



Behaviour, Rewards and Consequences Policy

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5	PEV	1-1-2020	3.7 & 3.8 added
6	PEV	20-2-2020	3.9 (mobile phones), Appendix 6 added, Appendix 7 added

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Section 1 The expectations of an Aldridge Student

1.1 Aldridge School is a place in which students are encouraged and expected to be the best they can be and to follow the four Rs: Respectful, Responsible, Resilient and Ready to learn.

- Respectful – A respectful student is proud to be a member of Aldridge School and values their time at school, their education, the environment and the people around them.
- Responsible – A responsible student is always very motivated and works well independently and in a team. They contribute to lessons and use their initiative.
- Resilient – A resilient student is open minded in their approach to challenges and persistent when it comes to problem solving. As a result, they learn very well.
- Ready to learn – A student who is ready to learn rarely has any time off school. They are well organised and plan their time to ensure that they are not late and that they bring the right equipment and books each day.

1.2 Aldridge School students are expected to be responsible for their own behaviour at all times and should aim to be the best they can be.

1.3 The same standards are expected of staff at Aldridge School as of our students. All staff at Aldridge School are committed to supporting our students to be the best they can be and to modelling the behaviour that we encourage and expect of our students.

1.4 When talking to students about their behaviour we try to use the language of the four Rs and encourage them to consider how well their behaviour reflects the expectations we have. The chart overleaf can be helpful in these conversations.

1.5 We expect our students to be the best they can be and follow the four Rs because it is the right thing to do, not because they will be rewarded for doing so. However, it is important to praise and reward students in order to reinforce positive behaviour and our rewards support this aim. Please see section 2 of this policy for details of rewards at Aldridge School.

1.6 We expect our sixth form students to set a good example to younger students and we have high expectations of their behaviour and conduct. This policy applies to all students in including those in the sixth form who should be a positive role model for younger students in the school.

1.7 Unfortunately there are times when students do not meet the high standards which we expect and in these instances we try to point this out professionally only ever criticising the behaviour not the child. This will sometimes be accompanied by a sanction and a guide to sanctions is given in section 3 of this policy.

1.8 We recognise that the school will not be successful if it works in isolation. We must maintain strong links with the parents of our students. The support of parents and their understanding of any sanction which may be implemented for

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unacceptable behaviour is crucial. House Staff, Form Tutors, Faculty Leaders and the SENCO, working with other staff, have a responsibility on a day-to-day basis for the overall well-being of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other.

An Aldridge Student				
	4: Cause for concern	3: Need for improvement	2: Good	1: Excellent
Respectful	I am not proud to be a member of Aldridge School. I do not value my time at school, my education, my environment or the people around me.	I do not show that I am proud to be a member of Aldridge School. I need to value my time at school, my education, my environment and the people around me at all times.	I show that I am proud to be a member of Aldridge School. I value my time at school, my education, my environment and the people around me.	Everyone can see that I am really proud to be a member of Aldridge School. I take pride in my time at school, my education, my environment and the people around me.
Responsible	I do not engage in learning and lack motivation.	I need to be more actively engaged in my learning. I rarely take the opportunities for learning I am given.	I am motivated and like to contribute to lessons and complete tasks set.	I am keen to learn at all times. I work well on my own and when in a team. I willingly contribute to lessons, am motivated and often use my own initiative.
Resilient	I make no attempt at a challenge and do not follow the advice that may help me to make a start. As a result my learning is limited.	I am unsure how to approach challenges and rarely respond to the advice I am given. As a result I do not learn as well as I could.	I respond positively to challenges and don't give up easily. I try to practise what I have learned. As a result I learn well.	I am open minded in my approach to challenges and persistent when it comes to problem solving. As a result I learn very well.
Ready to learn	I do not attend school regularly and am not very punctual. I do not bring the right equipment to support my learning.	My attendance at school is inconsistent and I am not always punctual. I do not always bring the right equipment to support my learning.	I attend school regularly and am punctual. I remember to bring the right equipment and books each day to support my learning.	I rarely have any time off school. I am well organised and plan my time to ensure that I am not late and that I bring the right equipment and books each day to support my learning.

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Section 2 Rewards

2.1 The role of rewards in recognising and promoting Aldridge School values is a key point of developing the potential of young people by giving encouragement and praise. Rewards are a key component of good teaching and good student/staff relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking young people. We strongly believe that students should be regularly and fairly rewarded for their achievements to not only celebrate students' success but to also inspire and motivate young people to achieve their very best and become confident and independent learners.

2.2 Rewards increase the motivation of all students improving their self-esteem, aspiration and enjoyment of learning. The giving of rewards encourages all students to achieve. This will raise standards and improve behaviour and attendance. Rewards support and promote good behaviour and should be used alongside the school's Behaviour Policy.

2.3 Rewards Points (House Points)

The main rewards system will be overseen by Learn 2 Earn (L2E), with students gaining points that can be converted to appropriate items on the L2E website. Teachers can issue 2, 5 or 10 points, through SIMS, depending on each individual situation. An outstanding piece of work may be nominated for a Headteacher Award (50 points). The system also links individual recognition and achievement to the House system and develops a healthy competitiveness at House level fostering a tangible sense of belonging.

Heads of House may also offer points for representation at the many events which take place each year. All students in Years 7 to 13 will be eligible to receive L2E points and rewards will be issued in the House Assemblies at least twice per half term. Parents will also receive a text message when rewards are issued. In addition to the L2E rewards the school will also offer:

Points	Additional Rewards
100	Bronze Certificate
250	Silver Certificate
500	Gold Certificate
750	Platinum Certificate
1000	House Achievement badge
1500	Headteacher's Achievement badge
+	Invitation to participate in a "Rewards Trip" see below

Attendance

Termly	Equal to:
100%	100 points
98/99%	50 points
96/97%	20 points
Yearly	
100%	1,000 points
98/99%	500 points
96/97%	200 points

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2.4 Rewards Trips

Alongside the allocation of rewards points for positive behaviour, students also accumulate points for poor behaviour. For the purpose of establishing who is eligible to participate in the Rewards Trip, a student's total number of behaviour points will be deducted from his/her total number of rewards points and those students with the greatest "positive balance" will be given first opportunity to attend the Rewards Trip. Students with 50+ Behaviour Points will not be eligible for the trip.

2.5 Department Badges

A department badge will be issued to a maximum of 1 person per group, per half term by the class teacher. It is expected that these badges will be worn on blazers (Year 7-9, Y12-13) and on jumpers (Y10-11).

2.6 Postcards

In addition to Rewards points and badges, class teachers may also choose to send a Department Rewards Postcard home to parents.

2.7 Headteacher's Award

Should a student go "above and beyond" what are normal expectations, a member of staff may refer the student for a Headteacher's Award. The Headteacher will meet with the student concerned and can allocate 50 points (or a value that the Headteacher deems appropriate).

2.8 Q&A

"How can a student keep track of how many points they have accrued?"

The students will all have their own personal L2E webpage using a unique user name and password.

"How can a student "trade in" points?"

This can all be done on the webpage by using the simple to follow instructions.

"What can students receive points for?"

Students can achieve points for the following: attendance, outstanding effort in class, excellent homework, good citizenship, supporting school events, good performance in assessments, politeness, etc.

"Do points contribute to the House Competition?"

Yes – every point a student receives goes towards the House total. This will be added to the points received for each House competition to give the Annual House Champions.

Section 3 Sanctions

3.1 A range of sanctions are used in response to behaviour which does not meet our expectations at Aldridge School which have been set out in Section 1. It is not possible to produce an exhaustive list of behaviours or have an absolute sanction for each behaviour as individual circumstances and incidents vary. However, the diagram at the end of this section is useful to give a guide to appropriate sanctions and should be read in conjunction with the appendices to this policy.

3.2 In order that classrooms are effective places for students to learn it is important that teachers promote high expectations of students and expect that they follow the 4 Rs. When this is not the case a gentle reminder is often the most effective way to correct a student's behaviour.

3.3 Where a student's behaviour is persistently disruptive the following system of classroom management is employed.

A system of issuing a warning to students regarding their behaviour in class is used by teaching staff to ensure the classroom is a good environment for learning.

- A warning should be clearly directed to a student with a reason, eg "John, I am giving you a warning because you were not respectful and shouted across the room."
- Alongside a warning it may be appropriate to move the student to another seat in the classroom.
- After a warning, if the student's behaviour is not acceptable a second time, then they should be issued with a final warning and a 10 minute staff detention.
- After a final warning, if the student's behaviour is not acceptable, then they should be removed to the Faculty Exclusion Zone to work with another member of staff. At the end of the lesson they should return with their work to their teacher and their behaviour should be followed up with a 30 minute Staff Detention and a telephone call to parents.
- If the student refuses to leave the room at the first request, or does not return at the end of the lesson, this should be reported to the Faculty Leader and a Faculty Detention should be issued and parents contacted.
- If a student causes any disruption to the class they have been removed to then they should be seen by the Faculty Leader who should issue a School Detention and contact parents.

It is important that the highest level of sanction issued during a lesson is recorded on SIMS by the class teacher with a clear reason given.

In cases of more severe disruption, the warning system is not appropriate and the senior member of staff on duty should be contacted to remove the student. The teacher should request support by contacting Reception using the emergency alert button in SIMS. If the student is removed to within the faculty then they should return to the teacher for a 30 minute detention (which the teacher should record on SIMS). If they are removed to isolation then the senior member of staff will ensure that this is recorded on SIMS.

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Faculty Leaders should make arrangements and produce a timetable within or across faculty areas (or neighbouring rooms) so that there is always a room available to send a student to.

- Arrangements could be operated by a single faculty or by faculties working together.
- This is a short term strategy only and should not be repeated for a further lesson.
- The receiving teacher should have usually no more than one, maybe two students, and should feel able to say that having a student would not be appropriate at that time. The student sits at the back of the classroom to work.
- Faculty Leaders will ensure that a copy of this timetable is displayed in each classroom in their faculty.

3.4 House office staff will monitor behaviour points which are assigned to behaviour by the level of sanction applied as follows:

Sanction	Points
Verbal warning	1
10 minute detention	2
30 minute detention	3
45 minute detention	4
School detention	5
Isolation	6
Off-site isolation	7
Fixed term exclusion	8

3.5 Behaviour Points from previous Academic Years will remain on a pupil's file for the duration of their Aldridge School career and may be referred to in sanctions for "Persistent Disruptive Behaviour".

3.6 Any pupil with 100 or more Behaviour points, in the current or previous Academic year, will not be permitted to attend any School organised Residential visit (eg Dunfield House, Ski Trips, Duke of Edinburgh etc).

3.7 Support

The programme of support offered to pupils is clearly shown on the chart below. Should a pupil become at risk of Permanent Exclusion, External Support will be requested in the form of the "Early Help" process.

3.8 Restorative Practice

Where appropriate, should a pupil be involved in an incident that could warrant a Fixed Term Exclusion, the process of "Restorative Practice" could be considered. This would provide an alternative to the exclusion and could lead to a period of time in Isolation and/or off site provision, where the pupil could reflect on their actions and carry out work accordingly (in the form of the "Alternative to Exclusion" worksheet. A Reintegration meeting with Parents MUST be arranged (as if the pupil had received a FTE) before the pupil is readmitted back into classes.

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3.9 Mobile Phones

The use of Mobile Phones by students in Years 7 to 11 is not allowed anywhere on the school site at any time. Students should turn their phone off before coming onto the school site and put it away in a bag or pocket. They should not turn their phone back on until they have left the school site. Students in the Sixth Form may use their phones or other devices in the Sixth Form area of the school but should switch them off at other times when they are on the school site. Sixth Form students may use devices in lessons where appropriate with the permission of their teacher.

Should a member of staff become aware that this instruction has not been followed, or indeed see a pupil with a mobile phone, the device will be confiscated and handed to the relevant House Office, where it will be placed in the safe. On the first occasion of confiscation, the phone will be returned at the end of the School day but should there be further incidents, parents may be required to collect the phone in person at a mutually convenient time.

3.10 Consequence Thresholds

Parents will receive a letter when particular thresholds of numbers of points have been reached, detailing the reasons for the sanctions received and further sanctions and support will be put in place as follows:

No of points	Sanction	Support
50	House Detention (45 mins)	Phone call home from House office and Form Tutor report plus Letter 1 to Parents (+ file).
100	School Detention (60 mins)	Parent meeting with House Office and Form Tutor report. Letter 2 to Parents (+ file).
150	Isolation (1 day)	Parent meeting with Head of House, House Office report. Group programmes in Alder Centre (SSW). Head of House 150 Point Pro Forma completed.
200	Off Site Isolation (up to 5 days)	Parent and student meeting with Head of House and Alder Centre Manager, Alder Centre Report with Individual Behaviour Improvement Plan. Alder Centre 200 Point Pro Forma completed.

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250	Fixed Term Exclusion (1-2 days)	Parent and student meeting with Assistant Head and Daily Report with Assistant Headteacher. Reintegration Form Completed. Behaviour Modification programme in Alder Centre with MMO/SSW. Referral to External Agency.
300	Fixed Term Exclusion (3-5 days)	Parent and student meeting with Assistant Headteacher and Headteacher. Reintegration Form completed. Continued Daily Report with Assistant Headteacher, including "Instant sanctions" ie Same night detentions.
350	Governors' Disciplinary committee	"Final" Action Plan:- To be decided by Governors.
400	Referral to Ladder School/Managed Move/Permanent Exclusion for Persistent Disruptive Behaviour.	

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Consequences at Aldridge School

	Teacher			Faculty Leader / Head of House			SLT		
	Sanction 1	Sanction 2	Sanction 3	Sanction 4	Sanction 5	Sanction 6	Sanction 7	Sanction 8	Sanction 9
<ul style="list-style-type: none"> Uniform infringement Equipment infringement 									
<ul style="list-style-type: none"> Disruption of learning (1st time) Lack of effort 									
<ul style="list-style-type: none"> Disruption of learning (2nd time) 									
<ul style="list-style-type: none"> Disruption of learning (3rd time) - removal from classroom Failure to attend or inappropriate behaviour in 10 minute detention Failure to complete homework • Littering 									
<ul style="list-style-type: none"> Verbal aggression towards peers • Graffiti Failure to attend or inappropriate behaviour in 30 minute detention 									
<ul style="list-style-type: none"> Bullying (including cyber) • Truancy • Smoking • Compromising online safety Refusal to attend or inappropriate behaviour in 45 minute Faculty/House detention Refusal to comply with staff instructions • Possession of smoking paraphernalia Aggressive behaviour towards peers • Bringing school in to disrepute 									
<ul style="list-style-type: none"> Damage to property • Physical violence towards peers/fighting Anti-social behaviour • Persistent refusal to comply with instructions Failure to attend or inappropriate behaviour in 60 minute School Detention 									
<ul style="list-style-type: none"> Inappropriate behaviour in isolation 									
<ul style="list-style-type: none"> Verbal abuse of/aggression towards an adult • Theft • Assault of a peer False allegation against member of staff • Possession of alcohol Inappropriate behaviour in off-site isolation 									
<ul style="list-style-type: none"> Violence towards an adult • Serious, premeditated assault of peer • Possession of illegal substances/weapons 									

Note: This is not an exhaustive list and provides a guide to likely sanctions

Appendix 1

What the law says and the range of the School's powers

1. Guidance for behaviour management is provided in the 'School Discipline and Student Behaviour Policies – Guidance for schools', which focuses particularly on provisions in the Education and Inspections Act 2006, which came into force on 1 April 2007. In addition, the Department for Education has provided more recent guidance in the documents:

- Behaviour and discipline in schools - advice for Headteachers - February 2014
- Use of reasonable force - advice for Headteachers, staff and governing bodies - July 2013
- Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies - February 2014
- Exclusion from maintained schools, academies and student referral units in England – September 2017

2. The range and scope of the school's powers (what the law says) is as follows:

- Teachers and any paid staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students when a student's misbehaviour occurs outside of school for:
 - misbehaviour when the student is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the school.
 - or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school.
- Teachers have a power to impose detention at break, lunchtime, after school, on an INSET day or at a weekend other than one preceding a half term break (parental consent is not required for detentions).
- Teachers can confiscate students' property.
- Teachers have the power to search without consent for "prohibited items".
- Teachers have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Schools can place disruptive students in isolation away from other students for a limited period.

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3. Guidelines for the Restraint of Students (please see the Student Restraint policy)

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following.

- a) committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- b) causing personal injury to, or damage to the property of, any person (including the student himself); or
- c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- d) any teacher who works at the school, and
- e) any other person whom the head has authorised to have control or charge of students. This:
 - i) includes support staff whose job normally includes supervising students
 - ii) can also include people to whom the head has given temporary authorisation to have control or charge of students.

The power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1986.

Appendix 2

Travelling to and from School

All students travelling to and from school must respect others, be polite, wear school uniform must not drop litter and should obey the law. They should cross roads sensibly, travel by a safe route and behave in such a way as to not bring the school into disrepute.

Sanctions will be applied for incidents occurring when travelling to and from school in the same way as if they had occurred on the school premises.

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Appendix 3

Searches for prohibited items

The school doesn't need a student's consent to search them if they believe the student has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These things can be confiscated.

Searching, screening and confiscation – DfE guidance

On 18 January 2018, the DfE updated the searching, screening and confiscation guidance for headteachers, school staff and governing bodies.

The guidance sets out the power schools have when searching students, both with or without consent, and their right to confiscate items found during the searches.

Searching

With consent – school staff can search a student for any item if the student agrees to this. If a student refuses to co-operate, the school can apply an appropriate punishment as set out in the school's behaviour policy.

Without consent – only headteachers and school staff (with authorisation from the headteacher) can search a student without consent, where there is 'reasonable grounds' to believe the student has a prohibited or banned item, such as a knife. The staff member searching must be of the same sex as the student and the search must take place in the presence of a witness (the only exception being where there is a risk that serious harm will be caused if a search is not conducted immediately).

Screening

Schools' powers to screen students are more flexible. A school may require all students to undergo screening, such as a walk-through metal detector, regardless of any suspicion of a particular student carrying anything banned or harmful.

Screening that requires no physical contact is subject to different conditions than those applicable to searching students without consent. If it is part of the school's behavioural policy to screen students, a refusal from a student would give the school the power to prevent that student from entering the premises.

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Confiscation

Following a consensual search, school staff can use their discretion to confiscate, retain and/or destroy any item found, as long as this is reasonable in the circumstances.

Where a search is conducted without consent and an item is found, staff can seize anything they have reasonable grounds for suspecting is a prohibited item.

Informing parents

Schools do not have to notify parents before a search takes place. There is also no legal requirement to record any searches that have taken place. However, where alcohol, illegal drugs or potentially harmful substances are found, it is good practice to inform the individual's parents or guardians, even though there is no legal duty to do so.

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Appendix 4

Exclusions

The school applies sanctions both in the form of internal and external exclusions.

Internal Exclusion (Isolation)

This is withdrawal from lessons and from break and lunchtime for either part or whole days. This may take place on the school site in the Alder Centre or off-site at another school. Students are supervised and alternative arrangements for students to take refreshments are made. Work will be set which students are expected to complete to the best of their ability and in silence. Internal exclusion (isolation) is a serious sanction and is applied in circumstances when previous sanctions have failed, or the nature of a single incident is sufficiently serious and/or threatens to undermine the good order of the school.

External Exclusion

External exclusions are extremely serious sanctions which are not applied lightly.

Summary of the law

The following summary is taken from Section 3 of Exclusion from maintained schools, academies and student referral units in England – September 2017.

1. Only the head teacher of a school can exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.
2. A fixed-period exclusion can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.
3. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
4. The behaviour of a student outside school can be considered grounds for an exclusion.
5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.
6. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate

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7. The head teacher must take account of their legal duty of care when sending a student home following an exclusion.
8. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.
9. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.
10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:
- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
 - advance equality of opportunity between people who share a protected characteristic and people who do not; and
 - foster good relations between people who share a protected characteristic and people who do not share it.
11. These duties need to be complied with when deciding whether to exclude a student. Schools must also ensure that their policies and practices do not discriminate against students by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
12. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.
13. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a student simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a student's parents; or the failure of a student to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a student who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.
14. 'Informal' or 'unofficial' exclusions, such as sending a student home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a student, even for short periods of time, must be formally recorded.
15. Maintained schools have the power to direct a student off-site for education to improve their behaviour. A student at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

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Knives/Other Weapons in Schools Guidance

INTRODUCTION:

When a young person makes a decision to take a knife or other offensive weapon into a school, it is a serious one with potentially fatal consequences.

A police officer **MUST** attend the school and investigate every case of weapons possession by a student.

Schools cannot be left to deal with possession of a weapon themselves. It is critical that the reasons for possession by students are fully understood to enable proportionate early intervention to take place to reduce the likelihood of repeat possession.

This document has been created for guidance, support and to advance the knowledge of school leaders around the powers and law when dealing with offensive weapons.

CORE PRINCIPLES:

As young people develop into maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure. None of this excuses poor or criminal behaviour. It actually increases the need to intervene as early as possible, to show that actions have consequences, and that harm is being caused. Police and partner intervention should assist in one or more of the following ways:

- Confront young people with the consequences of offending
- Help young people to develop a sense of personal responsibility
- Manage risk to young people within the community
- Reinforce the serious nature of weapon-related crime
- Strengthen factors that reduce the risk of re-offending
- Encourage reparation
- Encourage the restoration of relationships of trust
- Define, agree and reinforce the responsibilities of parents.

RECORDABLE OFFENCES FOR WEAPONS CARRYING IN SCHOOLS ARE:

- Possession of an offensive weapon on school premises
- Possession of a bladed/sharply pointed article on school premises
- Threaten a person with an offensive weapon on school premises
- Threaten a person with a blade/sharply pointed article on school premises

The principal aim of the youth justice system is to prevent and reduce offending by children and young people. The more time and effort invested in dealing with offending behaviour at an early stage will better serve the local community over the longer term.

INCIDENT REPORTING:

Where an immediate police response to an incident at the school is required, dial 999.

For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:

1. Danger to life.
2. Use or immediate threat of use, of violence.
3. Serious injury to a person.
4. Serious damage to property.

When there isn't such an immediate risk, schools should report incidents to the police non-emergency number by dialling 101.

For example, a student has been searched and found to be in possession of a knife/bladed instrument which has been seized, and the student does not pose any further risk as detailed above.

Due to the serious nature of weapons possession and potential consequences, contact should be prompt in order that future risk is managed and behaviour confronted.

When reporting incidents of weapons possession to 101, schools should always request and record the incident log reference number. This will facilitate further contact in relation to the incident.

Schools are asked to retain the weapon in a safe place (e.g school safe) until police attend and seize the weapon for evidential purposes or destruction. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

ACTIONS AT THE SCHOOL BY ATTENDING OFFICERS:

- Conduct a primary investigation.
- Manage any risk to the school students and staff.
- Consult with a senior member of staff at the school.
- In all cases of unlawful weapon possession a crime report will be completed and the weapon seized.
- The weapon will be assessed as to whether it is unlawful and also on the **intent** of the person carrying it.

Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

Do the right thing - intervene early to prevent violence, serious injury and reduce future offending.

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Appendix 6

Substance Misuse

Aldridge School is committed to tackling substance misuse among students and therefore supporting Safeguarding Policies.

Instances of possession, use or supply of drugs on school premises will be regarded with utmost seriousness and, depending upon individual circumstances, can lead to permanent exclusion from the school

The National Drugs Helpline is a free and confidential telephone helpline, offering information about drugs and drug abuse. Open 24 hours a day, 7 days a week. Tel: 0800 77 66 00. FRANK provides a free, confidential helpline that offers information about drugs and drug abuse and is open 24 hours a day, seven days a week. Call 0800 776600 or go to the [FRANK website](#).

Appendix 6 OVERVIEW

In brief, our policy is that:

- Drugs and alcohol and tobacco have no place in Aldridge School – An Academy.
- Lessons in science and PSHCE in particular will give all students the chance to learn about substance misuse.

Being Healthy

Choose not to take illegal drugs.

Promotion of healthy lifestyles for young people.

Know the dangers associated with the use of alcohol or smoking of tobacco.

Staying Safe

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Reduce the risk of pupils turning to crime to pay for drugs, alcohol or tobacco.

Enjoy & Achieve

Pupils who are leading a healthy lifestyle will be less likely to be absent from school.

Enable pupils to achieve to their full potential at secondary school.

Making A Positive Contribution

Reduction of offending behaviour and/or fixed period or permanent exclusions.

Enable pupils to deal with life changes and challenges in a positive way .

Achieve Economic Well Being

Increase pupil's future chances of accessing further education, training or employment.

Increase pupil's chances of living in decent housing conditions in adult life.

Decrease chances of material deprivation in adult life.

Decrease chances of pupils living in low income or workless households in adult life.

- Students who bring drugs to school or use drugs in school will be punished using any school sanctions. External agencies, including the police, will be informed.
- Exclusion, including permanent exclusion, is a probable response to drug possession or dealing on school premises.
- Staff who abuse substances or encourage substance abuse will face disciplinary action.
- We will inform and involve parents in any instance of substance misuse.

Definition Of "Drugs"

The Government defines "Drug Misuse" as the non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no accepted medical purpose. Such drugs are controlled under the Misuse of Drugs Act 1971. (The Act does not cover solvent misuse). We further believe that the word 'Drugs' includes all mood and performance changing substances, both legal and illegal, and including prescribed drugs, alcohol, tobacco and solvents.

Medicines

Many drugs are lawfully carried as medicines. If students supply prescription drugs to others in school, they are acting unlawfully and so this policy applies.

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The Law on Drugs

It is an offence under the Misuse of Drugs Act 1971:

- To supply or offer to supply a controlled drug to another in contravention of the Act;
- To be in possession of, or to possess with the intent to supply another, a controlled drug in contravention of the Act; it is a defence to the offence of possession that, knowing or suspecting it to be a controlled drug, the accused took possession of it for the purpose of preventing another from committing or continuing to commit an offence and that as soon as possible after taking possession of it he/she took all such steps as were reasonably open to him/her to destroy the drug or to deliver it into the custody of a person lawfully entitled to take custody of it;
- For the occupier or someone concerned in the management of any premises knowingly to permit or suffer on those premises: the smoking of cannabis, or the production, attempted production, supply, attempted supply, or offering to supply any controlled drug.

In-school procedures (See appendix 3)

The School will liaise closely with the local police force to ensure that there will be agreement for dealing with any incidents which might arise involving illegal drugs.

The staff dealing with an incident will, wherever possible, take possession of any substance suspected of being a controlled drug.

The school will hand the substance to the police who will be able to identify whether it is an illegal drug; school staff should not attempt to analyse or taste any unidentified substance.

Whenever possible any quantity of the suspected substance must be taken to a secure place e.g. the school safe. The suspected substance must be placed in a sealed envelope and the details/time/quantity

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should be recorded on the outside. The envelope should then be placed in the school safe.

It is open to a member of staff accompanied by another adult to search a pupil's locker where he/she has a reasonable cause to believe it contains unlawful items, including illegal drugs, or other substances prohibited by school rules.

Where pupils/students are suspected of concealing illegal drugs on their person, every effort should first be made to secure the voluntary production of any unlawful substance, e.g. by asking them to turn out their pockets and bags in the presence of another adult. If the pupil/student refuses, the police should be called in to deal with the situation.

Where a member of staff is told, or is aware, of possible criminal activity outside school premises they must inform the Headteacher (or designated member of Senior Leadership Team) who will inform the police, in the interests of safeguarding the health and safety of young people in the area.

All incidents involving illegal drugs must be reported to the Headteacher, Assistant Headteacher (Pastoral) and the appropriate Head of House. Parents must be informed of the incident as soon as is possible.

The Headteacher will retain the responsibility for deciding how to respond to particular incidents involving illegal drugs. The Headteacher will consider each incident individually and recognise that a variety of responses may be necessary. The implications of any action taken will be considered very carefully.

Out of school procedures

The school has no role in dealing with drug incidents outside school hours and premises other than:

- On school trips and visits, when the same rules and procedures should be applied as far as is reasonable and practicable.
- To the extent that the effect of some substances may persist into school time.
- By passing information onto relevant agencies when the safety or well being of students is threatened.
- To assist police in preventing the use of land surrounding the school for drug trading.

The following has been provided and will contribute to, but not constrain, the Headteacher's decision making:

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Whether:

- the substance is known/admitted?
- the substance is legal? If not, into which category does it fall?
- there is any intention to supply to others?

the quantity is such that it could only be for personal use by the possessor

- the possessor has been of previous good conduct?

Summary of responses available:

- 1 Confiscation of the substance.
- 2 Offering counselling
- 3 Referral to Health Education Unit/Coordinator
- 4 Institute disciplinary procedures
- 5 Inform the police of any relevant information

Taking into consideration the above and the individual circumstance of each case the school will institute disciplinary proceedings within the context of Statement of Shared Values Rewards and Sanctions Policy and the Code of Conduct.

Accordingly, infringement of the school standards by involvement in a drug related incident(s) will be regarded as a serious breach of the school's behaviour and discipline policies, for which the school reserves the right if considered appropriate in all the circumstances to implement permanent exclusion even for "one off" events. Revised guidance of Circular 10/99 Social Inclusion: pupil support indicates that permanent exclusion is normally appropriate for cases of drug dealing/supplying (including selling, offering and distributing to other pupils) even on the first occasion and for repeated instances of possession.

In the interests of safeguarding the education and/or welfare of all the pupils of the school, there is zero tolerance of drug dealing/supplying (including selling, offering and distributing to other pupils). Accordingly, save in exceptional circumstances, any pupil will be permanently excluded from the school for drug dealing/supplying. A pupil may also be permanently excluded for possession or use of drugs on the school premises.

Signs of Drug Misuse or Substance Misuse

Early detection of drugs misuse is extremely important. If a young person's drug misuse is identified at an early stage, it is easier for action to be taken to prevent further misuse of drugs. Teachers and

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Associate staff, should be alert to the warning signs which may indicate that a pupil is misusing drugs. Teachers need to be particularly vigilant when they are in charge of activities which take groups away from the school premises.

Some of the main signs which may be associated with drug misuse:

- continually increasing the dose of drugs to get the same effect,
- a feeling of dependency on drugs or a fear of stopping using drugs,
- withdrawal symptoms if they stop taking the drug for a short time,
- sudden mood changes,
- a negative or changed outlook on life,
- a loss of motivation,
- poor performance at work or college,
- problems with personal relationships,
- borrowing or stealing money from friends and family, and
- being secretive about activities and actions

(www.nhs.uk)

The presence of these signs alone is not conclusive proof of drug or solvent misuse; many of them are part of normal adolescence. All incidents must be reported initially to the House Staff/Pastoral Staff.

Media Contact

It is important that staff do not report incidents and/or issues concerning drug misuse to the local press and media generally. The Headteacher, in consultation with the LEA and Governors will deal personally with all media matters.

Drugs Curriculum

At Aldridge School – An Academy we believe that the approaches used for drugs and substance misuse education should provide opportunities for issues to be explored as well as information to be gained.

Largely, education about drugs substance misuse takes place in PSHCE and Science (although other subject areas also cover related issues).

Copies of both the PSHCE and Science Schemes of Learning are available to see on request.

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Appendix 7 **Yr 11 and Prom**

A Prom will be arranged on an annual basis to celebrate Year 11 pupils coming to the end of their compulsory education at Aldridge School. Invitations will be issued to those pupils with a minimum of 91% Attendance, less than 100 Behaviour Points accrued in Year 11 and they must not have received a Fixed Term Exclusion during the Academic Year. Should extenuating circumstances be appropriate, the final decision regarding whether a pupil is allowed to attend the Prom will rest with the Headteacher.

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