

Anglo European School

Behaviour Policy

(Including Policy on Drugs Misuse and Abuse)



Approved by:	Headteacher
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Review:	Annual
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Rationale

Anglo European is a mainstream comprehensive school with an international ethos; we have a rich diversity of cultures, languages and backgrounds. We believe that high standards of students and staff behaviour, respect for each other and supportive working relationships are essential for effective teaching and learning. We seek to promote an inclusive, stimulating learning environment where students can take risks safely, learn self-discipline, personal responsibility, respect for authority, high self-esteem and have pride in their school. We want our staff and students to thrive in an environment which is relationally enriched, safe, predictable and nurturing. We aim to promote fairness, equality and create an environment free from intimidation, bullying, violence, and disruption to learning. We aim to create positive relationships between staff, students and parents; promoting praise and encouragement and working in partnership to achieve maximum student progress.

This policy applies to all students, including visiting students and the Sixth Form.

The aim of this policy is to ensure that there is a consistent approach to behaviour management by defining what we consider to be acceptable and unacceptable behaviour. We will outline how we expect our students to behave and outline our systems for rewards and sanctions.

The school aims to:

- To promote, develop and support an environment where all professionals take a child centred approach, which means that they should consider, at all times, what is in the best interests of the child.
- To ensure that adults in the school are good role models in their interactions with children and are attentive, respectful, honest and caring.
- To develop positive relationships between students, staff and parents based on mutual trust and understanding.
- To foster student self-confidence, self-esteem, well-being and happiness in school and beyond, by understanding triggers to certain behaviours and finding solutions.
- To ensure that everyone recognises the importance of relationships in supporting wellbeing and mental health.
- Create a learning environment which is safe, purposeful, mutually supportive and non-threatening, under the heading of 'Ready, Respectful and Safe'.
- To create a social environment which is relaxed, friendly and non-threatening, where incidents that do occur are defused and/or de-escalated by the adult.
- To provide opportunities to reward responsible behaviour and good citizenship.
- To prepare students for their place in a global, democratic society, including life in Modern Britain, where they know their rights and understand their responsibilities.
- To help students recognise the impact of good behaviour, respect and politeness in their homes, local community and school environment.
- To promote good working partnerships with parents to encourage them to take responsibility for their child's behaviour, to support them with advice and guidance and keep them informed about their child's behaviour and progress in school.

Communication of the policy

This policy is published on our school website and a paper copy is available on request from the school office.

The school communicates this policy to parents through the induction, via the school bulletin and via website and social media communication where different aspects of the policy are highlighted frequently.

The policy is communicated to staff through staff training, staff briefing and through staff meetings where the effectiveness of policy and practice is discussed and reviewed.

Signage around the school reinforces these messages.

Partnership with Parents and the Home School Agreement

The role of parents is crucial in helping students maintain good behaviour. They should familiarise themselves with the behaviour policy and take an active role in supporting school life and culture.

The standard of behaviour expected of all students is included in the school's Home School Agreement which parents are asked to sign following their child's admission to the school. Parents are expected to support the school's implementation of the behaviour policy and supporting rewards and sanctions. Parents will be informed of any detention or more serious sanctions being set. Parents will be expected to attend any meetings relating to reintegration following suspension or meetings for any matters deemed of a serious nature. We expect this to happen in a timely fashion so that key messages can be reinforced. Parental permission is not required for sanctions but the school will always endeavour to give at least 24 hours' notice for detentions. In extenuating circumstances, parents can ask for the date of a detention to change but cannot require this to happen.

Parents need to take responsibility for their child's conduct on social media outside of school hours. The school reserves the right to respond to matters relating to social media activity out of school hours if the smooth running of the school is affected by it, students are upset at school having received malicious or offensive messages, or there is an on-going threat or allegation relating to any student or member of staff. (see e-safety Policy).

The school is not responsible for behaviour beyond the school day and will refer matters occurring during this time to parents or the police as appropriate.

Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Behaviour in Schools 2022](#)
- [Suspension and Permanent Exclusion from Maintained schools, academies, and pupil referral units in England, including pupil movement May 2023](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- This policy complies with our funding agreement and articles of association.

The Headteacher has set out measures which aim to:

- Promote good behaviour, self-discipline and respect
- Ensure there is a written policy which promotes good behaviour
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students

The Headteacher takes into account any guidance or notification provided by the governing body, including: screening and searching students; the power to use reasonable force and other physical contact; the power to discipline beyond the school gate; when to work with external agencies to support students who are continuously disruptive; and the pastoral care of staff accused of misconduct.

The Headteacher decides the standards of behaviour expected of students, determines the school rules and any disciplinary measures for breaking the rules. Our policy is published for parents, staff and students on the school website.

Roles and Responsibilities

All members of the school community are expected to uphold the Behaviour Policy. All staff take responsibility for promoting good behaviour, rewarding achievement and sustaining a positive attitude and a conducive learning environment which is safe and orderly. We expect all staff, parents and students to be respectful, honest and caring and that this policy is implemented fairly and consistently.

The Governing Body are responsible for establishing, in consultation with the Senior Leadership Team, a policy for behaviour and discipline and review this according to the policy review schedule. They will communicate this to parents, staff and students via the school website, and ensure it is non-discriminatory and clear.

The Headteacher will implement the policy on a day-to-day basis and ensure it is fairly applied by staff.

Leadership, at all levels, will be visible, routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

All Staff, including Professional Support Staff and volunteers, will be responsible for applying the policy fairly and consistently and to support each other in doing so. Staff have an important responsibility to ensure a calm and safe environment for students and establishing clear boundaries for acceptable behaviour, upholding the whole school policy and procedures for behaviour management and modelling expected behaviour and positive relationships. They should communicate the school expectations, routines and values through explicit teaching and in every interaction, challenging unacceptable behaviour to enforce acceptable conduct and boundaries.

Parents and carers will be expected, encouraged and supported to work in partnership with the school. We expect parents to assist us in maintaining high standards of behaviour and take responsibility for the behaviour of their child, both in and outside school, upholding the policy and promoting good behaviour by supporting any sanctions applied and praising their child for their achievement and good behaviour.

Students will be expected to take responsibility for their own behaviour, create a positive social learning environment and report any undesirable behaviour. They will be made aware of this policy, procedures and expectations.

Student Conduct

Students are expected to:

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

Definitions and types of behaviour

Misbehaviour in our school is 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 is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking/vaping/use of e-cigarettes
- Racist, sexist, homophobic or discriminatory behaviour
- 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 and / or sexual jokes or taunting, and physical behaviour, such as 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
- Possession of any prohibited items such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers/vapes/e cigarettes
 - Fireworks
 - Pornographic images

This can also include 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)

Difficult Behaviour

Difficult behaviour in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally interferes with the child or young person's own and/or other children and young people's learning. It disrupts the day-to-day functioning of the school, making it a less safe and orderly environment. It is less likely to be responsive to the usual range of interventions identified within the school behaviour policy. It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

Harmful Behaviour

Harmful behaviour in the school context encompasses behaviour that is generally: physically aggressive towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting); verbally abusive (and may include racist/homophobic/sexist abuse); destructive, including destruction of property and the environment; self-harming, including head banging, scratching, hitting, kicking, biting and poking and striking another adult / child or young person with an object.

Anti-Bullying

The school recognises that for students to feel safe and be safe, they need to be supported and protected from bullying. The school acknowledges its duties under the 2006 Education and Inspections Act, The Equality Act 2010 and Children's Act 1989 to prevent all forms of bullying. The school uses a variety of strategies to prevent bullying.

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

Bullying is, therefore:

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

Bullying can include repeated incidents of:-

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

Behaviour outside of school

Teachers' power to discipline includes the power to discipline students even when they are not in school or in the charge of a member of staff. The Anglo European School is committed to ensuring that our students are positive ambassadors for the school. In addition to school activities during the school day, staff can challenge any misbehaviour when a child is: -

- Taking part in any school-organised or school-related activity e.g school visits and exchanges.
- Travelling to or from school
- Wearing our school uniform
- Behaving in some way that identifies them as a student at the Anglo European
- Behaving in a way that could have repercussions for the orderly running of the school
- Behaving in a way that poses a threat to another student, themselves or a member of the staff or public
- Behaving in a way that could adversely affect the reputation of the school.

Therefore, we expect good, orderly and courteous behaviour on all transport, educational visits or learning opportunities off school site. We expect students to engage in behaviour which does not pose a threat to the health, safety or welfare of other students, staff or members of the public and that protects the reputation of our school.

Malicious Allegations

Where a student makes an allegation against a member of staff or student and that allegation is shown to have been deliberately invented or malicious, the school will 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 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, 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 Policy and Whistleblowing Policy and Allegations against Staff Policy for more information on responding to allegations of abuse against staff or other students.

Managing Behaviour in the Classroom

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which should include:
 - greeting students in the morning/at the start of lessons
 - establishing clear routines and rules
 - communicating expectations of behaviour explicitly, verbally and non-verbally
 - highlighting, promoting and celebrating good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - following school policy on the management of low-level disruption

Screening, Searching and Confiscation

Any search that takes place will be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

The Headteacher, and authorised senior members of staff, have the statutory power to search students or their possessions without consent, (including blazers, pockets, lockers and bags) where they have reasonable grounds for suspecting that the student may have a prohibited item. Items can be confiscated, retained, destroyed or passed to the police at our discretion. The law protects staff from the liability for loss or damage. Prohibited items include knives or weapons, alcohol, illegal drugs or paraphernalia, stolen items, tobacco and cigarette papers, vapes, fireworks and pornographic images (including on a mobile phone) or articles which have been used to commit harm or offence.

Staff leading the search should, where possible, be the same sex and there should always be a second member of staff present in the room. Any search must take place on school premises or where staff have lawful control or charge of the students, such as visits. Staff are permitted to use a metal detector if they feel or have reason to believe that a student is concealing items upon them.

Any search that has taken place should be logged on CPOMS for the attention of the Designated Safeguarding Lead (DSL). The DSL will share the names of any students that cannot or should not be searched without consultation. It is the responsibility of the person carrying out the search to check the student's details before searching.

The confiscation of prohibited items of clothing and jewellery: prohibited items will be confiscated and stored by Student Services and returned at the end of the half-term. Valuables will be kept in the school safe, in an envelope with student details and return date. Persistent offenders will be sanctioned and this can lead to parental letters and meetings with the Year Leader. Staff are not liable for any damage or loss arising as a result of confiscation.

If students wish to wear religious articles in school, they should seek permission to do so in writing from the Headteacher. This avoids potential confrontation with teachers who may challenge items of jewellery normally in breach of the uniform policy.

Use of physical contact and /or force

There are occasions when staff will have cause to have physical contact with students for a variety of reasons, this may include:

- to comfort a student in distress (appropriate to their age and individual specific needs identified through a risk assessment);
- to direct a student;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the student or others.

Wherever there is a need to use reasonable force, we will do so following the guidance produced by the Department for Education: Use of Reasonable Force (DfE, 2013)

Where physical contact and / or force is used, protective steps must be taken to ensure it is legal and will prevent harm. In situations where physical contact between staff and students take place, staff must consider:

- The student's age and level of understanding
- The student's individual needs and history. Some students will not want to be touched
- The location where the contact takes place (ideally it should not take place in private without others present)

The following principles must be borne in mind when considering any use of physical restraint:

- physical intervention carries the possibility of being interpreted as an assault
- physical intervention may carry the risk of injury to the child or to the adult involved any consideration of the use of restraint or containment should only occur as a last resort, where no other intervention is feasible or effective
- the intention of any physical intervention must be clear
- staff should only intervene physically to restrain or contain a child
- where there is a clear danger to the child or others (including adults)
- where all other interventions have failed or are not feasible
- with the clear intention of removing the child from danger
- with the minimum force required to ensure the child's safety

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children and young people.

Force is usually used either to control or restrain. This can range from guiding a child or young person to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. This must not involve gripping as it could result in harm to the child. Staff will receive training

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between children and young people, redirecting a child or young person's path, or active physical contact such

as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.

- Restraint means to hold back physically or to bring a child or young person under control. It is typically used in more extreme circumstances, for example when two children and young people are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child or young person. Staff should receive training specific to the identified needs of their school which will significantly reduce the likelihood of this happening

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- It can also apply to people whom the Headteacher has temporarily put in charge of children and young people such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent children and young people from harming themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes: to control children and young people or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted. When considering using reasonable force staff should, in considering risks, carefully recognise specific vulnerabilities including SEND, mental health or medical conditions.

Schools can use reasonable force to:-

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child or young person behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child or young person leaving the classroom where allowing the child or young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child or young person from attacking a member of staff or another child or young person, or to stop a fight in the playground; and
- restrain a child or young person at risk of harming themselves through physical outbursts.
- conduct a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks and pornographic images or media.

NB. This list is not exhaustive and provides examples of where reasonable can and cannot be used, taken from DfE guidance.

Use of Mobile phones

- Mobile phones are not to be used on school site without the express permission of a member of staff for an educational purpose. If mobile phones are misused, they will be confiscated and held in the school safe located in student services and can be returned at the end of the school day. Students should contact the Pastoral Managers or their Year Leader at 3.30pm to arrange collection of their phone. A Year Leader Detention will be issued as a result. Persistent offences regarding mobile phone use may result in the student being told to hand in their mobile to Student Services for the duration of the school day. These guidelines also apply to Airpods and other electronic devices used for communication, such as smart watches.

Should a student need to make an urgent call or communicate urgently with a parent, they can do so, with permission, in Student Services

Managing Behaviour online:

The school recognises that communications between students on-line can affect their behaviour significantly in school. Anglo European expects students to show the same degrees of kindness, dignity and respect on-line as apply off-line.

Inappropriate on-line behaviour such as use of inappropriate language, soliciting and sharing nude or semi-nude images or videos and sexual harassment are likely to be treated with the same rigour as off-line behaviour in accordance with the Behaviour, E-Safety and Safeguarding Policies. All incidents which have safeguarding implications will be reported to the Designated Safeguarding Lead.

Incidents which occur outside the school day and off the school premises are the responsibility of parents. However, where these incidents pose a threat or cause harm to another student, have implications for the orderly running of the school day or adversely affect the reputation of the school, the school reserves the right to investigate the matter and issue sanctions as necessary.

Managing Suspected Criminal Behaviour

The school will make a judgement about whether what they are investigating is criminal in nature and needs to be reported to the police. In such cases, we will gather only enough evidence to establish the facts and preserve any evidence. They will ensure any further action does not interfere with any police action taken. However, the school retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police advice and actions.

Supporting all Students including those with SEND.

The school recognises its legal duty under the Equality Act 2010 to prevent students with any protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. Adjustments

may be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students meet behaviour expectations. However, high expectations will be maintained for all students. Staff will try to anticipate triggers for misbehaviour and put in place preventative measures for avoiding it such as short, planned movement breaks, adjusted seating plans and adapted resources.

The school's Special Educational Needs Co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met, using the graduated approach to assess, plan, deliver and review the impact of any support being provided.

If a student has an Education, Health and Care plan, the provisions set out in that plan must be secured, in liaison with the Local Authority. Where the school has concerns about the behaviour or risk of suspension or permanent exclusion of a student with an EHCP, we may consider what alternative support or alternative placement may be required. The school will contact the Local Authority and consider requesting an early review prior to making a decision about suspension or exclusion.

Where necessary and possible, 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 and a consistent response plan for that child. We will work with parents to create the plan and review it on a regular basis.

Clear and consistent language is promoted when acknowledging positive behaviour and addressing misbehaviour including communicating expectations, routines and non-negotiable aspects of behaviour management so that all students can understand.

Supporting Students with a Social Worker, including Looked After Children and previously looked after children.

Where students are identified as being at risk of suspension or permanent exclusion, the Headteacher will inform the Social Worker, the Designated Safeguarding Lead and the parents. Where a child is being suspended or excluded, the Designated Teacher should contact the local authority's VSH as soon as possible. Any behaviour concerns will be reported in the Personal Education Plan (PEP) termly review, with a review of support in place to improve behaviour and reduce the likelihood of suspension or exclusion.

Rewards and Sanctions

Rewards

At the Anglo European School, we believe in encouraging and rewarding effort and achievement. Students are congratulated on their achievements continuously through our assemblies, newsletters, tutor time and in lessons by their teachers. Rewards can include verbal praise, a parent phone call or, for specific achievements they receive credits/rewards through SIMS and Edulink and are encouraged to engage with all the opportunities available to achieve them. These credits and rewards motivate students to achieve their personal best and to be rewarded for it. Acknowledging good behaviour encourages repetition and reinforces the school's expectations and values.

Students can achieve rewards for: -

Curriculum/Teacher Rewards

- Sustained improvement against targets
- Outstanding work/effort at any given level
- An outstanding classwork/homework which exceeds expectation
- Outstanding participation in a lesson
- Supporting others' learning
- Outstanding effort in the completion of work
- Completion of a personal research project

Tutor Rewards

- Taking responsibility for a new student
- Volunteering to help or undertake additional duties in support of the tutor
- Preparation for and sustained hard work in a tutor period
- Form tutor nominations related to learner profile
- Attendance – related rewards
- Inter-form achievement rewards

Community

- Supporting school events
- Involvement in extra-curricular activities /participation in a school team event
- Active Citizenship
- Nominated for an award
- Supporting the local community
- Yearly achievement of diploma

Students can receive congratulatory postcards, on a termly basis, for sustained effort and achievement in curriculum areas.

Inter-form Rewards

Students are encouraged to work as a Form Group and develop team skills and collaborative working skills. Rewards and achievements are totalled each term and the winning form in each year group receive an award and take part in a special event, activity or experience to reward them for their collective endeavour. These activities foster a sense of belonging, a feeling of collective responsibility and teach students to support and encourage each other to be the best they can be.

Awards

These awards are considered when nominating students for special awards for their achievements in individual subject areas. Awards evenings. Students are nominated by each subject area for achievement and progress awards. Students nominated in three or more subjects receive Year leaders' awards and the student who achieves the most subject nominations receives the Headteacher's Award.

There are further special awards which recognise students' outstanding contribution to the school, its community and international ethos. Other awards recognise outstanding contributions to the Arts, Sport, Community endeavour and service beyond self.

Sanctions

Where we become aware of misbehaviour, staff will act promptly and assertively to address this. The first priority is to ensure students are safe and to restore a calm environment. We will aim to respond in a manner which is fair, consistent and proportionate, in accordance with this policy. All measures aim to deter poor behaviour, protect students and improve behaviour which may involve reflection, evaluation or targeted support. Staff will always aim to take contributing factors and context into account.

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

- A verbal reprimand or reminder of expectations
- Removing the student from the class or playground for a period of time
- Setting a task which enables them to reflect on their behaviour
- Loss of privileges or responsibility
- School based community service
- Referring the student to the senior member of staff
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Letters or phone calls home to parents or parental meetings
- Regular reporting to a senior member of staff
- Behaviour contract
- Putting the student on report including Senior Report, Individual Behaviour Plan (IBP), Pastoral Support Programme (PSP) or suspension / exclusion from school

We may use the Reflection Room in response to serious or persistent breaches of this policy. Students may be sent to the Reflection Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class or work on par with their peers. Students who do not attend a senior school detention may also be sent to the Reflection Room.

Please refer to the **AES Behaviour Ladder** in the appendix for further guidance on sanctions.

Preventative Strategies for preventing recurrence of misbehaviour

Staff will adopt a range of initial intervention strategies to help students who are identified as repeating misbehaviour to reduce the risk of suspension or permanent exclusion. These measures help students to understand behavioural expectations and provide support for those struggling to meet them. This support enables students to learn to self-regulate their behaviour more effectively and become more aware of the impact of their behaviour on others. These strategies might include: frequent engagement with parents, mentoring, coaching, time-limited reports, behaviour plans, support from external experts and courses run by local charities, agencies, community mentors and behaviour experts. For students who are at risk of permanent exclusion, a multi-agency approach will be sought. If a student has an EHCP, early contact with and support from the Local Authority will be requested and an emergency review of provision may be requested.

Addressing issues related to Sexual Harassment, Harmful Sexual Behaviour and Child on Child abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, following the principles set out in Keeping Children Safe in Education. Sexual violence and sexual harassment are never acceptable and will not be tolerated. Students who engage in such behaviour will be sanctioned by the school.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. There are appropriate reporting systems in place, including a facility to report anonymously. Staff are encouraged to challenge all inappropriate language and behaviour between students and should model manners, courtesy and dignified, respectful relationships.

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

Victims will be supported, kept safe and be taken seriously, regardless of how long it has taken them to come forward.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether disciplinary action is appropriate for the individual who has made it.

Please refer to our child protection and Harmful Sexual Behaviour and Child on Child Abuse Policy for more information.

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.

Staff Development and Training

Our staff are provided with training on managing behaviour, as part of their induction process and at regular intervals throughout the year. Behaviour management forms part of continuing professional development and we seek to gain expertise and support from external agencies to ensure our training is based on what works well as evidenced through recent research.

All staff have behaviour management as part of their induction training to ensure they understand behaviour culture, rules and routines.

All ECTs, trainees and new staff have training which aligns with the core content framework, Early Careers Framework, as appropriate.

Monitoring and Review

The school will review this policy via governors' committees in accordance with the policy review schedule. The effectiveness of the policy will be evaluated through analysis of statistic evidence, evaluative surveys with parents, staff, students and leaders, through department reviews and other evaluation systems and external inspection (e.g. Ofsted)

The Headteacher will report behaviour data termly via the Governors' Report. This will include analysis of individual students behaviour, year groups, and key groups with protected characteristics (Disadvantaged, low prior attainers, SEND) in order to identify and analyse patterns and trends.

The number of student moves, those taken off and on roll, those attending education off-site, suspension and permanent exclusions, or students receiving repeat suspensions, will be recorded with the reasons so that Governors can evaluate patterns and trends and ensure permanent exclusion is only being used as a last resort. They will also consider the cost implications.

Governors will also review the effectiveness and consistency of the application of this policy, the school register and attendance codes, and interventions in place to support students at risk of suspension and permanent exclusion.

Guidance and strategies for implementing the Behaviour Policy (Rules & Sanctions)

Sanctions:

Sanctions can be applied by any paid member of the teaching or professional support staff authorised by the Headteacher. The sanction must be taken on the school premises (or on a school visit) under the lawful charge of the member of staff. It must be proportionate and reasonable to the behaviour and circumstances, not breach other legislation and consider any special circumstances or contexts arising.

Classroom management & behaviour in lessons

All classrooms have the three Non-Negotiables information on display, which outlines the expectations of behaviour of students in our school. This is also published in the staff handbook and the parent handbook for new parents. All students are expected to respect their own and others right to learn. This involves arriving to lessons on time, being prepared with the right equipment, demonstrating a positive attitude to learning and not disrupting the teaching and learning in any way.

Our non-negotiables are:

- Always wear your uniform correctly
- Be punctual and arrive to all lessons on time
- Be respectful to all members of the Anglo family and listen when others are talking

Behaviour outside the Classroom

Students are expected to behave in a manner which shows both respect to themselves and others and being safe. They are to use appropriate language and show courtesy and consideration for others. They should respect the environment and move around the school in a manner which respects the health and safety of others. They should wear the correct uniform; the school reserves the right to correct inappropriate use of items of uniform by contacting parents, removing students from circulation at social time and using Year Leader detention if breaches of uniform cannot be corrected by students and becomes a persistent issue.

If an incident occurs outside the lesson

It is the responsibility of the Year Leader or member of staff on duty to deal with incidents and issue appropriate sanctions, including for matters which bring the school's name into disrepute. The school also employs midday supervisors and Study Club supervisors at lunchtimes to support student well-being. They can make a referral to the Year leader or a Senior Leader if the incident is of a serious nature and requires immediate attention. A lunchtime duty rota exists for senior staff for this purpose. Year leaders and senior staff will feedback the outcomes of

incidents to lunchtime staff and support the student in making the situation right by apologising, and issuing sanctions.

If an incident occurs in a lesson

It is the responsibility of the teacher to ensure completion of work and effective behaviour for learning is maintained. Sanctions applied in the classroom can include: a verbal reprimand or advice on how to behave, time out to calm and reflect, re-doing work to a better standard, removal from the lesson to work elsewhere in the department or in the referral area for high level disruption. Teachers can refer a student for department detentions or low-level disruption detentions (see LLD)

If the behaviour is persistent in the subject, teachers can refer the student to their line-manager for support, restorative practice or for department sanction such as being placed on a subject report.

De-escalation Duty (D Duty)

The system of D Duty involves senior staff being on call for each teaching period and available to support teachers should they be needed. Its primary purpose is to enable teaching and learning to continue in the event of persistent low-level disruption or an incident of high – level disruption.

A teacher may call for D Duty support when:-

- 4 LLD warnings have been reached and department sanctions exhausted
- There is a serious incident including: remarks which are sexist, racist, homophobic; swearing at a teacher; persistently refusing a reasonable request,; fighting etc. (see behaviour ladder)

When using D Duty, the teacher should:-

- Meet the D Duty manager at the door and explain, ideally without child present, what has happened and how you would like it resolved.
- Consider where, for less serious incidents, there is an opportunity to de-escalate the incident with the support of the senior staff and return child to class once expectations have been re-set.
- For more serious incidents, the D Duty manager will remove the student from class immediately and will follow-up with teacher after the lesson. Students will be placed in the Reflection Room/Referral area as appropriate to write an account of the incident and consider how they can restore and repair the issue
- Write their own account of the incident which led to the student being removed and liaise with Duty staff about how incidents should be followed up including whether further sanctions should be issued.
- Make a parental phone call to explain why the child has been removed and what follow up actions have taken place
- Agree on plan, the follow up and sanction if appropriate.
- Record a D Duty called in SIMS or Edulink,

Removal from classrooms

There are occasions where the school may decide to remove a student from a classroom. Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. Removal is used as a response to serious misbehaviour. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Removal will be used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment;
- to allow the student to regain calm in a safe space.

Removal from the classroom will be done after considering the context and history of the student and the situation the student, teacher and class find themselves.

Staff should always take into consideration the well-being and mental health of students and staff when removing a student from the classroom. Staff must always act reasonably, proportionately and, most importantly, assess the risk of any consequence being considered.

Parents will be informed of any decision to remove their child from a classroom.

Reflection Room

Removal from the classroom will occur when other behaviour strategies in the classroom/department have been attempted unsuccessfully. Staff can instruct a student, for no more than 5 minutes, to stand outside the classroom, still under their supervision and allow the student to reflect, self-regulate and apologise for the disruption and they can then return to the lesson.

However, if students need to be removed from a lesson for disciplinary reasons for more than 5 minutes, they will be collected by senior staff and placed in the Reflection Room.

The purpose of this room is to create a calm, orderly environment to reflect, self-regulate and continue with their education in a supervised setting, away from other distractions or triggers. This also enables the teacher to restore calm and order to the classroom following any disruption caused by the student concerned.

Protocol for the Reflection Room

- The SLT member on duty or DHTs/HT will decide to place students in the Reflection Room.
- Students will be signed in by supervising staff who will check their removal from class is logged on SIMS or Edulink
- Mobile phones are removed and placed in the safe until the end of the day.
- A nominated supervisor will supervise this room with the support of Pastoral Managers and the SLT member on duty.
- Pastoral Managers, with the support of the SLT member on duty, will triage the issue and decide whether to refer the student to SLT, SEND staff or a Duty DSL as appropriate.
- Student will complete meaningful work from the core subjects and or work from their lessons on that day.
- Students also complete a reflection form to facilitate them thinking about why they are there, how they can restore the situation in that lesson and how they will act differently on return to prevent repetition.
- Students who have missed an hour's teaching or more may be expected to sit a detention after school on the same day. Pastoral Managers will inform parents/ DHT (Deputy Headteacher).
- Teachers who have removed a student from their lesson are expected to have a restorative conversation with the student before the next lesson and discuss the matter with parents/carers, having a clear plan for their reintegration.
- Parents and/or the social worker (for students who have a Child in Need plan, a Child, Protection plan or Looked After) will be informed on the same day if their child has been removed from a lesson via Edulink and the reason for the removal.
- The Assistant Headteacher (Behaviour and Attendance) will oversee the collection of data, analysing repeat patterns, effectiveness and where teachers or students may require additional support.

Well-Being Room:

This is a space supervised by the SEND Department and overseen by the Student Intervention Manager, for those students who may need separation for non-disciplinary reasons to self-regulate their emotions, regulate after sensory overload or gain support for mental health and well-being reasons during lesson time. This will be triaged by the Student Intervention Manager.

Referral Room (Isolation):

For very serious incidents where a senior staff member decides that a student should not be placed in the Reflection room, they will use the Referral Room in A Block, outside the Headteacher's Office. They will follow the same protocols as those observed in the Reflection Room.

Recording of Incidents:

Students involved in incidents will be required to complete a student incident form. If they have difficulty with writing, this may be a verbal statement which is then recorded by the teacher and signed by the student, unless their safety is compromised by doing so, in agreement with the Headteacher. The outcome of these incidents is recorded on SIMS or Edulink. The member of staff leading the investigation should ensure that all incident forms are fully completed with information on follow up/consequences/parent call etc. There should be a planned restorative meeting where this is appropriate.

Detentions

Detentions are an important sanction. Whilst parental permission is not required, the school seeks to give parents at least 24 hours' notice and expects parents to support these sanctions. Providing the Headteacher is satisfied that a detention is justified, parents and carers cannot refuse for their child to attend a detention. It is the responsibility of parents and carers to arrange the safe travel home of their child who has served an after-school detention. The school cannot sanction detentions being postponed or re-arranged on the grounds that parents cannot fulfil their responsibility for travel home. This is made clear in our Home/School Agreement which every parent and student agrees to on admission to the school.

Teachers have the authority to issue detentions including same-day detentions and, if set, these will only be set during the school day. Lunchtime detentions will allow reasonable time to eat, drink and use the toilet.

The leadership team will not issue detentions after school where this is likely to put a student at risk, where the student has caring responsibilities or where important medical appointments may be compromised. These will either be arranged or alternative sanctions set during the school day.

Detention Types

Detention Type	Administered By	Information
Low Level Disruption (LLD)	HODs	30 minutes in length Set by the teacher after 3 rd warnings Supervised by assigned staff
Subject Detention	HODs	Afterschool for 40 minutes, supervised by assigned staff
Year Leader Detention	Year Leader Curriculum Leader	Thursday evening for 40 minutes supervised by Year or Curriculum (6 th form) Leaders
School Detention	Senior Staff	Friday evening for one hour

		supervised by senior staff and SENDCO
Extended School Detention	Deputy Headteacher	Friday evening for 90 minutes for persistent offenders

Low Level Disruption

Low level disruption is defined as:

- Deliberately sitting in the wrong seat or refusing to move seats;
- Out of seat or wandering around the classroom without permission;
- Talking when should be listening or unrelated to work/activity set by teacher;
- Name calling, calling out or making inappropriate noises;
- Being slow to start work or to follow instructions;
- Doing insufficient work;
- Inappropriate/rude/disrespectful comments to peers/staff;
- Inappropriate/rude/disrespectful behaviour in the lesson, including play fighting;
- Arguing with another student or member of staff;
- Distracting others;
- Damage to property (minor);
- Being disrespectful towards students/staff;
- Passing notes;
- Throwing small objects;
- Refusing to work with assigned partner;
- Repeatedly swinging on chair or turning around without permission;
- Persistently fidgeting or fiddling with equipment (if not an agreed strategy);
- Interfering with another students' property;
- Spraying deodorant/body spray;
- Playing with football/basketball (which should be in a bag or locker);
- Communicating in a class-based assessment;
- Eating or drinking (other than water);
- Making an inexcusable mess.

1st incident First warning.

2nd incident Second warning.

3rd incident LLD Lunch Detention 12.30-13.00 / 13.30-14.00

4th incident Duty called, after-school detention set and a phone call home by the teacher

All cases from here are recorded by the teacher on their class register on SIMS or Edulink.

Parent communication:

Parents will be informed of all detentions via Edulink. Teachers and Year Leaders may contact parents if the number of detentions being set causes concern, to ensure that early intervention is planned for.

Missed LLD detentions:

Students are set School Detention which are after school on Friday.

Monitoring:

Data is Monitored by AHT (Behaviour and Attendance) and Year Leaders. Relevant support and / or sanctions will be put in place as required.

Department Detentions

Detentions are supervised by members of the department assigned by the Head of Department;

Year Leader Detentions

These arise from issues including uniform, lateness, use of mobile phone and behaviour outside the classroom. These are supervised by the Year Leaders every Thursday evening for 40 minutes.

School Detentions

Arise from issues which have failed to be resolved by Heads of Department or Year Leaders or incidents dealt with directly by senior managers. These take place on Friday for one hour.

Note: the school does not need the permission of parents to issue detentions. The Headteacher, however, is required to ensure detentions are set consistently and fairly. The school will always endeavour to set detentions with the support of parents and with 24 hours' notice.

Supportive Measures to avoid suspensions and permanent exclusions

1. Reports

Reports are a short-term device used to monitor students whose behaviour is causing serious concerns. There are staged reports:

- Self-Monitoring Report (2 weeks)
- Form Tutor Report (4 weeks)
- Year leader report (6 weeks) or Department report (6 weeks)
- Senior Leadership Team Report (6 weeks)
- Individual Behaviour Plans (IBP) monitored by Assistant Headteachers (8 weeks)
- Pastoral Support Programme (PSP) monitored by Deputy Headteachers (16 weeks)

Parents are always informed that students are being placed on report and are expected to read and sign/comment on the outcomes daily.

Individual Behaviour Plans (IBPs)

Students on IBPs are monitored by an AHT in liaison with the Year Leader and teaching staff for 8 weeks with a mid-term review after 4 weeks of support strategies (which can include support from external agencies, and other professionals). Students on IBPs report to an Assistant Headteacher daily. The IBP is created through a meeting with the student and parents where three clear targets are set. These are reviewed through liaison with teachers and culminates in a review meeting with parents where a student can be removed from the IBP, some progress can be made leading to targets being adjusted and further review period set or if little or no progress has been made progress to a Pastoral Support Programme (PSP) monitored by a Deputy Headteacher (DHT). The Report Supervisor should keep regular contact with parents about their child's progress.

Pastoral Support Programmes (PSP)

These are used when all other strategies have been exhausted and a student is therefore facing the risk of permanent exclusion. They are initiated by the AHT (Behaviour and Attendance) in liaison with the Deputy Headteacher who will monitor the student concerned. An initial meeting takes place with the Deputy Headteacher, parent and student. A period of 16 weeks with a mid-term review after 8 weeks of support strategies (which can include support from external agencies, and other professionals), monitoring and a daily report to the DHT culminates in a review meeting with the DHT, AHT (Behaviour and Attendance), parents and student. If targets have been met, they return to IBP or senior report. If targets have not been met, they are referred to the Headteacher for possible permanent exclusion. The Deputy Headteacher should keep regular contact with parents about their child's progress.

2. Off Site Direction:

Off-site direction is when a governing board of a maintained school requires a student to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, students must be dual registered.

The length of time a student spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the student, consider appropriate, for as long as the requirement remains in effect. If there are other agencies involved in the student's care, they should also be involved in review meetings. Review meetings should be recorded in writing.

Depending on the individual needs and circumstances of the student, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a student is placed in a mainstream school) upon review of the time limited placement.

The length of time a student spends in another mainstream school or alternative provision will depend on what best supports the student's needs and potential improvement in behaviour.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then offsite direction (see above) should be used. Managed moves should only occur when it is in the student's best interests.

Where a student has an EHC plan, the relevant statutory duties on the new school and local authority will apply. We will contact the authority prior to the managed move. If the local authority, both schools and parents agree that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

As a managed move is voluntary, if a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority.

3. Children's Support Service (CSS)

This is a student referral alternative provision which accepts referrals from local schools and the local authority. CSS provide education and support children through individually-tailored learning programmes in positive, safe and caring environments. Children living in Essex can be referred to CSS, those living outside of Essex can be referred to their LA provision.

4. Other Supportive measures used for the prevention of suspension or exclusion could include:-

- using external agency support, including Inclusion Partner
- counselling by arrangement with family GP
- coaching
- anger management support
- safety plans
- use of consistent response plan
- learning mentoring by a teacher
- Peer mentors
- travel safety measures (travel ambassador support or bus buddies)
- Study Club support

Suspensions

In most cases, suspension is considered as a last resort after a range of measures have been put in place to support a student. It may also be considered for a one-off serious offence. The school will not tolerate behaviour which shows disregard for the well-being of others or a blatant disregard of the Behaviour Policy. The Headteacher or, in the absence of the Headteacher, an acting Headteacher, can suspend a student for one or more fixed periods which, when aggregated, do not exceed 45 days per school year. Students can also be for parts of the school day, for example at lunchtime, and are counted as half a school day's suspension. A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent 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 suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate. The Headteacher or, in the absence of the Headteacher, an acting Headteacher, will apply the civil standard of proof, that is, "on the balance of probabilities" it is more likely than not that a fact is true. This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher or, in the absence of the Headteacher, an acting Headteacher, will take the student's views into account when making their decision regarding a suspension.

Behaviour which is likely to incur suspension would be:-

- Physical assault against a student or member of staff
- Verbal abuse/ threatening behaviour towards staff or students.
- Persistent bullying
- Racist abuse
- Online abuse, including misuse of social media, and malicious communication
- Bringing the school into disrepute
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Abuse against any other protected characteristic
- Sexual misconduct, harassment or assault
- Sexist or misogynistic behaviour
- Bringing onto school site, dealing or consuming drugs or alcohol in school
- Damage to school property
- Theft
- Use of, or threat of use of, an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Refusal or persistent failure to attend detentions, including after school detentions
- Blatant defiance towards staff
- Vaping or any other smoking paraphernalia

Up to three reasons can be recorded for each suspension or permanent exclusion. In all cases, a thorough investigation will take place, involving the student, parents and any related external

agencies. The student's view will always be taken into account, considering these in the context of their age and understanding. Students will be asked to record their view, where possible in a written record. In all cases, this is formally recorded and parents, the Local Authority, (and/or Social Worker and/or Virtual School Headteacher (VSH) where relevant) informed, child protection and our duty of care considered and alternative work provision organised.

Work will be set and assessed for the first 5 days of suspension. All suspensions are followed with a reintegration meeting which is attended by the student and at least one parent. This meeting aims to build partnerships with students and parents; explaining the reasons for the suspension, how the decision was made, how the student's views were taken into consideration and reset expectations, identifying further support and monitoring needed to make reintegration successful and identify consequences should the behaviour be repeated.

When a student is suspended from school, parents, Local Authority, (and Social Worker and VSH, as appropriate) are informed, in writing, about the details of the suspension and the dates when it is to take place. The parent has a duty to ensure that the child is not present in a public place in school hours during this suspension. The parent may receive a penalty notice from the Local Authority if the child is present in a public place during school hours on the dates of the suspension unless there is reasonable justification.

Only the Headteacher can suspend a student on disciplinary grounds. An acting Headteacher (section 579(1) of the Education Act 1996), usually the Deputy Headteacher, can carry out such functions in the Headteacher's absence or pending the appointment of a Headteacher.

The Headteacher can also cancel a suspension that has not been reviewed by the Governing Body. Where this occurs, parents, the Governing Body and the Local Authority will be informed and if relevant, a Social Worker and the VSH.

Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

The Headteacher may choose to permanently exclude a student for a one off first offence in exceptional circumstances which might include serious actual or threatened violence or physical assault against an adult or child, sexual abuse or assault, processing, taking or supplying drugs or related paraphernalia on school site (see Drugs Policy, carrying an offensive weapon. Only the Headteacher can exclude permanently.

Only the Headteacher can permanently exclude a student on disciplinary grounds. An acting Headteacher (section 579(1) of the Education Act 1996), usually the Deputy Headteacher, can carry out such functions in the Headteacher's absence or pending the appointment of a Headteacher.

Work will be set and assessed for the first 5 days where the student will not be attending alternative provision. Any key workers such as a Social Worker or VSH will be informed in writing along with the parents.

Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.

The school will follow the due process for exclusions outlined in the DFE's Suspension and Exclusion from Maintained Schools, Academics and Pupil Referral Units in England September 2022.

Supporting a student following a sanction:

Following a sanction of any kind, strategies will be considered to help all students understand how to improve their behaviour, reflect on how it made them and others feel, reassure them that their previous behaviour should not be a barrier to future success. This could be via a targeted discussion with parents or a pastoral manager/Year leader, Safeguarding Lead or linked senior staff. All suspensions will be followed by a reintegration meeting with parents and any other relevant key workers, where relevant or possible. Reintegration could also include daily contact with a designated adult, mentoring, report card, catch up programme, targeted interventions, planned reviews and external support information.

Restorative Practice:

We know that restorative processes, where reflections and learning take place, are successful in supporting wellbeing and long-term behaviour change. During any incident the student behaviour is likely to be influenced by a strong emotion such as a feeling of anger, frustration, or disappointment. It must be remembered that the student will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved should also be recognised.

Once it is considered student is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other children and young people). The purpose of reflect, repair and restore is to re-visit the experience with the child or young person when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, once the situation has been sufficiently calmed may be as follows:

1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

1. What would you like to happen next?
2. How can we make things better for you and others affected?
3. If everything was going to be alright, what would need to happen?

4. How can you help to put this right?
5. How can we make it OK for you next time something happens?

To be effective, the “reflect, repair and restore” process needs to be adjusted according to the age, understanding and other needs of the student.

Managing student transitions to support positive behaviour

The SENCO and Year Leader will contact feeder primaries to discuss known issues relating to behaviour. The school will seek to attain the student’s file regarding previous incidents, strategies used and outcomes to support the child moving to Anglo European School to prevent unwanted behaviour being repeated.

Induction days and summer school provide further opportunities for staff to get to know students and how they behave in structured and less structured environments. This enables us to have early parental contact and establish early targeted support for those with additional needs.

Students who join Anglo European School mid-year follow an induction process. They meet with a member of the senior and pastoral staff with their parents and expectations, rules and routines are explained to them. They are given a buddy to support them learning about the school’s routines and a key point of contact in the pastoral office who can support them adapt to life at the school.

When parents are intending for their child to leave AES, the parents must write to the Headteacher stating that they wish the school to take their child off roll and the reason why; this will be done with immediate effect by the school and the Local Authority informed. Where there are safeguarding or behaviour concerns about a child, we will contact the new school to make them aware of relevant behaviour or safeguarding concerns if appropriate, once their place has been confirmed. Where we are not aware of the name of the new school any concerns will be passed to the Local Authority.

Appendices

Appendix 1: Reflection Room and Referral Room Guidelines

Senior Staff will:

- Ensure the student is calm, understands why they are in the reflection/ referral room and who their point of contact is.
- Ensure any medical/pastoral support is provided to ensure their well-being.
- Ask the student to complete a student incident report and the student reflection form (appendix 5).
- Confiscate the students' mobile phone
- Log the students' entry in the reflection/referral log in the school office.
- Ensure the Pastoral managers are aware and that they organise work for the student.
- Avoid unnecessary conversations with students
- Ensure the student has the necessary breaks and lunch (with the alternative key stage)
- On their exit, check there is no graffiti or litter, organise the return of their mobile phone, collect and distribute work
- Where necessary, inform parents that the student has been in the reflection/referral room and what mechanisms are in place to reintegrate the student to the main school.
- Ensure that the same day detention has been logged.

Students reporting to the reflection/referral room should: -

- Remain in the reflection/referral room until they are dismissed by senior staff
- Remain in their seat and complete work/reading set in silence
- Conduct themselves in a polite, co-operative manner.
- Hand in their mobile phone which will be kept in the school safe until they leave school.
- Agree to any consequent sanction and work positively with staff to ensure reintegration is successful.
- Leave the reflection/referral room tidy and free of graffiti or litter.
- Avoid any unnecessary communication with other students present
- Reflect on their behaviour and actions and agree strategies for preventing a repeat of poor behaviour.

Appendix 2

Home School Agreement

PARTNERSHIP AGREEMENT BETWEEN PARENTS, STUDENTS AND THE ANGLO EUROPEAN SCHOOL

	As a parent, I will	As a student, I will	As a school, we will
Being prepared for school	send my child to school in correct uniform and ensure my child has the correct equipment for school as stated on the school website.	Be ready for school by wearing the correct school uniform and bringing the correct equipment for school as stated in on the website.	ensure students know what uniform and equipment is required; ensure uniform rules are followed.
Attendance & punctuality	ensure my child attends punctually and recognise the need to limit absences (i.e. do not take holidays in school time); contact the school on every day of absence.	attend school every day and on time and be punctual to lessons.	require punctuality and full attendance (to school and in lessons); contact parents when concerned about absences including unauthorised absences.
Teaching and Learning	take an interest in the work of my child; encourage my child to try to work to the best of their ability; ensure my child attempts all set homework & monitor this using Show My Homework and Showbie; support the school's aims and mission statement, including the international dimension.	concentrate and participate in all lessons; check Show My Homework and Showbie and complete my homework; support the school's aims and mission statement including the international dimension.	prepare each student in an appropriate range of subjects that would allow them to realise their full potential; set appropriate work and mark regularly; set appropriate homework using Show My Homework; ensure that the published aims and mission statement of the school are continuously reinforced.
Behaviour	encourage my child to have high standards of behaviour at all times and to follow the Ready, Respectful, Safe agreement; support the school's Behaviour Policy including after school detentions; collect my child from school should the Headteacher choose to suspend or exclude them for poor behaviour and attend the reintegration meeting be polite, kind and appreciate other cultures with the language we use.	behave appropriately in school and not bring any items/substances into school which are prohibited; follow the Ready, Respectful, Safe Agreement and Community Code of Conduct and the school Behaviour Policy; do not disrupt learning of others; attend detentions when issued; respect all members of school community and environment; uphold the values and ethos of the school. Language: be polite, kind and appreciate other cultures with the language we use.	through example and procedures set and expect high standards of behaviour; reinforce these through use of school behaviour policy. Language: be polite, kind and appreciate other cultures with the language we use.
E-Safety	take responsibility for my child's use of social media after school hours and monitor my child's use of the internet; following our 'Use of Computers' code of conduct' and 'E-Safety policy'. Support	comply with the 'Use of Computers' code of conduct and not post images, comments or video footage of the school staff, students, the school or the school's name on any internet site or social media platforms without prior written	educate our students in E-Safety. ensure the 'Mobile Phone' code of conduct is followed.

	the 'Mobile Phone' code of conduct.	consent of the Headteacher. Follow the 'Mobile Phone' code of conduct.	
Travelling to and from school	support and reinforce the 'Making Travel Safer Policy' with my child.	follow the 'Making Travel Safer Policy'; leave school promptly; respect the school at all times.	continue to work in partnership with our travel providers; reinforce safe and respectful behaviour.
Pastoral support	let the school know if there are any problems likely to affect my child's learning; collect my child from school if the medical support officer deems my child too unwell to attend lessons.	let a trusted adult know if I have any worries or concerns; go to the Student Services if I feel unwell.	listen to and respond appropriately and promptly to worries or concerns; contact parents if there is a concern about their child's health or well-being.
Home School Partnership	attend parents' evenings with my child; read and reply as necessary to school letters, In Touch messages and telephone calls. To ensure all concerns about the school are conveyed using the school complaints policy.	take all communication home to my parents.	hold regular parents' evenings; report regularly on students' progress; inform parents of any concerns; provide access to information on policies and procedures.
Extra-curricular life of the school	support events in which the students of the school are involved.	make the most of available/take part in extra-curricular activities, clubs and team activities.	continue to offer a rich range of extra-curricular activities including overseas visits.
Headteacher's signature:			

Appendix 3

Anglo European School Behaviour Ladder (this list is not exhaustive)

Verbal warning (recorded on SIMS/Edulink by classroom teacher)			
Behaviour Observed	Logged by	C1 Consequence	Actions
<ol style="list-style-type: none"> 1. Uniform Infringements (examples include) <ul style="list-style-type: none"> • Tie worn incorrectly or not at all • Shirt not tucked in • Skirt rolled up • Tight fitting, denim or stretchy trousers or skirts which are too short • Blazer not worn or badge missing • Incorrect footwear, jewellery, scarf, hoody or hat worn • Inappropriate hair accessories or make up 2. Inappropriate language in conversation with a peer – not directed 3. Lateness to lesson > 5 minutes 4. No essential equipment 5. No exercise book 6. Lack of subject specific equipment (e.g. calculator) 7. Poor corridor etiquette 8. Eating or drinking other than water (water in classrooms is permitted except Science labs/ICT/Music rooms) 9. Littering 10. Chewing gum 	Classroom teacher	Verbal warning given	<p>Correct uniform discretion</p> <p>Confiscate jewellery or item of clothing and return to Student Services.</p> <p>Warn student about behaviour and explain the 'why'.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
Low-Level Disruption (recorded on SIMS/Edulink by classroom teacher)			
Behaviour Observed	Logged by	C1 LLD Consequence	Actions
<ol style="list-style-type: none"> 1. Deliberately sitting in the wrong seat 			

<ol style="list-style-type: none"> 2. Out of seat or wandering around classroom without permission 3. Talking when should be listening or unrelated to work/activity set by teacher 4. Name calling, calling out or making inappropriate noises 5. Being slow to start work or to follow instructions 6. Doing insufficient work 7. Inappropriate/rude comments to peers/staff 8. Inappropriate/rude behaviour in the lesson, including play fighting 9. Arguing with another student or member of staff 10. Distracting others 11. Damage to property (minor) 12. Showing lack of respect for other students or staff 13. Passing notes 14. Throwing small objects 15. Refusing to work with assigned partner 16. Repeatedly swinging on chairs or turning around without permission with aim of distracting others 17. Persistently fidgeting or fiddling with equipment (if not an agreed strategy for that student) 18. Interfering with another students' property 19. Spraying deodorant/body spray in an inappropriate environment 20. Communicating in a class-based assessment 	Classroom teacher	Verbal warning given	<p>Give student a clear LLD warning</p> <p>Remind students of the 'why'.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
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Verbal warning or C2 Low-Level Disruption (recorded on SIMS/Edulink by classroom teacher)

Behaviour Observed	Logged	C2 Consequence	Actions
Repeat of behaviour observed in C1 Low-Level Disruption	Classroom teacher	Verbal warning given	As above

Detention set (recorded on SIMS/Edulink by initial member of staff involved)

Behaviour Observed	Logged	C3 Consequence	Actions
1. Repeated behaviour of C2 or 3 LLD warnings	HOD	LLD Detention (30 minutes lunch)	Correct LLD warning Confiscate phone or headphones and return to Student Services
2. Phone or headphones visible or being used	Year Leader	Year Leader detention	Inform Year Leader & Parent of Lateness.

<ul style="list-style-type: none"> 3. Late to AM registration 3 or more times in a week 4. Inappropriate behaviour including play fighting 5. Arguing with another student or member of staff outside lessons 6. Not following prefects' instructions 7. Inappropriate comments to peers/staff 8. Throwing objects or spraying water 9. Refusal to wear correct uniform 		<p>(40 minutes after-school)</p>	<p>Inform Year Leader or HOD of inappropriate comments.</p> <p>Inform HOD & Parent of poor behaviour.</p> <p>Inform YL & Parent of uniform issues.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
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Detention set (recorded on SIMS/Edulink by initial member of staff involved)

Behaviour Observed	Logged	C4 Consequence	Actions
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<p>Vandalism/damage to property</p> <ol style="list-style-type: none"> 1. Misuse or abuse of dining facilities including refusal to clear up 2. Rudeness or disrespect to Midday Supervision staff 3. Deliberately disruptive behaviour at lunchtimes 4. Breaking of safety agreements or boundaries at lunchtimes 5. Failure to attend a detention 6. Poor behaviour in lunch or after-school detention 7. Equipped to smoke/in possession of smoking/vaping paraphernalia (1st offence) 8. Truancy of a lesson 9. Failure to fulfil requirements of previous sanctions 10. Communicating in an exam during a formal exam week 11. Photo/video taken in school 12. Refusal to do as reasonably instructed by a member of staff 13. Walking away from staff 14. Theft (1st incident/minor) 15. Assault on a student (minor and 1st offence) 16. Bullying (1st offence) 17. Inappropriate use of the school ICT network 18. Dangerous behaviour (minor) 19. Persistent disruptive behaviour 20. Minor acts of vandalism 21. Bringing the school into disrepute 	<p>SLT Duty</p> <p>DHT</p>	<p>School Detention</p>	<p>School detentions are set by SLT</p> <p>SLT to facilitate restorative conversation between parties involved.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
<p>Detention set (recorded on SIMS/Edulink by initial member of staff involved)</p>			
<p>Behaviour Observed</p>	<p>Logged</p>	<p>C5 Consequence</p>	<p>Actions</p>
<ol style="list-style-type: none"> 1. Sexualised comments to peers or staff 2. Prejudicial comment (any comment relating to another person's perceived protected characteristic) 3. Equipped to smoke (2nd offence) 	<p>SIMS/Edulink</p> <p>CPOMS</p>	<p>School Detention</p>	<p>SLT to decide on sanction.</p> <p>SLT to organise work, via pastoral manager, for isolated student.</p>

<ol style="list-style-type: none"> 4. Fighting or assault on a student 5. Truancy for more than one lesson 6. Missed extended Friday detention 7. Repeated prejudicial comments 8. Repeated sexualised comments 9. Physical sexualised behaviour 10. Photo/video taken in school and 11. published 12. Swearing at or intimidating a member of staff 13. Dangerous behaviour 14. Walking away from staff 15. Theft 16. Bullying 17. Repeated inappropriate use of the school ICT network 18. Persistent disruptive behaviour 19. Refusing to hand phone over to a member of staff 	SLT Duty DHT	Extended school detention Internal Isolation	<p>SLT to contact parent to share concerns.</p> <p>Behaviour points recorded on SIMS/Edulink</p>
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Serious breaches of behaviour leading to suspension or permanent exclusion

Behaviour Observed	Logged on/by	Serious Consequence	Actions
<ol style="list-style-type: none"> 1. Repeat of any behaviour that has previously been sanctioned by an internal exclusion Refusal to go into internal exclusion 2. Sexual harassment 3. Inappropriate sexualised behaviour 4. Physical sexualised behaviour 5. assault on a student (second offence) 6. Major/Repeated Bullying 7. Significant acts of vandalism 8. Setting off the fire alarm 9. Serious prejudicial behaviour 10. Gross disobedience/defiance, especially if putting self or others at risk 	SIMS CPOMS SLT DHT HT	YL Detention School detention Suspension Report	<p>Student interviewed by HT before suspension.</p> <p>SLT coordinator to liaise with HT's PA for parent meeting.</p> <p>SLT coordinator to attend reintegration meeting and write follow-up letter.</p> <p>SLT coordinator to organise follow up reviews – 2 week/4 week.</p>

<ul style="list-style-type: none"> 11. Bringing harmful implements or weapons onto school site. 12. Possession or under the influence of smoking equipment, vapes or alcohol (2nd offence) 13. Very serious or persistently inappropriate behaviour 14. Disruption/defiance in internal exclusion 15. Swearing at or intimidating a member of staff (2nd offence onwards) 16. Lighting a fire (although serious or repeated incidents of arson could lead to permanent exclusion) 17. Walking away from staff (if previously had internal exclusion) 18. Defiance of senior staff. Refusing a reasonable instruction from senior member of staff 19. Possession or under the influence of smoking equipment, vapes or alcohol (2nd offence) 20. Very serious or persistently inappropriate behaviour 21. Disruption/defiance in internal exclusion 22. Swearing at or intimidating a member of staff (2nd offence onwards) 			Behaviour points recorded on SIMS/Edulink
<p>1. Persistent reoccurrence of any of the above, where students are showing no improvement and need specific, bespoke support, mentoring, professional intervention and formal behaviour contracts</p>	<p>SIMS</p> <p>CPOMS</p> <p>SLT</p> <p>DHT</p>	<p>IBP</p> <p>PSP</p>	<p>SLT Coordinator to liaise with YL for parent meeting</p> <p>SLT to set ATL (Attitude to Learning) goals with student and parent</p> <p>SLT coordinator to organise reviews and updates with parent</p> <p>SLT coordinator to update teachers on progress and any agreed next steps and interventions</p>

<ol style="list-style-type: none"> 1. Persistent poor behaviour despite interventions which places the student in danger of permanent exclusion 2. Where it is perceived a fresh start or separation from peers will lessen the likelihood of Permanent Exclusion 	<p style="text-align: center;">SIMS</p> <p style="text-align: center;">CPOMS</p> <p style="text-align: center;">AHT</p> <p style="text-align: center;">DHT</p>	<p style="text-align: center;">Off site direction</p>	<p>DH/AHT to liaise with YL for parent meeting</p> <p>DH/AHT to liaise with host school coordinator</p> <p>DH/AHT to attend reviews and progress updates</p>
<ol style="list-style-type: none"> 1. Any behaviour which means that allowing the student to remain in school would seriously harm the education or welfare of students or others in the school 2. A serious breach, or persistent breaches, of the school's behaviour policy 3. The following are highly likely to lead to PE: <ul style="list-style-type: none"> • Possession, sharing or dealing illegal or prescription drugs • Assault on a member of staff • Possession of a weapon with intent to threaten or seriously harm 	<p style="text-align: center;">SIMS</p> <p style="text-align: center;">CPOMS</p> <p style="text-align: center;">SLT</p> <p style="text-align: center;">DHT</p> <p style="text-align: center;">HT</p>	<p style="text-align: center;">Permanent Exclusion</p>	<p>HT to liaise with all parties involved and coordinate PE</p>

Appendix 4: Sixth Form Behaviour Ladder

Level	Expectations not met	Consequence
Level 1 – Corrections	<p>In AM REG: Not wearing lanyard (in bag or pocket) – in AM REG Not following dress code – with ability to correct</p> <p>By the class teacher: Arriving late to a lesson – first offence in half term</p> <p>Arriving to a lesson without appropriate equipment – first offence in half term</p> <p>By the Sixth Form team: Not working silently in the study</p>	<p>FT reminder, student puts lanyard on.</p> <p>FT reminder, student puts corrective clothing on.</p> <p>Teacher conversation, warning given and incident noted on SIMS</p> <p>Teacher conversation, warning given.</p>

	<p>library – first offence in half term</p> <p>Failing to work quietly in small groups in the common room</p> <p>At the late gate or when signing in: Arriving late to school</p>	<p>Warning from study library manager</p> <p>Warning from Sixth Form staff</p> <p>Break time detention (with lower school students)</p>
Level 2 – Department detention	<p>Arriving late to a lesson – beyond first offence in a half term (SIMS: Punctuality)</p> <p>Arriving to a lesson without appropriate equipment – beyond first offence (SIMS: Persistent lack of equipment)</p> <p>Not completing (or poor completion of) homework /coursework (SIMS: Homework/ Coursework non completion)</p> <p>Inadequate work completed in a lesson (SIMS: Inadequate work)</p> <p>Failing to follow the instructions given by a teacher in the classroom (SIMS: Inappropriate behaviour)</p>	<p>Dept. Detention – 40 minutes & Teacher call home</p>
Level 2 – Curriculum Manager detention	<p>Use of mobile phone / headphones in any area of the school OTHER than inside the Sixth Form block. (SIMS: Use of mobile phone)</p> <p>Not wearing lanyard – after AM REG (SIMS: Not following dress code)</p> <p>Not following dress code and unable to correct (SIMS: Not following dress code)</p> <p>Did not attend late break time detention (SIMS: Not attending break detention)</p>	<p>For “inappropriate behaviour” teachers must write a comment in comments box</p> <p>Phone confiscation by teacher. CM (Curriculum Managers) detention – 40 minutes</p> <p>Sent to DKJ for slip, CM detention issued- 40 minutes</p> <p>Sent to DKJ for slip, CM detention issued- 40 minutes</p> <p>Spare clothes provided, sent home to change if refusal to wear. CM detention- 40 minutes</p> <p>CM detention- 40 minutes</p>

	<p>Littering (SIMS: Littering)</p> <p>Failing to get note from SF office for any L1 incident (SIMS: Inappropriate behaviour)</p> <p>Using inappropriate language towards a student or teacher (SIMS: Inappropriate behaviour)</p> <p>Failing to follow the instructions given by a teacher outside of the classroom (SIMS: Inappropriate behaviour)</p> <p>Failing to remain silent in the study library (SIMS: Not following dress code)</p> <p>Consistently failing to work quietly in small groups in the common room (SIMS: Not following dress code)</p> <p>Eating hot food from outside of school or drinking energy drinks on the school site. (SIMS: Not following dress code)</p>	<p>CM detention- 40 minutes</p> <p>CM detention- 40 minutes</p> <p>CM detention- 40 minutes</p> <p>CM detention- 40 minutes</p> <p>Banned from study library for the day and CM detention- 40 minutes</p> <p>CM detention- 40 minutes</p>
Level 3 - School Detention	<p>Failure to attend any level 2 consequence</p> <p>Truancy from a lesson</p> <p>Any behaviour which means that the student is significantly disrupting the learning of themselves or others.</p>	<p>Teachers must write "school" in the subject comments box</p> <p>School detention (same as Lower School) – 1 hour Friday</p>
Level 4	<p>Failing monitoring schedule (FT > Curriculum Manager > Director of SF)</p> <p>Three L3 school detentions in a school term</p>	<p>Outcome decided by the Director of Sixth Form and, for serious breaches may be referred to the Headteacher.</p>

	Any behaviour which is a serious breach of the behaviour policy.	
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Appendix 5

Understanding and Supporting Behaviour – safe practice for schools (LA Document)

Hyperlink:

[Understanding and Supporting Behaviour \(Essex LA\)](#)

Appendix 6



STUDENT REFLECTION FORM

Name:

Form:

Date in Reflection Room:

1. You have been put in the reflection room to reflect on your behaviour. Can you explain what has happened?
2. What were you thinking at the time?
3. Who has this affected?
4. How has it affected them?
5. What needs to be done now to make things right?
6. How will you do things differently in the future?

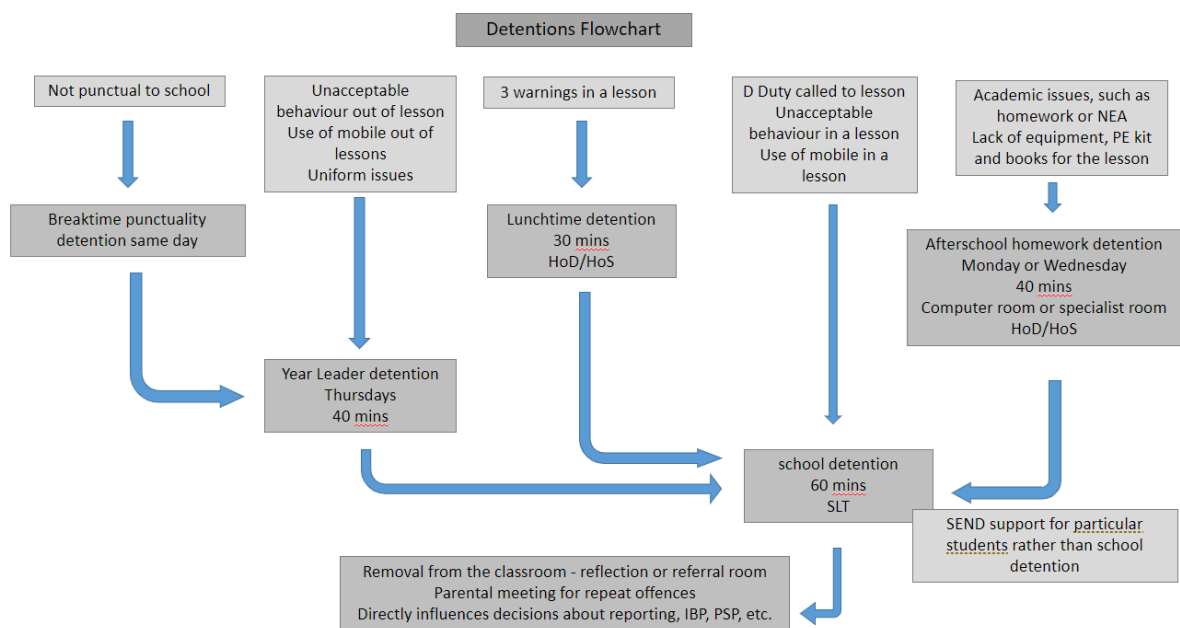
Appendix 7

Behaviour in schools Advice for Headteachers and school staff: this can be found at:

[Behaviour in schools Advice - DFE 2022](#)

Appendix 8 – Remove this appendix. Do we need it?

Appendix 9 : Detention Flow Chart



Appendix 10 : Reflection Discussion Notes

Anglo European School – Reflection Discussion Notes

Student Name:	Form:
Staff:	
Discussion notes:	

Follow up (if necessary)
Action (person responsible)

ANGLO EUROPEAN SCHOOL



POLICY ON DRUG MISUSE OR ABUSE

Rationale

The policy is informed by DfE and ACPO drugs advice for schools.

The Anglo European School actively seeks to provide an environment where all members of the community are safe from harm. As such, the school takes a robust approach to any individual or group that violates our behaviour or drugs policies. This is a school where human rights are respected; as such the responsibility to maintain high standards of behaviour lies with all members our community.

The school acknowledges its legal duties under the Equalities Act 2010 in relation to all protected groups including SEND (Special Educational Needs and Disabilities) and will always take their circumstances into account. It is our aim to help all students to be able to take their place safely in a world where a wide range of drugs exist.

Education and Prevention

We believe that knowledge is power and so we ensure that age appropriate education and support is provided through Citizenship and Science lessons as well as during tutor time. We also benefit from input from external education agencies.

We also recognise the importance of training of staff and will make sure this is regular, up to date and context specific.

Definition of a Drug

A drug is a substance that affects the way in which the body functions physically, emotionally or mentally. For purposes of this policy, by 'drugs' we are referring to illegal substances and also legal substances such as: alcohol, tobacco, volatile substances, over the counter or prescription medicines and new psychoactive substances. By drugs paraphernalia we mean items such as cannabis grinders, rolling papers, filters, matches, lighters and pipes. For the purposes of this policy, we consider vapes to be drugs, as they are not legally purchasable by children.

Drugs on School Premises

The legal definition of school premises includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to include other settings such as vehicles, or any venue managed by the school at the time e.g. premises on a school visit or prom. It also includes the immediate vicinity of the school such as parks, woods and the village around the school.

Medicines

The school has a procedure for the administration of medicines that must be followed for everyone's safety. Students should not carry their own medicine on their person without the

express permission of the Medical Support Officer. All other medicine should be safely stored in the medical room.

Administering Prescribed Drugs and Medicines

In most cases parents/carers not teachers, will administer medicines to their children themselves out of school hours, but where this is not possible, parents of children in need of medication must ensure that the school is accurately advised about the medication, its usage and administration. The decision for staff to administer medicines will be made by the Headteacher after due consultation. All medicines will be stored securely with access only by approved staff and first aiders. In the case of asthma relief inhalers, these may be kept by students for easy and immediate access. Similar arrangements will be made for students with adrenaline “Epi-pens” and insulin. Students should not self-administer paracetamol in school. This should also be done in the presence of a member of staff and only once written consent to administer this has been received from a parent/carer and checked.

Alcohol

No alcohol may be brought on to school premises or consumed during the course of a school day. Any adult (or staff, students, parents, carers and visitors) under the effects of alcohol will be asked to leave the premises and return at a later date for the safety of the whole school. Where students are deemed to be under the influence of alcohol, parents will be asked to collect their children from the school on medical and safeguarding grounds and will be encouraged to seek immediate medical support.

Smoking and Vaping

School premises are a no smoking or vaping site at all times. Students are not permitted to bring to school smoking materials, including vapes, matches and lighters. In the interests of health and safety, should a student be found in possession of any of these on school premises, they will be confiscated, parents informed and appropriate sanction applied.

Illegal drugs and “psychoactive substances”, including legal highs

No illegal drugs, new psychoactive substances or related drugs paraphernalia are allowed to be brought on to, sold or used on school premises. Bringing any such items onto school premises is considered a serious breach of this drugs policy. Seeking to influence or glamorise illegal drug use or the use of psychoactive substances either in person, on social media or on school premises is also considered a serious breach of this drugs policy. The police will be informed of such and any illegal substances handed to them. We will share any intelligence we have on the consuming or sale of drugs with the police and other relevant agencies.

Solvents

The school will ensure that potentially hazardous substances, which have authorised use in school, are stored safely and students will be supervised if it is necessary that they come into contact with them in the course of their work. Students are not permitted to be in possession of

solvents. Bringing solvents or hazardous substances onto school premises is considered a serious breach of this drugs policy.

A drug incident in our school is defined as:

- Finding drugs, or related paraphernalia
- Possession of drugs by an individual
- Being under the influence of drugs
- Use of drugs by an individual
- Supplying drugs
- Individuals disclosing information about their drug use
- Reports of parents, staff or other students using drugs
- Hiding drugs in or around the school premises for later collection (by themselves or by third parties)
- Glamourising or encouraging the use of drugs and other substances, including via social media.

Any response to drug related incidents needs to balance the needs and context of the individual student concerned and the wider school community. Suspension or exclusion from school is not an automatic response to a drug incident but permanent exclusion is considered in serious cases where:

- there is a serious breach or persistent breaches of our Drugs and/or Behaviour Policies and
- allowing a student to remain in The Anglo European School would seriously harm the education, safety or welfare of the student or others in the school

A member of the SLT will be responsible for co-ordinating the management of drug-related incidents, offering sources of support and liaising with outside agencies. Incidents will be dealt with after making an assessment of the situation and will be reported to the Headteacher.

All incidents and responses will be recorded appropriately on CPOMS.

Drug Misuse outside the school premises

The school may impose sanctions on a student for misusing drugs outside schools when students are: taking part in any school-organised or school-related activity or travelling to or from school or in some way identifiable as a student at the school.

The school may also impose sanctions on a student for misusing drugs at any time, whether or not the conditions above apply, if the misuse:

- 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

Individuals in Possession of Drugs

If any student or adult on school premises is found in possession of an unauthorised drug it will be confiscated, if possible. If the drug is suspected to be illegal, the school will contact the police for discussion and advice. Illegal substances will be handed to the police. Parents and Carers will be informed (unless for safeguarding reasons this is not in the best interests of the student) and other relevant professionals will be informed or consulted as appropriate.

Confidentiality

The Anglo European School will always seek to work with parents and carers when information or allegations of drug use are made. There may be occasions when, for safeguarding reasons, this may not be appropriate. Complete confidentiality can never be promised to a student though information given in confidence will not generally be disclosed to anyone else. In particular if a student chooses to disclose that they are using a drug without medical authorisation, this information will not be used against them. However, action will be taken to try to ensure the student comes to no serious harm if this is considered a risk. Regarding disclosures staff will follow the advice given in the Child Protection policy, and at the annual safeguarding training.

Support for Students

At our school the welfare of the student is paramount and intervention will be made if the school feels a student is showing signs which indicate particular risks of, or from, involvement with drugs, whether their own or the involvement of their parents'/carers'. We believe that early intervention, where possible, is significant.

Right to Search

Please refer to our Behaviour Policy.

Roles and Responsibilities

The Headteacher will ensure that:

1. There is an appropriate curriculum programme in all key stages to cover these issues.
2. The Designated Safeguarding Lead will oversee the implementation of this policy.
3. Staff are aware of the school's drugs policy and are confident and skilled to respond to any drug related incidents.
4. Students are aware of the school's policy and of the consequences of breaching it.
5. Clear procedures are in place for responding to drug related incidents.
6. Other agencies are involved when appropriate.
7. The Governing Body reviews the policy as appropriate.

We expect parents to advise the school if their child is using illegal substances, if that child has been convicted for the use or supply of illegal substances, or if they have any concerns about any child in the school. This is done on the understanding that such information will be used appropriately and not, of itself, lead to suspension or exclusion.

Procedures for instances which breach this policy

1. Members of staff should follow this guidance:

- Listen calmly to the students involved
- It should be made clear to students that staff are bound by school policy; no confidentiality can be offered.
- Where a member of staff knows of, or suspects, a breach of this policy they must inform a member of the Leadership Team.
- Consider any related contexts such as SEND

Breaches of this policy are to be treated sensitively and information should only be communicated on a need-to-know basis. The Headteacher will always be informed and will determine how information will be communicated.

The school will consider whether an incident constitutes a child protection matter and, if so, will inform and be advised by statutory partners.

If a child breaches this policy, their parents will be informed as soon as possible.

The school is aware of the current legislation which controls certain substances. This makes it an offence to possess or supply these substances and it allows individuals to take possession of an illegal substance in order to prevent someone else committing an offence, providing they hand it to the police. The School maintains strong links with the police. It is the policy of this school to contact the police where an incident has involved illegal substances and to hand it to the police.

Advice to staff for managing drug related incidents

Incidents involving drugs may take the form of emergencies, intoxication, discovery/observation, disclosure, and suspicion/rumour. This policy considers responses to these situations.

An Emergency situation is where a person is, for example unconscious or behaving irrationally which may be as a result of drug use. Staff with first aid qualifications should be called and the person not left alone. The person will be placed in the recovery position when appropriate and, if necessary, an ambulance will be called. The parents will be informed. An assessment will be made of how the incident started, including finding out whether a substance has been taken, and evidence gathered. A report of the incident will be written down and given to the Headteacher.

When a student is found in a state of **intoxication** from suspected drug use, “first aider” and senior member of staff will be called. The person will be removed to a quiet room where they can be monitored at all times. The person will be helped to calm down and medical assistance sought if necessary. The parents will be informed and asked to collect their child on medical grounds.

Discovery/observation applies when a person is discovered using, supplying or holding a substance. The person should be approached and the substance confiscated, if possible. A senior member of staff will be called and the person involved questioned. If the substance is illegal or there is doubt about its identity, then the local community police will be contacted by the Headteacher (or Deputy Headteachers). All illegal substances will be handed to the police.

Disclosure is when a student discloses to a member of staff that he/she has been using drugs, or is concerned about someone else's drug use. Staff will be non-judgemental and caring and will show concern for the student's welfare. Students will be told that the teachers cannot offer confidentiality but that information about the student will only be given to key people. The student will be actively encouraged to seek guidance and the support of her/his parents. Parents will be informed by the school.

SLT/DSL will respond where **suspicion or information** leads us to think there is reason to suspect there has been a drugs incident. Although we have a duty of care to respond to suspicion or rumour, it is not in itself sufficient evidence to cause a member of staff to intervene. However, all reported information will be investigated and evidence collected before a decision is made to question, search or intervene.

Appendix 1

The Curriculum

The Anglo European School provides a planned drug education curriculum for all students, as part of Citizenship and within KS3 and KS4 Science. We aim to provide all students with knowledge, attitudes and skills to be able to make informed decisions about drugs. The programme of study aims to make students recognise that they have a personal responsibility for decisions about substance use. They are made aware of the basic facts about substances, including the effect, legislation, stereotypes and myths linked with substance use. Students are encouraged to develop appropriate techniques for coping with situations where substance abuse occurs, and to be able to communicate effectively with those who administer medication.

The wider aspects of substance abuse are considered. This includes the recognition that modern Britain is a drug-using society. We also aim to make students aware of the role of the media and peers in influencing attitudes towards substance use.

Please refer to the Citizenship curriculum and RSHE (Relationships, Sex and Health Education) policy for further details.