



# Behaviour for Learning Policy

|                            |   |             |
|----------------------------|---|-------------|
| <b>Responsibility</b>      | Students, Parents and Community Committee |             |
| <b>Status</b>              | Statutory                                 |             |
| <b>Approval date</b>       | 21 10 2025                                |             |
| <b>Review cycle / date</b> | 1 Year                                    | Autumn 2026 |
| <b>Reference</b>           | 002                                       |             |

The school has a detailed Risk Register which the Trust Board uses to monitor and measure the impact of its decisions as well as informing its planning. To ensure that Risk Management permeates the working of the Trust Board, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the “likeliness” and “impact” level for the appropriate risks.

## Contents

|   |    |
|---|----|
| 1. Aims   | 3  |
| 2. Legislation and statutory requirements   | 3  |
| 3. Definitions  | 4  |
| 4. Bullying   | 5  |
| 5. Roles and responsibilities   | 6  |
| 6. School behaviour curriculum  | 8  |
| 7. Responding to behaviour  | 9  |
| 8. Serious Sanctions  | 20 |
| 9. Responding to misbehaviour from students with SEND                                       | 21 |
| 10 Supporting students following a sanction   | 23 |
| 11. Student transition  | 23 |
| 12. Training  | 23 |
| 13. Monitoring arrangements   | 23 |
| 14. Links with other policies   | 24 |
| Appendix 1: Written statement of behaviour principles                                       | 25 |
| Appendix 2 - Student Version of Behaviour Policy (Student Code of Conduct)                  | 26 |
| Appendix 3 - Behaviour Strategy Flowchart Page 1 (Classroom Display) - Merits (Rewards)     | 27 |
| Appendix 4 - Behaviour Strategy Flowchart Page 2 (Classroom Display) - Demerits (Sanctions) | 28 |
| Appendix 5 - Weapons, Smoking, Alcohol and Illicit Substances                               | 29 |

## 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 and statutory requirements

This policy is based on 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 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion 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 online
- This policy complies with our funding agreement and articles of association.

### 3. Definitions

#### Misbehaviour

Misbehaviour is behaviour that does not positively reinforce our six school values and can be defined as:

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

#### Serious misbehaviour

Serious misbehaviour is defined as but not limited to:

- Bringing the school's reputation into disrepute
- Disrupting the management of the school
- Any form of bullying
- Homophobia
- Inappropriate sexual behaviour
- Under the influence and /or in possession of drugs or alcohol
- Prevent related incidents
- Racism
- Serious physical harm
- Repeated breaches of the school rules
- Posing a threat to members of the school community
- Posing a threat to members of the public
- 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 including electronic cigarettes / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Activity that undermines health and safety
- Disruption of the safe management of the school
- Possession of any prohibited items.

These are:

- Alcohol
- 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)

- Possession or use of any personal digital device (including mobile phones, smart watches, fitness trackers, tablets, laptops or similar devices) outside of the requirements set out in the Mobile Phones in School Policy
- Fireworks
- Illegal drugs
- Knives or weapons
- Pornographic images
- Replica weapons (including water pistols, etc.)
- Stolen items
- Tobacco and cigarette papers, electronic cigarettes / vaping products

#### 4. Bullying

The impact of bullying is often long-term and detrimental to the development of both the victim and the bully. It can take many forms: verbal, physical, emotional, racist, sexual, homophobic and cyber. We view any action taken by a student against another student, which makes an individual feel powerless, afraid or victimised in conflict with our ethos. Any such behaviour will not be accepted.

Bullying is very serious; all staff must be alert to the signs and all examples of bullying should be recorded and reported.

Staff do not have the option to not report bullying no matter how subtle it may be.

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:

1. Deliberately hurtful
2. Repeated, often over a period of time
3. 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"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul> | 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  |

| TYPE OF BULLYING          | DEFINITION  |
|---------------------------|---|
|                           | sexual reputation or performance, or inappropriate touching   |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Online-bullying           | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

## Prevention of bullying (anti-bullying)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy ([accessible here](#)).

All staff and volunteers will accept and recognise their responsibility to:

- Provide an environment which promotes the safety of the child at all times,
- Create a secure and happy environment which enables all students to develop both socially and academically,
- Develop an atmosphere of trust and openness where students can discuss problems,
- Develop a sense of self-worth and confidence,
- Protect individuals from victimisation and abuse,
- Expose incidents of bullying, so that they can be dealt with.

## 5. Roles and responsibilities

### 5.1 The Trust Board

The Trust board is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

### 5.2 The Head Teacher

The Head Teacher 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 (in Arbor)
- 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 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.

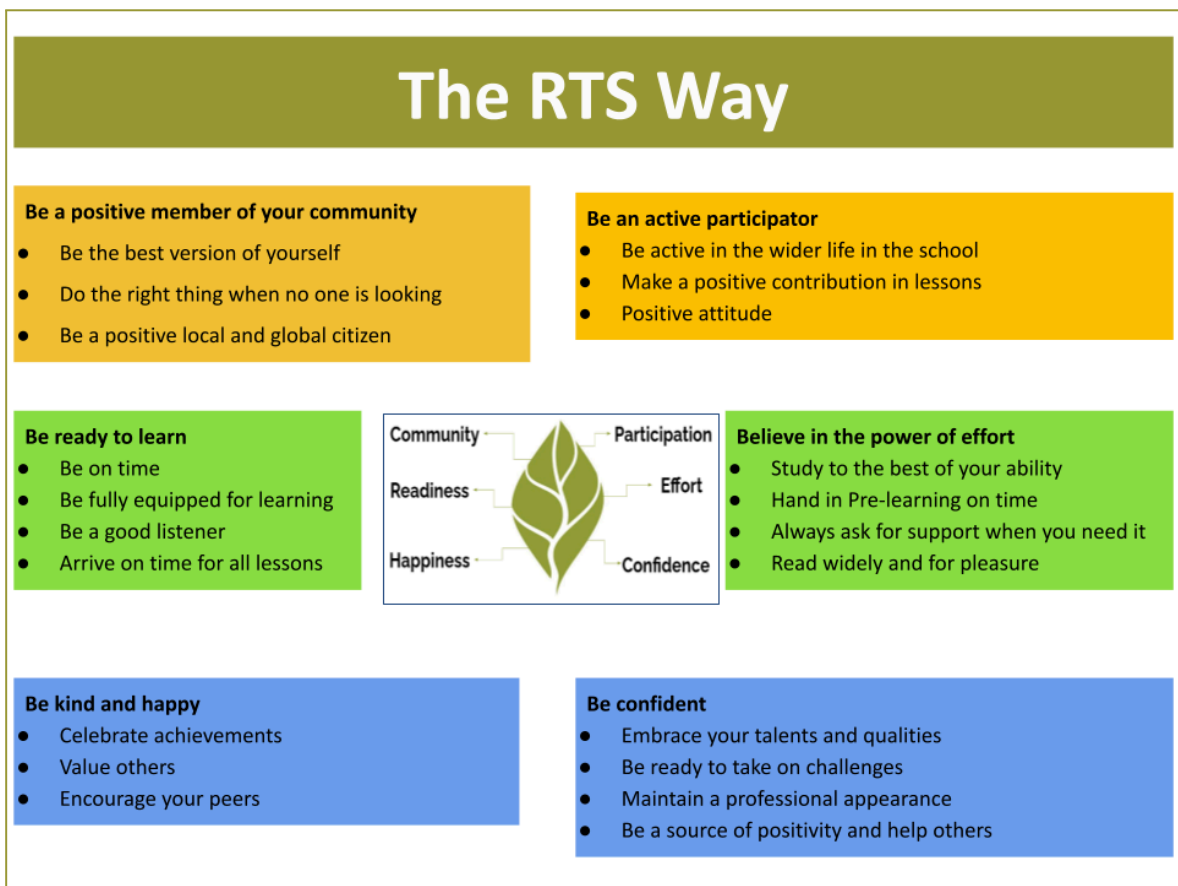
Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

## 6. School behaviour curriculum

The Richmond upon Thames School is an inclusive and aspirant school with an unrelenting focus on realising human potential. When students are engaged, they are ready to learn.

Students are expected to model the school’s six core values, this is known in school as ‘The RTS Way’.



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 phone use in school

- Possession or use of any personal digital device (including mobile phones, smart watches, fitness trackers, tablets, laptops or similar devices) outside of the requirements set out in the Mobile Phones in School Policy.
- Mobile phones and other wearable smart devices must be placed in a secure pouch at the beginning of the school day. Students can only unlock their phones at designated unlocking sites at the end of the school day
- Mobile phones and other wearable smart devices should not be used to cause a nuisance in the local community, e.g. playing of audio, video, conversations on loudspeaker on public transportation
- Any attempt to use a phone or non-school-issued internet-enabled device on the school site without permission or to take illicit photographs or videos will lead to confiscation of the device and withdrawal of network privileges. In some cases, the use of prohibited digital devices will lead to further actions to improve behaviour.
- Students are made aware of data protection, privacy laws and school policies surrounding improper use of digital devices to record video or images on school devices, land/property and or in a manner which may bring the school into disrepute.

For more details, see the school's policy for **Mobile Phone Use in School**.

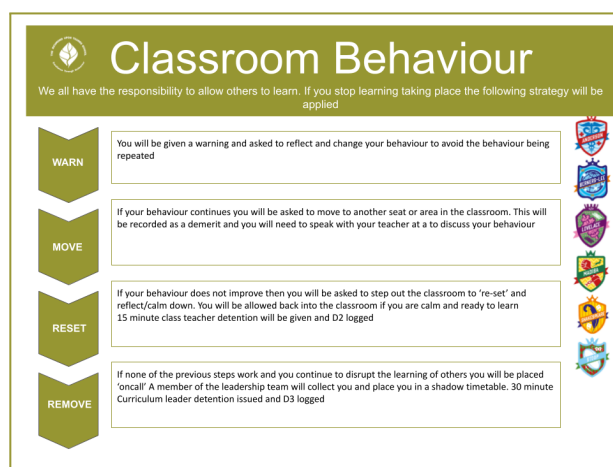
## 7. Responding to behaviour

### 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 curriculum or their own classroom rules
- Develop a positive relationship with students, which may include:

| The RTS Way                                      |  |
|--|--|
| Students   | Staff  |
| Follow the corridor one way system               | Check correct uniform is being worn around the school                      |
| Blazers must be worn in corridors                | Prepare an engaging DO NOW task to start lessons                           |
| Coats removed in school building                 | Welcome students at the door - one foot in, one foot out                   |
| Store coats and mobiles in locker                | Ensure students are in a seating plan via Arbor                            |
| Arrive to class in a punctual and orderly manner | Keep students in class at all times <i>unless they have a written pass</i> |
| Calmly enter class ready to learn                | Reward positive behaviours and successes                                   |
| Stand behind chairs start & end of lesson        | Dismiss students orderly and punctual for their next lesson                |
| Have all lesson equipment on desks               |  |



See student Code of Conduct Appendix 2

### 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 ([school website](#)).

### **7.3 Responding to good behaviour**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. 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.

We will reward student behaviours which reflect the RTS Way with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence: Values postcards, Subject postcards
- Certificates, prize ceremonies or special assemblies: End of term celebration assemblies, Head Teacher's Award, House Cup Winners' Board, Honours board, Subject Awards assemblies
- Student leadership roles, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards
- Giving merits
- Golden tickets

See the rewards flowchart at appendix 3.

### **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 responding to misbehaviour, 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 in response to unacceptable behaviour:

- Warn. Move. Re-set.
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Up to 10-minute restorative conversation with member of staff (break/after school)
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- Confiscation of prohibited item
  - Any personal device found outside of its Yondr pouch, or stored in breach of the Mobile Phones in School Policy, will be automatically confiscated. Devices will be retained securely for one week and may only be collected by appointment with a parent/carer
- School-based community service, such as tidying a classroom
- Homework catchup or subject catchup sessions
- Removal of the student from the classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Removal from Academic Tutor / Subject lessons for an agreed period of time (shadow timetable)
- Subject report / Academic Tutor report
- Agreeing a behaviour contract
- Values Programme (VP)
- Off Site Direction
- Suspension
- Permanent exclusions, 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.

See sanctions flowchart at Appendix 4.

#### **7.4.1 Restorative Approaches**

RTS promotes a therapeutic model of behaviour management and proactively seeks restorative approaches to support the behaviour strategy. Restorative approaches aim to:

- Establish the underlying issues that caused the poor behaviour
- Address any unmet needs of the student behaving poorly
- Acknowledge the adverse effect of poor behaviour on the learning of the whole community
- Reinforce high standards, agree on next steps and set targets for the next lesson

Restorative approaches achieve this by focusing on:

- Acknowledging harm done to individuals and the learning environment
- Personal responsibility and problem solving

- Interpersonal reflection
- Dialogue and discussion
- Repairing relationships through apology and reparation

Where there has been conflict or a breakdown in relationships between students, staff pursue a restorative approach and engage all parties involved.

### **Restorative Conversations**

The majority of behaviour for learning concerns can be discussed with members of staff in a restorative conversation during the school day or straight after school.

#### **7.4.2 Values Programme (VP)**

The Values Programmes (VP) uses a therapeutic model which provides mentoring, community service and reflection opportunities to support students' reintegration and improve their self-regulation.

When students are not performing community service duties or receiving mentoring they will be placed on the 'shadow timetable' where they will complete work, which is set for them via Google Classroom.

VP are timetabled on Mondays, Tuesdays, Wednesdays and Thursday from 09:30 to 14:30. When students are placed on a VP parents are informed in advance. VPs are no more than five school days.

#### **7.4.3 Support Plans and Contracts**

##### **Restorative Justice Contract (RJC)**

An RJC will be put in place by the HoY and/or SLT responsible for the student's year group following a conflict resolution in order to reaffirm behaviours of the students involved.

##### **Student Support Plan (SSP)**

An SSP will be put in place by the HoY and the SLT responsible for the student's year group following a meeting with the student and their partners/carers

##### **Student Behaviour Contract (SBC)**

An SBC will be put in place in consultation with the SLT responsible for the student's year group following a meeting with the student and their parents/carers.

### **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 (in Arbor) and reported to parents

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.

Details of our school's approach to physical restraint are set out in our Positive Handling policy in line with [DfE guidance for use of reasonable force](#).

## 7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 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 Head Teacher, or by the Head Teacher 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 Head Teacher, designated safeguarding lead (DSL) or deputy DSL or SLT-Year Link 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 Head Teacher or Designated Safeguarding Lead to try 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, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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:

- Desks
- Lockers
- Bags
- Electronic devices (e.g. Mobile phones, Smart wearable devices, etc.)

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 the 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 in the school's safeguarding system.

### **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](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Screening**

Screening can help provide reassurance to students, staff and parents that the school is taking measures to create a calm, safe and supportive environment. The school's statutory power to make rules on student behaviour and our duties as employers in relation to the safety of staff, students and visitors enables us to impose a requirement that students undergo screening.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all students for weapons before they enter the school premises.

At the Richmond upon Thames School we may screen students for mobile phones and other digital devices before they take mock and / or public examinations.

As part of a risk management plan, some students, as part of a safety plan agreement with parents and the school, will be screened for weapons before they enter the premises.

Where a student has a disability, in partnership with the SENDCO and parents/carers, the school will make reasonable adjustments to the screening process that may be required.

If a student refuses to be screened, the member of staff should consider why the student is not co-operating, and make an assessment of whether it is necessary to carry out a search.

See paragraphs 18-22 of DfE's [guidance on searching, screening and confiscation](#) for more information on when a student refuses a search, including sanctioning.

## **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, the Designated Safeguarding Lead will make the report.

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 ([here](#)).

## 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](#) for more information on responding to allegations of abuse against staff or other students.

## 8. Serious Sanctions

### 8.1 Detention

All staff are authorised to issue detentions depending on the severity of the misbehaviour. See appendix 4 for more information.

Students can be issued with detentions after school or on Saturdays during term time.

The school will decide whether it is necessary to inform the student's parents.

The statutory guidance does not require parents to be informed of a detention, but on occasions where students are kept for longer than 30 minutes, there will be contact home 24 hours in advance.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### 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. See 7.4.2 Values Programme (VP)

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
- Conduct investigations into serious behaviour incidents

Students who have been removed from the classroom are supervised by Middle Leaders or members of the Senior Leadership Team, and will be removed for a maximum of five school days.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher.

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.

Parents will be informed on the same day that their child is removed from the classroom.

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

- Meetings with learning mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Off site education provision
- 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 Arbor (behaviour incident).

### **8.2.1 Off-Site Placements**

Off-Site placements will be used when interventions or targeted support have not been successful in improving a student's behaviour.

## **8.3 Suspension and permanent exclusions**

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 Head Teacher and only as a last resort.

Please refer to our exclusions policy for more information ([here](#)).

## **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, including but not limited to:

- 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
- CPD for staff in understanding conditions such as autism, ADHD
- 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 necessary, 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. [Achieving for Children](#) (local authority).

## **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
- Regular contact with the Head of Year
- A personalised behaviour support plan

## **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.

### **11.2 Preparing outgoing students for transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

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

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- The proper use of restraint (some staff)

Staff will engage in focused and regular professional development on all aspects of behaviour management to support the implementation of the policy. The SLT will take active steps to ensure that all staff are both aware of and adhere to the aims and stated outcomes that are contained in this policy. The school's strategy for staff professional development will identify specific training for behaviour management.

A staff training log is maintained on the school network.

## **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 exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Heads of Year and the designated Senior Leader responsible for Behaviour.

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 time of day/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.

#### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-Bullying
- Child protection and safeguarding policy
- Equality Statement
- Exclusions and appeals
- ICT Acceptable Use Policy
- Mobile Phones in school
- Online Safety
- Physical restraint policy
- Use of Mobile phones in school 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 exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- 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 trust board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Students, Parents and Community Committee annually.

## Appendix 2 - Student Version of Behaviour Policy (Student Code of Conduct)

# Code of Conduct

## The RTS Way

**Be a positive member of your community**

- Be the best version of yourself
- Do the right thing when no one is looking
- Be a positive local and global citizen

**Be an active participator**

- Be active in the wider life in the school
- Make a positive contribution in lessons
- Positive attitude

**Be ready to learn**

- Be on time
- Be fully equipped for learning
- Be a good listener
- Arrive on time for all lessons

**Believe in the power of effort**

- Study to the best of your ability
- Hand in Pre-learning on time
- Always ask for support when you need it
- Read widely and for pleasure

**Be kind and happy**

- Celebrate achievements
- Value others
- Encourage your peers

**Be confident**

- Embrace your talents and qualities
- Be ready to take on challenges
- Maintain a professional appearance
- Be a source of positivity and help others

## The RTS Way

| Students   | Staff  |
|--|--|
| Follow the corridor one way system               | Check correct uniform is being worn around the school                      |
| Blazers must be worn in corridors                | Prepare an engaging DO NOW task to start lessons                           |
| Coats removed in school building                 | Welcome students at the door - one foot in, one foot out                   |
| Store coats and mobiles in locker                | Ensure students are in a seating plan via Arbor                            |
| Arrive to class in a punctual and orderly manner | Keep students in class at all times <i>unless they have a written pass</i> |
| Calmly enter class ready to learn                | Reward positive behaviours and successes                                   |
| Stand behind chairs start & end of lesson        | Dismiss students orderly and punctual for their next lesson                |
| Have all lesson equipment on desks               |  |

## Classroom Behaviour

We all have the responsibility to allow others to learn. If you stop learning taking place the following strategy will be applied

WARN

MOVE

RESET

REMOVE

You will be given a **warning** and asked to reflect and change your behaviour to avoid the behaviour being repeated

If your behaviour continues you will be asked to move to another seat or area in the classroom. This will be recorded as a **demerit on Arbor**

If your behaviour does not improve then you will be asked to step out the classroom to **'re-set'** (maximum 2 mins) and reflect/calm down. You will be allowed back into the classroom if you are calm and ready to learn  
**Dz logged**

If none of the previous steps work and you continue to disrupt the learning of others you will be placed **'oncall'**. A member of the leadership team will collect you and place you in a shadow timetable. **D3 logged and placed in detention**

## Students are not permitted to use mobile phones anywhere on the school site

Mobile phones **must** be sealed in your Yondr pouch  
*Mobile phones not stored in pouches will be confiscated*

**"the school site"**  
means anywhere on the RTS premises from the school gate, including:

- on the walk between the school gate and the school building
- in the playground
- in the school corridors
- in the classrooms
- in the muga
- in the assembly hall

**If you forget your pouch- Hand your phone into reception at the start of the school day.**

If confiscated, you phone will be confiscated for 1 Week and will require parents to collect

## RTS BEHAVIOUR STRATEGY

MERITS

|    | Positive Behaviours  | House Points |
|----|--|--------------|
| M1 | <ul style="list-style-type: none"> <li>Positive community member</li> <li>Active participation</li> <li>Confident / Self-Challenge</li> <li>Readiness to Learn</li> <li>Kind and Happy behaviours</li> <li>Excellent effort</li> </ul> | 1 x Merit    |
| M2 | <ul style="list-style-type: none"> <li>Praise Postcard</li> <li>Positive Phone Call</li> <li>Representing the school (internal)</li> </ul>   | 5 x Merits   |
| M3 | <ul style="list-style-type: none"> <li>Representing the school (external)</li> <li>Golden Ticket (end of term window only)</li> <li>Curriculum Leader positive letter</li> </ul>   | 10 x Merits  |
| M4 | <ul style="list-style-type: none"> <li>Head of Year positive letter</li> <li>Subject certificate</li> </ul>  | 20 x Merits  |
| M5 | <ul style="list-style-type: none"> <li>Head Teacher Praise Postcard</li> <li>Senior Leadership Team Postcard</li> </ul>  | 25 x Merits  |
| M6 | <ul style="list-style-type: none"> <li>Head Teacher positive letter home</li> </ul>  | 30 x Merits  |

### The RTS Way - Our Values

**Community**

**Readiness**

**Happiness**

**Participation**

**Effort**

**Confidence**

Excellence Through Endeavour

RTS Golden Tickets

Recognising how you represent The RTS Way

Merit Milestones

Rewarding your effort, attainment and values

Termly Celebration Assembly

Celebrating your successes at the end of term

Zero Hero Rewards

House Attendance Challenge

Can your tutor group increase their attendance ?

Rewards Trips

# RTS BEHAVIOUR STRATEGY

## DEMERITS

To ensure all students have the opportunity to learn in a calm, safe and supportive environment it is necessary to respond to misbehaviour in the following ways

|           | Misbehaviour   | Response   |
|-----------|--|--|
| <b>D1</b> | <ul style="list-style-type: none"> <li>Misbehaviour</li> </ul>   | <b>(1) Warning</b>   |
|           | <ul style="list-style-type: none"> <li>Misbehaviour <b>(after (1) Warning)</b></li> <li>Inappropriate use of equipment</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Lack of school equipment</li> <li>Uniform infringement</li> <li>Homework concern</li> </ul>   | <b>(2) Move</b> <ul style="list-style-type: none"> <li>Move in classroom &amp; restorative conversation or activity</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Note in planner</li> <li>Uniform/equipment loan</li> <li>Homework club 30 mins</li> </ul>  |
| <b>D2</b> | <b>Continued misbehaviour</b> <ul style="list-style-type: none"> <li>Misbehaviour <b>(after (2) Move)</b></li> <li>Use of inappropriate language</li> <li>Disruption of the learning <b>(after (2) Move)</b></li> </ul> <hr/> <ul style="list-style-type: none"> <li>Repeated Uniform Infringements</li> <li>Repeated Homework concern</li> <li>Repeated lack of equipment</li> </ul>  | <b>(3) Re-set</b> <ul style="list-style-type: none"> <li>2 minutes outside classroom</li> <li>Restorative conversation on return</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Phone Call home or student sent home (authorised by SLT)</li> <li>HW club 1 hr</li> </ul>   |
|           | <b>Repeated misbehaviour</b> <ul style="list-style-type: none"> <li>Refusal to follow staff instructions</li> <li>Repeated disrupting the learning of others</li> <li>Disrespect to staff / student</li> <li>Removed by <b>On Call</b></li> </ul> <hr/> <ul style="list-style-type: none"> <li>Mobile phone policy breaches</li> <li>Acceptable IT Use Policy breaches</li> </ul>  | <b>(4) On Call</b> <ul style="list-style-type: none"> <li>Removal to shadow timetable</li> <li>Phone call home by class teacher</li> <li>Curriculum Leader detention</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Confiscate mobile phone (1 Week)</li> <li>Remove IT usage or equipment</li> </ul>   |
| <b>D3</b> | <b>Challenging misbehaviour</b> <ul style="list-style-type: none"> <li>Verbal abuse to Student/Staff</li> <li>Online related incident</li> <li>Bringing the School into disrepute</li> <li>Disruption to school operations</li> <li>Misbehaviour that compromises health/ safety</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Truancy to lessons</li> <li>Failure to attend CL/HOY detention</li> </ul>   | <b>Actions to be agreed by HoY with SLT</b> <ul style="list-style-type: none"> <li>Parent meeting/phone call</li> <li>HoY detention</li> <li>Values Programme (VP)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Catch-up session (1 hr)</li> <li>SLT Detention - L1 (2 hr)</li> </ul>   |
|           | <ul style="list-style-type: none"> <li>Persistent refusal to follow staff instructions</li> </ul>  | <ul style="list-style-type: none"> <li>Student Support Plan (SSP)</li> </ul>   |
| <b>D4</b> | <b>Serious misbehaviour</b> <ul style="list-style-type: none"> <li>Bullying</li> <li>Theft of property</li> <li>Destruction of school, student, staff or public property</li> <li>Homophobic/Transphobic Incident</li> <li>Racist Incident</li> <li>Physical assault</li> <li>Possession/supply or intent to supply of any illegal drugs, alcohol, illicit substances in school or any prohibited items</li> <li>Possession of prohibited item(s)</li> <li>Sexual misconduct or Harassment</li> <li>Verbal abuse/threatening behaviour towards staff/students/member of the public</li> <li>Serious breach of Acceptable IT use Policy (AUP)</li> <li>Serious breach of Online Safety Policy</li> <li>Failure to attend SLT detention</li> </ul> | <b>Actions to be agreed SLT</b> <ul style="list-style-type: none"> <li>SLT Detention - L1 (2 hr)/Fri</li> <li>SLT Detention - L2 (3 hr)/Sat</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Values Programme (VP)</li> <li>Off-Site Placement (OSP)</li> <li>Off-Site Direction (OSD)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Suspension</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Behaviour Support Plan (BSP)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Permanent Exclusion</li> </ul> |

### Report Cards

- Academic tutor Report- persistent low level disruption
- Subject Report- monitoring behaviour specific to 1 subject
- HoY Report- one off incident, persistent poor behaviour
- SLT Report- one off serious incident persistent infringements D3-D5
- Persistent lates to school or lesson- Punctuality Report
- Persistent and concerning behaviour- Behaviour Support Plan- AHT Behaviour

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### Punctuality

**P2**

- Late to school: message to parent (SMS)
- Late to lesson: message to parent (in-app message)

**P3**

- 2 x late to school per week: 1hr Friday detention
- 2 x late to lesson per week: 1hr Friday detention

## **Appendix 5 - Weapons, Smoking, Alcohol and Illicit Substances**

### **1. Offensive Weapons**

- Offensive weapons are defined in the Prevention of Crime Act 1953 as ‘any article made or adapted for causing injury to the person or intended by the person having it with him/her for such use.’ This includes ‘any article which has a blade or point or is sharply pointed.’
- We define this further by making it clear that all pocket knives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.
- Students who have an offensive weapon will have the offending article removed from them. This will not be returned to the student. The parent/carer will be informed and may request to pick up from the school. A decision about whether this will be granted in liaison with the police.
- The student will be removed from lessons while the investigation takes place. The student may be excluded either for a fixed term or permanently as a result of this act. The decision will be taken when full information is known.
- All of the above also applies to fireworks and other explosive material.

### **2. Drug, Smoking, Alcohol and Illicit Substances**

- If staff or students report suspicion of any person involved in drugs, alcohol or drug/alcohol paraphernalia then the person/s will be interviewed, possibly searched and parents contacted. Any search will be carried out by a member of SLT with another member of staff present. If a student refuses to be searched, parents and the police will be contacted so this can be carried out.
- Any item found, will be confiscated. Drug paraphernalia will be removed from the school site by the police; alcohol will be destroyed.
- Any incident relating to illegal substances will be reported to the police officer linked to the school. In addition to this, appropriate Strategies will be considered to improve the student’s future behaviour and reduce further occurrences of misbehaviour. The school will also refer the students to external support agencies such as the school nurse, young people’s drug and alcohol team and family support service.
- If a student is found with tobacco, e-cigarettes, Shisha Pen, Vapour Pen or Vaporiser parents will be informed, and appropriate strategies will be considered to improve the student’s future behaviour and reduce further occurrences of misbehaviour.