



The Thomas Adams School

Policy Statement

Behaviour for Learning and Praise Policy

Updated June 2021

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Review Cycle – every 2 years

The Thomas Adams School

Behaviour for Learning and Praise Policy

1. Introduction

The Thomas Adams School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children and staff, and children with their peers. We strive to support children in forming positive working and social relationships. We realise that understanding emotions is a key aspect of understanding and managing behaviour, and that we play an important role, in partnership with home, in helping children understand what is right and wrong.

We firmly believe that everyone can learn to self-manage / self-regulate their own emotions and behaviour. Therefore, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we want to equip our children with the ability to think for themselves and make good choices about behaviour, so that they can lead successful lives both in school and beyond.

2. Our Core Values

We have high expectations of our students; they are required to work hard, participate fully in school life and make good choices. This policy sets out how we ensure that all students will reach their full potential by regulating their behaviour in a safe, secure, calm and ordered environment. At the heart of this policy are our core values:

RESPECT - For oneself, each other, the school environment and our wider community.

RESILIENCE - To keep working hard and believing in oneself even when faced with adversity.

SUCCESS - In whatever form this may take for each individual; achieving the best possible outcome from the school experience.

3. Community Expectations

Our school community is built on three important rights:

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised, praised and rewarded (where appropriate).
- All staff have the right to teach in an environment where pupils behave well.
- Both staff and pupils have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored.

We expect everyone in our community to uphold high expectations of behaviour and to recognise, celebrate and promote a culture of success.

- We expect students to take responsibility for their own actions
- We expect students to consider the impact of their behaviour on others and to set a good example, both within the school and out in the wider community
- We expect students to have a positive mindset and actively take part in all areas of school life

4. Policy Statement

This policy has been developed to provide guidance on how we promote a consistent and positive approach to securing good behaviour for learning in our school, recognising that praise is an integral part of this process. This policy is for all staff, students, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines on how our school uses praise, and supports and responds to behaviour.

It is also recognised that variation on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require an individualised graduated response. Approaches can be discussed with any member of our Senior Leadership Team.

5. Policy Aims

At Thomas Adams, we treat all children with unconditional respect and we have high expectations for learning and social behaviours. We pride ourselves on excellent relationships and the high level of support and care in place for our students. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without lowering our expectations. We aim to:

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual **respect** between members.
- Help our students develop a sense of worth, identity and **success**.
- Help all students become **resilient**, self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Develop in all children the ability to listen to others, cooperate and appreciate other ways of thinking and behaving.

Praise, rewards, privileges and positive role modelling support the development of self-discipline and the capacity to make positive choices.

6. Praise and Rewards

We understand that, in order to sustain a culture of good behaviour and maintain a positive ethos, pupils must be consistently praised and rewarded when they reach or exceed our expectations. In this way pupils are encouraged to behave well, benefitting both motivation and academic progress. Our school recognises and celebrates success in a variety of ways and continues to review the rewards system in consultation with pupils, staff and parents/carers. Praise could take any of the following forms:

- Verbal praise
- Written praise
- Allocation of House Points
- Text messages home
- Postcards Home
- Praise telephone calls home
- Public display of high quality work
- Head Teacher commendations
- Awards in Celebration Assemblies
- Awards in House Assemblies
- Awards at Celebration Evenings

Praise is recorded on SIMS as House Points, and Heads of Year regularly monitor this. Pupils who receive high numbers of House Points are rewarded at the end of each half term. These rewards vary and have previously included; confectionary items, early lunch passes and gift vouchers. We continually aim to provide rewards that are appropriate to our pupils.

On top of personal recognition, House Points are also credited to the overall whole school House totals. This encourages pupils to value House Points, and gives pupils a sense of belonging to the community of a House. At the end of the Autumn, Spring and Summer terms, House totals are announced. At the end of the academic year, a House Cup is awarded to the House that has achieved to greatest number of House Points.

It is important that all praise is justified and based on high expectations and standards. All pupils have equal opportunity to receive praise, regardless of ability level. It should be made clear to a pupil exactly what they have done well to deserve the praise, this will enable them to replicate the action in future. Praise should be awarded regularly for meeting or exceeding expectations. Examples of opportunities for praise could include;

- High or improved standards of work – academic, practical, sporting, creative, musical etc.
- Significant progress (in relation to a pupil's starting point)

- Consistent effort and hard work
- Excellent attitude to learning
- Personal qualities that represent our school values of Respect, Resilience and Success
- Excellent or greatly improved attendance or punctuality
- Service to the school or the community
- Contribution to extra-curricular activities

We recognise that pupils thrive on praise. Praise rewards the deserving and can inspire those who may be struggling and those who may be disenchanted. Praise increases the motivation of pupils, developing their self-esteem and encouraging their aspirations and enjoyment of learning. Praise and rewards support and promote good behaviour.

7. Support Structures

Structures exist within the school to support pupils whose behaviour is causing concern. Parents/carers are usually involved in the discussion process regarding these interventions. However, it is the Head of Year, a member of the Pastoral Team and/or a member of the Senior Leadership Team who refer into these areas of support. Our interventions are intended to develop the child's ability to self-manage and self-regulate, these include:

- SEND assessment to investigate if there are barriers to learning
- SEND interventions
- Restorative or mediation conversations
- Subject Report
- Whole School Report (weekly or daily)
- Referrals to outside agencies
- Educational Psychologist assessment
- External behavioural assessment
- Anger and Anxiety Management programmes
- Mentor system
- Time Out cards
- Access to safe areas within the school
- School Counsellor
- SEAL programme
- Webstar (Early Help)
- Behaviour Panel Meetings – Head of Year / SLT / Governors
- Inclusion Service from County – Pupil Planning Meetings and reviews
- Personalised Learning Plan
- Specialist Placement Panel Referral

School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, and support approaches will be used in conjunction with sanctions to reduce reoccurring behaviours.

8. Inappropriate Behaviour

Inappropriate behaviour is characterised by the infringement of any of the three important rights outlined in Section 3 above.

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded
- All staff have the right to teach in an environment where pupils behave well
- Both staff and pupils have a right to feel safe and secure

Inappropriate behaviours that will never be tolerated include:

- Truancy from lessons or absconding from school site
- Possession or consumption of alcohol
- Physical violence towards peers or staff
- Verbally abusive or threatening behaviour towards peers or staff

- Persistent peer-on-peer abuse including verbal, physical and cyber
- Sexist, homophobic or racist behaviour
- Being in possession of or using smoking or vaping paraphernalia
- Rudeness or disrespectful behaviour to peers or staff
- Swearing
- Deliberate or repeated disruption to lessons
- Damage to or theft from the property of school or others
- Substance misuse, including the procurement, possession of or selling of prescription or banned substances
- Endangering the health and safety of peers or members of staff
- Deliberate flouting of school rules
- Setting off fire alarms
- Posting of harmful comments about peers, staff or the school on social networking sites
- Possession of an offensive implement or weapon

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to keep school rules and make apologies to anyone they have offended.

9. Dealing with Inappropriate Behaviour

9.1 Poor Behaviour in Lessons

Quality First Teaching is the first and most important way to sustainably improve and embed an ordered and well-behaved school environment. Classroom teachers must ensure that lessons are well prepared, engaging and offer the correct level of challenge so that the likelihood of poor behaviour is reduced. Classroom routines, especially for the start and end of lessons, transitions between activities, and seating plans, all need to be well thought out and enforced every day. Expectations need to be clear so there are no areas of confusion. Teachers need to be fair and consistent in their procedures.

It is the responsibility of the class teacher to manage the behaviour of the students in their classroom and class teachers should be proactive in their response to classroom management. Every teacher must consistently follow our sanction system to give certainty of response to incidents of poor behaviour.

9.2 Poor Behaviour Out of Lessons

In order to sustain consistently good behaviour and attitudes around the school, all members of staff are responsible for managing poor behaviour out of lessons. Staff must challenge incidents which go against our community ethos. This encompasses all areas of the school outside of the classroom, including the corridors, the yard, the field and the journey to and from Noble Street.

Students who misbehave around school or whilst representing the school will be subject to a range of consequences as set out in Section 10 below.

9.3 Regulating Student Conduct Off Site

This policy applies to pupils on the school premises during school hours, on visits and trips, during any other event or occasion related to the school, and any occasion where the pupils are the responsibility of staff. The policy also applies when pupils are off site on study leave or work experience. When pupils are travelling to and from school they are also considered to be representing the school. Therefore, this policy applies and any poor behaviour, or behaviour which brings the school into disrepute, will be investigated and sanctioned accordingly.

9.4 Online student behaviour

Inappropriate online behaviour or use of social media will be dealt with in school when it is brought to the attention of staff, especially if it results in issues which arise in school. Mobile devices will be checked for offensive materials and the relevant action will be taken. Where appropriate, the police will be informed and evidence will be forwarded on if requested.

9.5 Behaviour in Examinations

Examinations play an important part in assessing the progress being made by pupils. All years will have school examinations during the year. Pupils will be advised of the timings of the examinations and issued with examination timetables. During examinations, pupils must:

- Arrive at the correct location at the published time wearing the correct school uniform
- Enter the examination room in silence
- Remain in silence throughout the examination and until all papers are collected in
- Wait to be dismissed by the invigilators in silence
- Bring the correct equipment to the examination
- Not take mobile telephones or smart devices of any kind, including watches, into the examination room.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct in examinations are available from the Examinations Officer.

10. Consequences

Some extreme behaviours will have an automatic sanction, for example the possession of drugs or a weapon will result in permanent exclusion. However, there are no set sanctions for most behaviours as there are different degrees of severity, and all circumstances must be considered when deciding on the response to poor behaviour choice. There will be variations in response so that we can meet any specific social, emotional, learning or other needs which require a personalised approach. Some incidents will require investigation and careful consideration before a sanction is put in place. Our focus is on building relationships with the pupils so that we can guide them to make better choices in the future. We believe that any form of sanction must be accompanied with reflective work and a relevant conversation on how to self-regulate more effectively.

As a result of any inappropriate behaviour that goes against our community ethos and values, the following sanctions may be applied:

- The removal of break and/or lunch time privileges
- The withdrawal of a student from a lesson or from a peer group
- The withdrawal from participation in a school trip or event
- Community service
- Compensation to the school or an individual for damaged or stolen property
- The confiscation of property
- Detentions, including during and after school
- Internal exclusion
- Exclusions from school, either for a fixed term or permanently

10.1 Detentions

There are different types of detentions that can be given as sanctions for poor behaviour. These detentions usually take place at either break or lunchtime. These include;

- **Form Tutor Detentions**
- **Teacher Detentions**
- **Subject Detentions**
- **Whole School Detentions** set by the Head of Year or SLT
- **Social Time Isolation** set by the Head of Year or SLT

Students may be given break and lunch detentions, but they will always be given the opportunity to get food or go to the toilet. No pupil will miss out on the opportunity to have lunch. In certain instances, however, pupils may be given access to the canteen, but may not be allowed to eat with their peers.

Occasionally, it is necessary to set a pupil an **After School Detention**. Pupils required to attend such a detention will be informed at least 24 hours in advance and parents/carers will be notified.

It is the responsibility of the parent/carer to make relevant arrangements to ensure that their child is collected from an After School Detention. By signing the Home School Agreement, parents/carers have agreed to support us in this way.

10.2 Internal Exclusion

Students may receive a full or part day of internal exclusion which is usually spent in the Learning Inclusion Room (LINC), but may be situated elsewhere on the school site.

Students placed in an internal exclusion must report to the Pastoral office and hand in their phone. They will spend the day/part day working in isolation with the opportunity to have rest breaks and purchase food and drink. However, they will not be allowed to socialise with other students. They will be supervised at all times by a member of staff and relevant work will be provided throughout the day.

Students may be placed in the LINC room whilst any serious breach of school rules is investigated.

10.3 Fixed Term (External) Exclusion

We follow the DfE guidelines on exclusions, and the decision to externally exclude can only be made by the Head Teacher or through delegation to a member of the Senior Leadership Team. When deciding to exclude a student, the Head Teacher will ensure that the matter has been investigated fully and that a record is kept of the actions taken by staff.

The standard of proof to be applied is the balance of probabilities rather than beyond all reasonable doubt. Therefore, if it is more probable than not that the student did what he/she is alleged to have done, the Head Teacher may exclude the student.

The governing body will be informed of the exclusion and the parents/carers will be informed of their right to appeal.

The length of a Fixed Term Exclusion will depend on the seriousness of the behaviour and the frequency.

Pupils will only be readmitted following a reintegration meeting which will include the child, usually their parents/carers, the Head of Year and/or a member of the Senior Leadership Team. The terms of readmission will be discussed and agreed, along with any ongoing support required for the pupil.

The pupil will also be required to complete and sign a 'Reintegration Contract' which sets out achievable targets that will reduce the likelihood of further external exclusions.

On very rare occasions, a pupil may be excluded for a period of '**five days pending permanent exclusion**'. This would occur where the school deems the behaviour of the pupil to be serious enough to consider permanent exclusion but needs time to investigate further and consider the severity of the latest incident more closely. If a pupil is allowed to re-join the school community, it will be under strict conditions. This will include daily monitoring by a member of the Senior Leadership Team and an understanding that any further significant breach of the school rules will probably result in the decision to permanently exclude the pupil.

10.4 Permanent Exclusion

Permanent exclusion is the most serious sanction the school can issue and therefore, this only happens in very rare and extreme cases. It is not a decision that is taken lightly.

Permanent exclusions will only be considered when all other steps to encourage the pupil to obey school rules have been unsuccessful. It will also be considered when allowing the pupil to remain in the school would be seriously detrimental to the education, safety and welfare of others in the school. However, permanent exclusions may also be given for one-off incidents that are extremely serious. Types of behaviour that would result in a permanent exclusion could include the following, although this list is not exhaustive:

- Persistent disruptive or defiant behaviour
- Any form of persistent peer-on-peer abuse or abuse towards staff including verbal, physical, homophobic, racist or cyber abuse
- Serious acts of violence against another pupil or member of staff
- Sexual misconduct

- Supply of or misuse of an illegal drug
- Carrying of an offensive weapon
- Wilful damage or vandalism to property
- Inappropriate use of mobile phone or internet facilities

The Local Governing Body and the Local Authority will be informed of a decision to permanently exclude a pupil without delay.

11. Search and Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. (*Section 94 of the Education and Inspections Act 2006.*)
2. **Power to search without consent** for "prohibited items" (*Section 550ZA (3) of the Education Act 1996*). These items include:
 - Knives and weapons (including replica items)
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, matches, lighters and cigarette papers / vaping paraphernalia
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school.

Weapons, knives, drugs and extreme or child pornography will be handed over to the police. Other confiscated items may be disposed of or returned to a parent/carer.

Pupils should not bring aerosol deodorants, chewing gum, energy drinks, 'bangers', stink bombs or any other item that may cause alarm or offense into school. Such items will be confiscated, disposed of or returned to a parent/carer.

12. Use of Reasonable Force

Government guidance states that 'members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (*Section 38, Behaviour and Discipline in Schools – January 2016.*) Staff have a legal obligation to safeguard the welfare of the pupils in their care.

Head Teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for any of the items listed above in Section 11. However, in order to maintain positive relationships and a mutual respect with our pupils, we usually endeavour to gain the consent of a pupil prior to a search being conducted.

13. Roles and Responsibilities

The Governing Body has overall responsibility for monitoring the effectiveness of this policy, holding the Head Teacher to account for its implementation.

The Head Teacher is responsible for reviewing and approving this policy. The Head Teacher will ensure that the school environment encourages positive behaviour and the staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The staff (including teaching and support staff) are responsible for implementing this policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents for monitoring purposes. Staff have a responsibility for

creating a high quality, inclusive learning environment, teaching positive behaviour for learning. The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents and Carers are expected to sign the **Home School Agreement** and work in partnership with the school. They are responsible for supporting their child in adhering to the pupil code of conduct. They must also inform the school of any changes in circumstances that may affect their child's behaviour and they must discuss any behavioural concerns with the class teacher, Form Tutor or Head of Year promptly.

The pupils are responsible for adhering to the pupil code of conduct and for behaving in an orderly and self-controlled way. They must take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils are also responsible for reporting any behaviour which goes against our community ethos and values.

14. Complaints Procedure

14.1 Students

If a student has a complaint about the way he/she has been sanctioned or treated, then he/she must firstly discuss the matter with their Form Tutor. If the matter remains unresolved or concerns the Form Tutor, then it should be referred to the Head of Year. It is envisaged that the majority of pupil concerns can be dealt with at this level. However, if the issue remains unresolved, then a member of the Senior Leadership Team will review the matter.

14.2 Parents and Staff

The Governors have a published Complaints Policy which can be viewed via the school Website.

15. Guidance and Policy Links

Procedures detailed in this policy have been developed through consultation between the Senior Leadership Team, teaching and support staff, Governors, parents and pupils.

Our Behaviour for Learning Policy follows DfE guidance, which clearly sets out the roles and responsibilities for governing bodies, Head Teachers and teachers (*'Behaviour and Discipline in Schools', January 2016*). It recognises the requirements of the Disability Discrimination Act and issues covered in the Human Rights Act and Race Relations Act, it is also integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems.

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

This policy should also be read in conjunction with the following school policies:

- Anti-Bullying
- Exclusions
- Home School Agreement
- SEND
- Complaints
- Uniform
- Mobile Phone / Electronic devices
- Child Protection and Safeguarding

Appendices

1. Restorative approach:

Restorative approaches are a range of practices that help pupils develop the skills and attitudes required to build, maintain and repair community relationships. Restorative approaches are not a 'soft option' as pupils are obliged to be accountable and responsible for their actions. Pupils are also required to learn from their behaviours and to change.

These practices help to support pupils in forming positive working and social relationships. Understanding emotions is a key aspect of understanding and managing behaviour and, by reflecting on this following an incident, it helps to develop a pupil's ability to think for themselves in the future and make better choices about behaviour.

2. Code of Conduct



CODE OF CONDUCT

RESPECT

We are all equal in our community	Be kind and polite to each other	Be kind to your environment	Have pride in your presentation
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RESILIENCE

Always try your hardest	Believe in yourself	Attendance and punctuality counts	Communicate to get support
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SUCCESS

Celebrate achievements	Be proud of yourself, each other and school	Take every opportunity	Manage your learning in and out of school
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The Thomas Adams
School

If you feel that a student isn't following the code of conduct you can help by:

- Talking to the student and encouraging them to change their behaviour
- Talking to a trusted adult either at school or home
- Reporting the student and share your concerns

3. Specific school rules communicated to pupils

Uniform and appearance:

Uniform must be worn at all times, including on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Students wearing inappropriate clothing will be referred to their Head of Year and may be isolated at lunch times or during the day. Medical reasons for not wearing the correct uniform must be supported by a letter from a doctor.

Mobile Telephones and Other Electronic Devices:

The school acknowledges that many parents/carers wish their child to have a mobile telephone in their possession for reasons of personal safety. Therefore, pupils are allowed to bring mobile telephones into school, but they must be switched off and out of sight at all times. If a mobile telephone is seen or heard during the school day without specific permission of a member of staff, it will be confiscated and a further sanction may apply.

If a parent/carers needs to contact their child during the school day, they should contact reception and a message will be relayed to their child.

If pupils have mobile telephones, iPods, airPods, headphones or other electronic devices out during the school day, they will be confiscated. These will then be returned to the pupil at the end of the day for the first offence. For every subsequent confiscation, parents/carers will be informed and will need to collect the item from school.

Inappropriate Language:

Any student heard swearing will be reprimanded by the member of staff at the time. Verbal abuse towards other people will not be tolerated and will result in a sanction.

Damage to Property:

Reckless or deliberate damage to property will be sanctioned. Staff will assess if the damage is accidental or deliberate. Pupils will be charged for any costs incurred for replacement or repair of damaged items.

Out of Bounds:

Pupils are expected to remain in designated areas at break and lunch times, and before and after school. Clear guidance about exact restricted areas is continually communicated to pupils.

- Until the bell sounds in the morning at 8:40am, pupils must not enter the building.
- The field is not used during the winter months or when it is wet, pupils must stay on the yard at these times.
- The front of school, the staff car park and bus lane are out of bounds during the school day.
- The field, from the end of the courts all the way to the path to the Music block, is out of bounds at all times.
- The Sixth Form area is out of bounds to lower school pupils, unless they have a timetabled lesson there.
- Classrooms at break and lunch times are not for use, unless supervised by a member of staff.
- All roof spaces, windows and fire escapes are not to be accessed by pupil other than for intended use.

Misuse of Computer Equipment:

Misuse of computer equipment, such as hacking or improper use of the internet, can result in the loss of privileges and will be dealt with according to the severity of the incident.

Offensive Conduct to Other Students:

This includes peer-on-peer abuse (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school anti-bullying policy. Systematic bullying over a prolonged period of time may result in permanent exclusion.

If a pupil is harassed physically or verbally within the school, or on social media, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

Offensive Conduct to a Member of Staff:

Abusive language, rudeness and defiance towards a member of staff will not be tolerated. Pupils defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. This also includes; threatening conduct, aggressive or damaging conduct, and repeated misconduct.

Violent conduct towards staff, harassment of a member of staff, their property or family, including beyond the boundary of the school day or term, would be a very serious offence and may result in permanent exclusion from school.

Deliberate Classroom Disruptions:

Classroom disruption is unacceptable as it disrupts the learning of others. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists.

Theft:

All cases of theft, including taking property without permission, will be investigated by a senior member of staff. Sanctions will be relative, but the school may look to permanently exclude for theft. The police may be informed.

Alcohol and Drug Related Offenses:

Any incident suspected to be related to alcohol, drugs or substance abuse will be dealt with very seriously. When a substance is not illegal, but thought to be a danger to the individual or others, confiscation will be followed by a sanction.

In cases where illegal substances are involved, the Police may be informed. Consuming an illegal or prescribed substance (when the substance has not been prescribed for the individual) while under school jurisdiction, or supplying / purchasing such a substance, or being under the influence of such a substance, are all serious offences.

Any involvement in supply of illegal or prescribed substances is extremely serious and will lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to supply a substance off the school premises, or the intent to supply, are all also illegal.

Smoking and Vaping:

Smoking and vaping are not allowed on the school site or in school uniform off site. Pupils who are caught smoking or vaping, or are found in possession of related paraphernalia, will face serious sanctions.

Possession of an Offensive Weapon:

An offensive weapon is anything used as a weapon or to intimidate others. Items within this category includes knives and blades of any length, catapults, any items capable of firing a projectile, fireworks, laser lights, any noxious substances that are inappropriate within the confines of a school and any replica items. Weapons will be confiscated and parents will be informed. Items may be given to the Police, disposed of safely or returned to parents/carers. Sanctions will be given and their severity will depend on the level of offence and the intention to harm others. Bringing knives or blades of any kind into school is likely to lead to permanent exclusion.

Possession of Other Offensive Items:

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggregated cases where the conduct is repeated.

Obstruction of Justice:

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Pupils who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account when determining the severity of any sanction imposed.

Improper Conduct:

Sexual activity between pupils is not appropriate in a school environment. Where such activity involves coercion, harassment, assault or duress, it will be treated as an issue of utmost seriousness. This may involve police action and could result in permanent exclusion. However, sanctions will also be issued, even if the contact between pupils is consensual, when the behaviour goes beyond what would be considered normal affectionate behaviour for that age.

4. Protocol for involving / informing the police of behavioural events in school

The police will be informed when the school is made aware of a criminal act outside school. All information will be passed to the police.

For criminal events within school, the police will be informed if it is a significant and serious criminal event.

For less significant criminal events, the school will use its discretion as to whether or not to inform the police.

Parents/Carers must be aware that, if they wish the police to take action following an incident, then school will be restricted in the action that it can take. School may not be able to put any sanctions in place for the offence as this would be considered a double punishment.

Criminal events are defined as:

- Carrying an offensive weapon
- Theft
- Criminal damage (including graffiti and vandalism)
- Drugs (possession and supply)
- Assault (peers / adults)
- Sexual abuse / harassment
- Serious misuse of technology