard the welfare of the child or young person and
- help staff and others working with children to work safely and responsibly

2. DEFINITIONS AND REFERENCES

Duty of care: the duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of the child or young person involved in any activity or interaction for which that individual or organisation is responsible.

Safeguarding: the process of protecting children from abuse or neglect, preventing impairment of their health and development and ensuring that they grow up in circumstances consistent with the provision of safe and effective care.

Contingent Touch: this is touch involving little, if any, active resistance such as reassuring touch, physical prompts and guides and unobtrusive personal safety responses to low level risks.

Restraint: the positive application of force with the intention of overpowering a person such as holding someone to prevent them harming themselves or another.

Reasonable and Proportionate force: the minimum degree of force that should be used to achieve the desired result.

Authorised Staff: authorised staff are all those who are authorised by the Headteacher to have charge or control of students, including teaching assistants, caretakers and voluntary helpers. They may be employed permanently or temporarily and for short or longer periods, e.g. for a school trip.

Reference has been made when compiling this policy to the following sources of guidance:

- Keeping Children Safe in Education 2016 DfE
- The Children Act 1989
- S93 Education and Inspections Act 2006
- Guidance for Safer Working Practice for Adults who Work with Children & Young People OCC 2015
- Positive Handling Policy OCC 2011
- Use of Reasonable Force in Schools July 2013 DfE
- Searching, screening and confiscation February 2014 DfE

Related Henry Box School policies:

- Behaviour and Exclusions Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy

3. PRINCIPLES, AIMS AND OBJECTIVES

The Henry Box School recognises that it may be necessary to intervene physically in the best interests of the child where there is an obvious risk of significant harm or damage to persons or

property. The school is committed to ensuring that its staff are clear about the situations in which physical intervention with a student is an appropriate act of care and control and will work in an open and transparent way and continually monitor and review their practice. The policy applies to all staff who are authorised to use physical intervention.

The Education & Inspections Act 2006 allows teachers and other authorised persons to use physical control or restraint with such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing a criminal offence; or injuring themselves or others;
- causing significant damage to property (including the student's own property),
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom, during a teaching session or elsewhere.

The provision applies when an authorised person is on the school premises, or when he or she has lawful control or charge of the student concerned elsewhere, e.g., on a field trip or other authorised out-of-school activity.

In addition to the general power above, authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items (except those items banned under the school rules). For further information, see

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour, or the consequences it is intended to prevent. **Any force used must be the minimum possible to resolve the situation**, e.g. shepherding, blocking a student's path, holding (the sort a reasonable parent, or those with parental responsibility, may use), leading by the arm, pushing (with enough force to resist someone's movement).

Staff should not intervene if they judge that by doing so there is an increased chance of someone getting hurt. Instead they can do other things such as make the environment safer, remove other students and get help.

Physical contact (contingent touch) may be necessary to demonstrate exercises and techniques, e.g. in Dance or PE lessons. Students with Special Educational Needs or Disabilities (SEND) may need physical prompts or help. Some students may need comforting when distressed. In all circumstances adults will only touch children in a safe and open environment and in ways which are appropriate to their professional or agreed role and responsibilities and for the minimum time necessary. They will use their professional judgement at all times and take note of the child's reaction.

Some job responsibilities may require intimate physical contact with students regularly, e.g. assisting with toileting for disabled students. The nature of such contact will be in accordance with a plan formally agreed between the student, parents/carers and the school where the views of the student have been actively sought.

Education staff working with students with Special Educational Needs or Disabilities can face particular challenges in the area of physical restraint. Where the possibility of physical intervention is part of a behaviour management plan, all identified behaviours necessitating use of physical

intervention will be formally risk-assessed, taking into account the student's needs, the most appropriate techniques to use and any relevant medical advice.

4. PROCEDURE

When using physical restraint, staff must

- remain calm
- consider all other steps be taken to avoid the need for physical restraint, e.g. distraction or diversion
- use only reasonable force. **Under no circumstances will physical intervention be used as a form of punishment.**
- avoid touching or holding a student in a way that might be considered indecent
- stop intervening physically as soon as order has been restored
- get help if necessary, including someone to act as a witness
- record what has happened

Records of incidents should include the following information:

- the name(s) of the student(s) involved o the names of witnesses and witness statements of what they saw
- names of staff involved and the extent of involvement
- when and where the incident took place
- details of the behaviour
- steps taken to defuse and resolve the situation
- why the use of force was deemed necessary
- the student's response
- the outcome of the incident including details of any injury or damage to property and details of any medical treatment required
- details of any follow-up, including contact with the parents/carers of the student(s) involved and any other relevant details, e.g. the involvement of any other agency, eg the Police.

We will ensure that the student and the member of staff have immediate access to First Aid if necessary. The student will be given supervised time to calm down. When it is considered appropriate, a member of staff will discuss the incident with the student, who will be given an opportunity to explain his/her actions. We will also support where necessary any other student who may have witnessed or been involved in the incident leading to physical intervention.

A member of the Leadership Team will also debrief the member of staff concerned and discuss his/her welfare and support needs. A decision will be made whether there is a need to follow up the student's actions with a sanction. Each case will be dealt with individually and will take account of evidence such as statements and personal circumstances. The response will be discussed with the members of staff involved and the family of the child.

Reintegration into school/classes will be managed by the pastoral support team. Support for the student may involve anger management, a behaviour or pastoral support plan or other interventions deemed appropriate and agreed by the family and pastoral team leading the follow-up to the incident.

5. ROLES AND RESPONSIBILITIES

Staff are responsible for informing at the earliest opportunity the Headteacher or another member of the School Leadership Team of any incidents requiring physical restraint. The Headteacher's PA will keep detailed and up-to-date records of any incidents where restraint is used. Parents will always be informed of such an incident by the pastoral team.

A suitably-trained senior member of staff will give guidance about physical intervention as part of the school's safeguarding students refresher training which is available to all staff once every term. In cases where it is known that a student may on occasion require physical intervention, the School Leader: Inclusion will advise the School Leadership Team.



The Henry Box School

Founded 1660

Substance Misuse Procedure

Appendix B

1. INTRODUCTION

The purpose of this procedure is to safeguard the health and safety of students and others who use the school, as well as to clarify to staff, students, parents/ carers, Local Committee Volunteers, Trustees and the wider community the school's approach to drugs, alcohol and other substances.

It is acknowledged that our school community plays an important role in tackling substance misuse by providing education and pastoral support to all students. It is our aim to help all students take their place safely in our society where a wide range of substances exists. We recognise that some substances have beneficial effects, but also that each has the potential to harm. For this reason, all substances need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand their nature, their social and legal status, their uses and effects.

2. DEFINITIONS

A drug is defined as **'a substance people take to change the way they feel, think or behave'**. For the purpose of this procedure, this includes illegal substances as defined by the Misuse of Drugs Act 1971 and also legal substances such as: alcohol and tobacco, including electronic cigarettes, volatile substances, 'legal highs', performance-enhancing drugs and over the counter and prescription medicines (*DfE and ACPO Drugs Advice for Schools September 2012 and National Drug Strategy 2008*).

Students may not at any time be in possession of a drug as defined above or any drug paraphernalia whilst at school. The definition of 'at school' includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to include other settings such as travelling to and from school, vehicles, boats, marquees or any venue managed by the school at the time, e.g. premises of a school trip or visit.

In preparing this procedure, the following sources have been consulted:

- DfE and ACPO Drugs Advice for Schools September 2012
- Searching, Screening and Confiscation: Advice for schools February 2014
- Oxfordshire County Council Model Drugs Procedure
- Drugs policies of other local schools

Related policies include:

- Behaviour, Exclusions & Attendance
- Safeguarding
- Medical
- Personal Development (PSHE)

3. PRINCIPLES, AIMS AND OBJECTIVES

The Henry Box School aims for all of its students to be well-motivated and self-aware learners, who can conduct themselves safely and appropriately in a range of situations. We also aim to create an ethos and an environment in which students attend well and feel safe, and in which they can learn to interact respectfully, sensibly and maturely with others. We want our students to develop into responsible citizens, playing an active part in the school, local and wider

communities, including the workplace. Underpinning this, we aim for all staff to be positive role models.

4. PROCEDURE

To achieve our aims, we will:

- Keep the health and safety of our school community and the pastoral needs of students as our first concern
- Provide a supportive, nurturing environment in which all students and staff are encouraged to develop their knowledge and understanding about drugs
- Provide a Personal Development (PSHE) curriculum that encourages students to develop their understanding of drugs and how to lead a healthy lifestyle. All drugs education should be relevant and appropriate to students' ages and ability
- Provide targeted intervention and support for individual students where we are concerned about drug misuse
- Maintain a zero tolerance to the misuse, possession, supply or dealing of drugs on school premises
- Regularly evaluate the effectiveness of our drugs education and sanctions for drugs offences
- Train and support school staff so they understand the drug procedure and their role in implementing it
- Liaise with the Police and other services
- Ensure the Designated Safeguarding Officers have training that is current and reflects changes to national and local drugs strategy.

5. PROCEDURE

5.1 Drugs Education

Drugs issues and education will be co-ordinated by the School Leader: Personal Development supported by the members of the School Leadership Team (SLT). Drugs education is taught at Key Stages 3, 4 and 5 and is an important part of the Personal Development curriculum; it may also be covered in a variety of subjects such as Science and PE. The Personal Development curriculum is supported by a whole school approach and builds upon students' existing knowledge and understanding. The work covered may involve the Oxfordshire County Council services and use of external agencies such as the Police.

All staff are supported in their delivery of Personal Development and are trained in child protection and safeguarding procedures. In the event of a disclosure made by a student, staff will follow the Child Protection and Safeguarding Procedure to ensure that the correct procedures are followed. This may result in a referral to Social Care or the Police. Where possible, parents will be contacted to inform them of this action. However, the safety and well-being of the student is paramount and therefore there may be times when parents are not informed of our actions.

5.2 Dealing with Drugs Incidents in School

Students possessing, using, supplying or dealing illegal substances, including cannabis-infused products, will receive fixed-term or permanent exclusion. Where a student's future at our school is under consideration, a Local Committee Disciplinary Panel may be convened.

Possession (for personal use)

If a student is found in possession of drugs, suspected drugs or drug-taking paraphernalia, then the materials/ substances will be confiscated. Unless there is a safeguarding issue, the parents of the student will be informed as soon as possible. The Police may also be informed. If the student is under the influence of drugs, medical advice may be sought. The student will be isolated until the end of the day or until handed into parental care, whichever is sooner.

If the student is able to give a statement, that will be taken by the member of staff dealing with the incident and the Headteacher will be informed.

The student will usually be suspended for a fixed term for a first offence, but a permanent exclusion may be considered in certain circumstances and for repeat offences.

A meeting will be arranged for the parents, the student and representatives of the School Leadership Team, as well as any other key personnel currently involved with the student. At this meeting, the student's future will be considered. The two possible outcomes are that:

1. the student is readmitted at the end of their suspension with a clear contract and/or Pastoral Support Plan in place. The school may make a referral to relevant external agencies for support
2. the exclusion is made permanent.

Supplying Drugs

A student supplying/ sharing drugs in school will be suspended. The notes above about confiscation and information also apply. Initially, this may be a fixed term suspension until the incident has been fully investigated. This will involve the consideration of any evidence that is forthcoming and/ or statements that are made by the student/s involved or by others. If the investigation concludes that the student was supplying illegal substances in or through the school, the exclusion may be made permanent.

Buying Drugs

If the school becomes aware that a student was buying/ receiving drugs or planning to buy/ receive drugs from another, then the school will inform the parents and the Police. A suspension will usually be appropriate for a first offence; a permanent exclusion may be considered in certain circumstances and for repeat offences.

Under the Influence of Drugs

It may be that a student comes to school not in possession of drugs, but has recently taken drugs and is still under their influence. The medical needs of the student will be addressed. The student will be kept isolated from peers until s/he can be handed into parental care. If necessary, the school will ensure that the student has access to a doctor or hospital. A suspension will usually be appropriate for a first offence; a permanent exclusion may be considered in certain circumstances and for repeat offences.

Support to students

The 'Record of Readmission Meeting' written when a student returns after a suspension will incorporate details of any support required by the student to help in controlling his /her drug use. Support may be available via agencies connected with the school such as the School Counsellor, School Health Nurse or external agencies accessed via the Early Intervention service. School staff may also consider use of a Pastoral Support Plan (PSP) or the Early Help Assessment (EHA) in deciding how best to support a student in controlling his/ her drug use.

Details of the incident, suspension and the readmission meeting record will be placed on the student's file.

Prescribed Drugs on Premises

An up-to-date list of students taking prescribed drugs for long-term conditions is available to all staff. Parents must notify the school of any medicines that need to be taken in school hours, including on school trips. School staff who administer medication (whether voluntarily or as part of a contract of employment) should receive appropriate training. Medication must be in the original packaging with instructions for use and the expiry date.

In certain cases, prescribed emergency medicines may be kept on the school premises in specifically allocated places and may be administered by suitably trained staff only.

6. ROLES AND RESPONSIBILITIES

Local Committee

It is the responsibility of the Local Committee to support the Strategic Leadership Team in ensuring the aims of this procedure are met. To do this, the Local Committee will regularly evaluate our Personal Development curriculum and review incidents of suspensions for drugs offences.

As noted above, a Local Committee Disciplinary Panel may be convened where a student's future at the school is under consideration.

School Staff

The prevention of drug use is a whole school issue; all staff must understand the role they play in this important issue. The school is responsible for ensuring that staff understand this procedure and receive high quality training in terms of safeguarding concerns, the delivery of drugs education, dealing with incidents, etc.

The School Leadership Team, School Leader: Personal Development and House Leaders are responsible for evaluating the school's drugs education, ensuring that it is current, age-appropriate and enables students to make safe, healthy and responsible choices.

Searching and Confiscation

Under the Education and Inspections Act (2006) the Headteacher and authorised staff have a statutory power to search a student or students or their possessions, without consent, where we have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol

- illegal drugs
- stolen items
- tobacco, e-cigarettes, cigarette papers and matches
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - *to commit an offence*
 - *to cause personal injury to, or damage to the property of, any person (including the student)*

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for. At The Henry Box School this includes:

- Legal highs
- Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites') and vaping devices

Any student found to be in breach of this procedure will have the offending articles confiscated. Illegal drugs will be surrendered to the police. The school seeks to work with parents/ carers where there are concerns around drugs. This partnership is vital in supporting students to make safe, healthy, responsible choices.

Parents/ carers of a suspended student have a legal responsibility to ensure their child is supervised throughout the period of the suspension. The student is not permitted to be in public during the school day without reasonable justification. Because the support of parents/carers is important for students to avoid further suspensions, a suspended child must be accompanied by a parent/carer at any Readmission Meeting for the student to be permitted to return to lessons.