

# Anglo European School Behaviour Policy (Including Drugs Policy)



<b>Policy</b>	
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## 1) Rationale

Anglo European is a mainstream comprehensive school with an international ethos; we have a rich diversity of cultures, languages and backgrounds and 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 inclusive, stimulating learning environment where students can take risks safely, learn self-discipline, personal responsibility, respect for authority, high self-esteem and a pride in their school. We aim to promote fairness, equality and an environment free from intimidation, bullying and violence and disruption to learning. We aim to create a positive relationship between staff, students and parents; promoting praise and encouragement and working in partnership to achieve maximum student progress.

This policy applies to all students on school site, including visiting students and the 6<sup>th</sup> form, although we have high expectations that our 6<sup>th</sup> formers will manage their behaviour effectively without the need for many of the sanctions identified here.

## 2) Roles and Responsibilities

**All members of the school community** are expected to uphold the Behaviour Policy and the Anglo Agreement. 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. Courtesy and respect is expected from all staff, parents and students.

**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, ensure it is non-discriminatory and clear.

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

**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.

**Parents and carers** will be expected, encouraged and supported to work in partnership with the school to assist it to maintain 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 students for their achievement and good behaviour.

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

### 3) School Aims and Ethos:

Mission Statement														
The Anglo European School seeks to develop ambitious, resilient and principled young people who recognise their common humanity and who seek to create a better and more peaceful society through inter-cultural understanding and respect. We encourage our students to become active citizens who are internationally-minded, lifelong learners who understand that other people, with their differences, can also be right.														
Aims of the school														
<b>Excelencia:</b> To achieve academic excellence through a broad, balanced & inclusive curriculum enriched by a strong international dimension.				<b>Interkulturell:</b> To develop in students a respect for their own culture and the culture of others whilst celebrating the rich diversity of languages, values and traditions.				<b>L’Avenir:</b> To provide students with the linguistic, creative and social skills to move confidently beyond the boundaries of their own communities as they prepare for the next stage in their lives.						
Pillars														
Baccalaureate Curriculum			Languages			Visits and Exchanges			Citizenship			IB Philosophy		
Learner Profile														
Inquisitive	Knowledgeable	Critical	Articulate	Principled	Open-minded	Kind	Courageous	Healthy	Reflective	Creative	Enterprising			

#### Objectives:

- To develop positive relationships between students, staff and parents based on mutual understanding.
- To foster student self-confidence, self-esteem, well-being and happiness in school and beyond.
- Create a learning environment which is safe, purposeful, mutually supportive and non-threatening.
- To create a social environment which is relaxed, friendly and non-threatening.
- Provide opportunities to reward responsible behaviour and good citizenship
- To prepare students for their place in a global, democratic society where they know their rights and understand their responsibilities in it.
- To help students recognise the impact of good behaviour, respect and politeness in their homes, local community and school environment.
- Promote good working partnerships with parents to encourage them to take responsibility for their child’s behaviour, support them with advice and guidance and keep them informed about their child’s behaviour and progress in school.

#### **4) 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 home school agreement, Low Level Disruption (LLD) policy and Anglo Agreement are displayed in every classroom and in the school organiser. It is reviewed annually.

#### **5) Partnership with parents and the home/school agreement. (see appendices)**

The standard of behaviour expected of all pupils 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 involved in supporting 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 and will be expected to attend any meetings relating to reintegration following exclusion or any matters deemed of a serious nature in a timely fashion where 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. For very unavoidable circumstances, the parent can ask for the date of the detention to change but cannot require this to happen.

Parents need to take responsibility for their children's conduct on social media out of school hours. The school reserves the right to get involved if the smooth running of the school is affected or there is an on-going threat to any student or member of staff. (see e-safety Policy)

#### **The Home/School Agreement**

This sets out the standards of behaviour expected of all students and the responsibility of parents to work with the school to support the behaviour policy, sanctions and rewards systems in supporting the school maintain outstanding behaviour and safety. Parents must sign this on admission to the school.

#### **6) Rewards and Awards**

At Anglo European, 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. For specific achievements they receive e-rewards through SIMS and are encouraged to engage with all the opportunities available to achieve them. These e-rewards motivate students to achieve their personal best and to be rewarded for it.

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

#### **Tutor Rewards:**

- Taking responsibility for a new student
- Sustained effective use of the organiser, including the recording of homework
- Volunteering to help or undertake additional duties in support of the tutor
- Preparation for and sustained hard work in a tutor period

### **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

In KS3, 10 commendations for Mathematics, English, Science, PE, Tutor time and Languages and 5 e-commendations for Geography, History, RS, Technology, ICT, Citizenship, Art, Music, Drama and Community triggers an automatic postcard home to parents congratulating the students on their achievements in this area. In KS4, 5 commendations in every subject triggers a postcard home.

The 10 students in each year group receiving the most postcards in a term receives a Deputy Headteachers' certificate and the student with the most awards each term receives the Headteachers' Certificate and letter of commendation. All senior staff may issue letters of commendation where they feel students have earned this.

**Subject Awards:** These awards are considered when nominating students for special awards at KS3 and KS4 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 Headteachers' Award.

In KS3, the student who has made an outstanding contribution to the school and its ethos receives the Outstanding Contribution Award, Community Award or the International Award. There is also a Headteachers' Award presented to the student who has made the most outstanding progress.

In KS4, The Rotary Young Leaders' Award is given to the student who has overcome some adversity to contribute significantly to the community. The Richard Pain Award is presented to the student who has most prominently supported school/community relations and the Governors' Award is given to the student who has made a significant contribution to the school's public reputation through academic, sporting or charitable work. The Bob Reed award is given to the student who has most significantly promoted the international ethos of the school. The Victrix /Victor Ludorum is given to the boy/girl accumulating the most points at Sports Day.

These awards are published on our honours boards in the school hall.

**Our Eisteddfod** is a competition which involves students competing in the arts including music, drama, dance and performance poetry (including in another language). Several awards are given at the final performance including the Eisteddfod Palm D'Or for the best overall performance.

**Jack Petchey:** We also run the Jack Petchey Achievement Award where staff, students and parents can nominate a student for doing something outstanding. These award winners are given a certificate and money to donate to a particular project at school.

**Student Representatives/Student Executive Posts:** Students are recognised for their commitment to the school and its ethos by being elected as representatives in democratic elections organised by the student voice and executive.

## **7) Legal Framework:**

**The Headteachers** set out measures which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students

The Headteachers take into account any guidance or notification provided by the governing body including in relation to 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 Headteachers decide the standards of behaviour expected of students, determine the school rules and any disciplinary measures for breaking the rules. They must publish the policy to parents, staff and students via the school website.

## **Out of School Behaviour**

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 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 a 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 (see making Travel Safer Policy), 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.

## **Screening, Searching and Confiscation**

The Headteacher or authorised staff can search a student or their possessions (including blazers, pockets, lockers and bags) without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs or paraphernalia, stolen items, tobacco and cigarette papers, E Cigarettes, fireworks and pornographic images.

School staff can **confiscate** any item found which they consider to be prohibited, harmful or detrimental to school discipline.

**Mobile phones** must be switched off when in a student's possession. 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 Manager or Year Leader at 3.30pm to arrange collection. A detention will be issued as a result. In the event of the need for an urgent phone call to be made, students can report to Student Services where appropriate calls can be made.

**Prohibited items of clothing** can be confiscated such as jewellery and hoodies. Items of clothing will be held in the Student Services. Hoodies will be returned at the end of the day and jewellery at the end of the term.

**Staff are not liable** for any damage or loss arising as a result of confiscation. Items other than mobile phones are returned to either students or parents at a time agreed by the teacher concerned.

### **Use of Reasonable Force**

We acknowledge our duties under the 2006 Education and Inspection Act in which all school staff have the legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, damaging property or to maintain good order and discipline amongst students. We do not expect staff to do this unless they feel comfortable and will not direct staff to do so. However, all staff will be supported where reasonable force is deemed appropriate. If reasonable force has been used, the parent will be informed of the level of risk, degree of force and effect on the pupil and member of staff.

### **Equal Opportunities**

Anglo European School acknowledges its legal duties under the Equality Act 2010 and in respect of students with Special Educational Needs and Disabilities.

### **8) Monitoring and Review**

The school will review this policy in accordance with the policy review schedule. The effectiveness of the policy will be evaluated through analysis of statistical evidence (Referral Room, detention, exclusions, LLD etc), surveys to parents (via Parentview), staff, students and Leadership Team, through department reviews and other monitoring systems, the Headteachers' report to governors and through external inspection (e.g Ofsted)

### **9) Attendance: (please see Attendance Policy)**

Attendance and punctuality are used in making judgements about behaviour and safety. Students should be aiming for 100% attendance which gives them the best opportunity to achieve their potential. If attendance drops below 95% parents are informed and attendance is more closely monitored – refer to attendance policy for further details.

Good punctuality is also an important factor and students with a poor track record will be supported to improve. Persistent poor punctuality results in notification to parents in writing, monitoring by the form tutor, school based sanctions and may lead to a parental meeting, Year Leader detentions and Year Leader or Senior Leader reports depending on the level of severity. Where there is a real concern with regards to a child's attendance outside agencies may be referred to, including the Attendance Compliance Team (ECC).

Absence will not be authorised in school term time unless in very exceptional circumstances and holidays will not be approved. Parents should apply using the leave of absence form where they want this to be considered.

The Assistant Headteacher (Achievement) is responsible for monitoring attendance and punctuality and is supported in doing this by the Attendance Officer, Attendance Assistant, Senior Year leader and Year Leaders. Regular reports are issued to Year Leaders, tutors and leadership team.

Telephone calls are made home on the first day of absence if a parental call has not been received to report a reason for the absence. Persistent absence can result in a parental meeting, referral to the Attendance Compliance Team (ECC) which may result in fixed penalty notices and possible prosecution.

## **10) Strategies for Implementing the Behaviour Policy (Rules & Sanctions)**

### **Disciplinary Strategies: Sanctions:**

Sanctions can be applied by any teacher or professional support staff authorised by the Headteacher. The sanction must be taken on the school premises (or on a school visit) under the charge of the member of staff. It must be proportionate and reasonable to the behaviour and circumstances.

### **Classroom management & behaviour in lessons**

All classrooms have an Anglo Agreement which outlines the expectations of behaviour for the classroom. This is also published in the staff handbook, the student planner 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.

### **Behaviour outside the Classroom**

Students are expected to behave in a manner which shows respect to themselves and others. 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 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.

### **If an incident occurs outside the lesson**

It is the responsibility of the Year Leader to deal with incidents and issue appropriate sanctions. 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 manager 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, issuing sanctions etc.

### **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 Head of Department to be placed on a subject report.

## **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.

If, in the opinion of the class teacher, they feel they need support they should follow the following procedure. Activate local department procedures if any have been agreed. This might involve calling on a colleague in an adjacent room, a colleague who is allocated Departmental Support time at the time of the incident:

1. If appropriate, give warnings that D Duty is to be called.
2. Call someone in the main office on 1970, 1902, 1903, 1904, 2011, 1901 (in that order), if this is not possible then send a sensible student to the main school office or student services.
3. If appropriate, ask the student to stand outside in a position where they cannot see into the classroom.
4. On arrival the D Duty teacher will require a verbal report on the incident. This may be given in the classroom or outside. This may or may not be in the presence of the student concerned.
5. At that point the D Duty teacher will ask the class teacher what they would like to happen:
  - a. Remove the student
  - b. Ask if, or suggest that the student remain in the class. In many cases the very act of calling the D Duty teacher may have resolved the problem.
  - c. Invite the class teacher to report any further misdemeanours to her/him at the end of the lessons.
  - d. D Duty may agree to return later in the lesson if possible.
6. If removed, the class teacher will usually be asked to set work.
7. In most cases, the student(s) will then go to their next lesson. However, it may not be appropriate for the student to return to that teacher's lesson for an agreed number of lessons.
8. During the removal period the student(s) will be required to complete a Student Incident Record (yellow).
9. The D Duty teacher and HOD will receive a report from the teacher within 24 hours or sooner if the matter is serious enough.
10. The report and the Student Incident Record will be forwarded to the relevant Head of Department and, in more serious incidents, the senior link as well.
11. If the D Duty teacher feels the incident could have been managed more effectively, this will be fed back to the Head of Department.
12. D Duty call outs are logged and monitored.

NOTE: There may be occasions when a D Duty teacher is required in two or more places simultaneously. In such cases, every effort will be made to find another senior colleague.

### **Referral Room:**

If students need to be removed from a lesson they will be placed in the referral room. Mobile phones will be confiscated and work is set to be completed independently. Only senior staff can place students in the referral room. A log of students attending the referral room is kept and monitored. Following removal from a lesson, the senior member of staff will support the staff member, supported by the Head of Subject to reintegrate the student back into future lessons using restorative justice methods. (see Appendix 1 – Procedure for Referral Room)

### **Recording of Incidents:**

Students involved in incidents will be required to complete a student statement 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. The outcome of these incidents are recorded on SIMS.

### **Detentions**

Detentions are an important sanction. Whilst parental permission is not required, the school seeks to give parents at least 24 hours' notice. Providing the Headteachers are 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.

#### **1) Detention Types**

<b>Detention Type</b>	<b>Administered By</b>	<b>Information</b>
<b>Low Level Disruption (LLD)</b>	AHT/Senior Year Leader	½ hour in length Set by the teacher after 3 <sup>rd</sup> warning and recorded in organiser. Supervised by senior staff
<b>Subject Detention</b>	HODs /Subject Leaders	Afterschool for one hour, supervised by subject staff.
<b>Year Leader Detention</b>	Senior Year Leader	Thursday evening for one hour supervised by Year Leaders
<b>School Detention</b>	Senior Staff	Friday evening for one hour Supervised by senior staff.
<b>Extended School Detention</b>	Deputy Headteacher	Friday evening for 90 minutes for persistent offenders

### **Low Level Disruption:**

Low level disruption could be defined as being late without reason, missing essential basic equipment, talking when you should be listening, calling out inappropriately, answering back/arguing, interfering with others' possessions, eating, drinking (other than water), drawing graffiti or creating an inexcusable mess. Students are given a series of warnings:

1st incident	First warning.
2nd incident	Second warning.
3rd incident	Detention 12.30-13.00 / 13.30-14.00
4th incident	D Duty called, Detention 12.30-13.00 / 13.30-14.00 Phone call home/

All cases from here are recorded by the Achievement team on SIMS.

**Parent communication:**

5 detentions set – Year Leader intervention and parents contacted via email  
 10 detentions set – Year Leader intervention and parents attend a meeting at school to see the Assistant Headteacher (Achievement)

**Missed LLD detentions:**

Students are set Department or Year Leader detention.

**Persistent offenders:**

Monitored by AHT (Achievement) and Year Leaders using PAUL report: Persistent LLD offenders will be collected by Pastoral Manager just before lunch and put into the referral room for whole of lunch time. A letter will be sent home and a list of offenders is kept and monitored.

**LLD Reports**

Issued with each PAUL report

**Teacher Led Detentions:**

These can be set at the discretion of the teacher as a first response to poor behaviour. This will be supervised by the teacher setting the detention and the Head of Department is informed.

**Department Detentions:**

These are organised on a rota to avoid clashes. Detentions are supervised by members of the department assigned by the head of Department, who issue the detentions.

**Year Detentions:**

These arise from issues including uniform, lateness, behaviour outside the classroom. These are issued and supervised by the Year Leaders on a rota system very 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.

**Reports:**

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

- Self-Monitoring Report:
- Form Tutor Report
- Year leader report
- Department report
- Senior leadership Team Report
- Individual Behaviour Plans (IBP) monitored by Assistant Headteachers
- Pastoral Support Programme (PSP) monitored by Deputy Headteachers/Headteachers

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):**

Pupils on IBPs are monitored by the AHT (Achievement) in liaison with the Year Leader and teaching staff for 8 weeks. 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, the student will fail the IBP and progress to a Pastoral Support programme monitored by a Deputy Headteacher. The Assistant Headteacher should keep regular contact with parents about their child's progress.

### **Pastoral Support Programmes (PSP):**

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

### **Children's Support Service (CSS):**

This is a short stay 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 LEA provision.

### **Managed Move:**

This can be a supportive means of giving students a fresh start and another chance when facing permanent exclusion. Managed moves are arranged by senior staff in the home school with senior staff or Behaviour and Attendance Partnership representatives on behalf of the host school. Managed moves can be for up to 12 weeks and regular reviews, attended by parents, a senior member of staff from each school and the student enables both schools to track their progress and anticipate likely outcomes.

The student is dual registered during this period. If the student takes up the option of a managed move and it fails, they will be returned to the home school to face permanent exclusion and will have given up the right to appeal.

**Other Supportive measures** used for the prevention of exclusion could include:-

- a managed move to another school on a trial period of 6 weeks
- using external agency support
- counselling by arrangement with family GP
- coaching
- anger management support
- Use of consistent response plan
- Learning mentoring by a teacher
- Helping hands (peer mentors)
- Travel safely measures (travel ambassador support or bus buddies)
- Study Club support

### **Fixed Term Exclusions**

In most cases, exclusion 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 one off serious offences. The school will not tolerate behaviour which shows disregard for the well-being of others or a blatant disregard of the Behaviour Policy and Anglo Agreement. The Headteacher or, in the absence of the Headteacher, a Deputy Headteacher, can exclude a pupil for one or more fixed periods which, when aggregated, do not exceed 45 days. Behaviour which is likely to incur exclusion would be:-

- Physical assault against a student or member of staff
- Verbal abuse/ threatening behaviour towards staff or students.
- Persistent bullying
- Racist abuse
- Sexual misconduct
- Bringing onto school site, dealing or consuming drugs or alcohol in school
- Damage to school property
- Theft
- Bringing/using weapons on the school site
- Refusal or persistent failure to attend detentions, including after school detentions

In all cases, a thorough investigation will take place, involving the student, parents and any related external agencies. In all cases, this is formally recorded, parents informed, child protection considered and alternative work provision organised. Work is set and assessed for the first 5 days of exclusion. All exclusions are followed with a reintegration meeting which is attended by the student and at least one parent. The Headteacher reserves the right to extend the period of exclusion if the parent fails to attend this meeting and therefore prevents the student reintegrating. This extension may be served as an internal exclusion. This meeting aims to build partnerships with students and parents, reset expectations, identify further support and monitoring needed to make reintegration successful and identify consequences should the behaviour be repeated.

When a student is excluded from school, parents are informed about the details of the exclusion and the dates when the exclusion 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 exclusion. 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 exclusion unless there is reasonable justification.

## **Permanent Exclusion**

This decision is made in response to serious or persistent breaches of the Behaviour Policy or if a student's behaviour is deemed to be seriously harming the education or welfare of the student, other students or staff. 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, sexual abuse or assault, processing, taking or supplying drugs or related paraphernalia on school site (see Drugs Policy) or carrying an offensive weapon.

### **11) Anti-Bullying and pupil support systems (See Anti-Bullying Policy)**

The school recognises that for student 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. (Please see Anti - Bullying Policy)

### **12) Managing Pupil Transition**

The SENCO will contact feeder primaries to discuss known issues relating to behaviour management. 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 to prevent unwanted behaviour being repeated.

When parents are intending for their child to change schools, the parents must write to the Head Teachers stating that they wish the school to take their child off roll; 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. Where we are not aware of the name of the new school any concerns will be passed to the Local Authority

### **13) Staff development, support and managing malicious accusations against school staff**

There is regular guidance, support and training for both teachers and professional support staff with regards to behaviour and student management. Staff members in need of additional support are identified through monitoring and quality assurance procedures in schools such as lesson observations, learning walks and student interviews. Staff can also request CPD for behaviour management through the CPD review as part of the performance management review and at any time through the request forms submitted to the AHT (Teaching & Learning). New staff, NQTs and all trainee teachers all have behaviour management training as part of their induction programme.

### **Managing Accusations against Staff**

High standards of concern and professional responsibility are adopted where accusations are made against staff. The matter will be dealt with the utmost sensitivity and confidentiality where possible. The matter will be investigated by a senior member of staff, in liaison with parents and professional bodies where necessary. Where the allegation is upheld, the Headteacher will be consulted and disciplinary procedures will be followed according to school policy. Where the accusations are deemed to be malicious, a meeting will be held between the senior staff investigating the matter and the parents and student concerned and

sanctions will be agreed, in liaison with the staff member. The outcomes of such investigations will not be released.

## **Referral Room Guidelines**

Staff will:

- Ensure the student is calm, understands why they are in the 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 pupil statement.
- Confiscate the students' mobile phone
- Log the students' entry in the 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
- Inform parents that the student has been in the referral room and what mechanisms are in place to reintegrate the student to the main school.

Students reporting to the inclusion room should:-

- Remain in the referral room until they are dismissed by senior staff
- Remain in their seat and complete work/reading set in silence
- Deal with members of staff in a polite, co-operative fashion.
- Surrender 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 referral room tidy and free of graffiti or litter.

**References to other documents:**

1. Anglo Agreement
2. Home/School Agreement

# ANGLO EUROPEAN SCHOOL



## POLICY ON DRUG MISUSE OR ABUSE

<b>Policy</b>	
Received/first adopted*	June 2014
Origin	LA
Statutory/Non-Statutory	Statutory
Reviewed/Approved * by Leadership Team	
Ratified/Reviewed* by GB Committee Curriculum/ <del>Finance</del> /Personnel*	Next meeting 26/01/2017
Ratified/Reviewed by FGB	15/03/2017
Published to Governor's area on Website	21/03/2017
Published in school	21/03/2017
Planned review date if any	01/01/2019
Reviewed	Biennial

# **ANGLO EUROPEAN SCHOOL**

## **POLICY ON DRUG MISUSE OR ABUSE**

### **CONTENTS**

A. Introduction

B The Policy

C Procedures for instances which breach this policy

D Advice to staff for managing drug related incidents

Related Matters

Annex 1 The Curriculum

## **A : Introduction**

1. The definition of a drug given by the United Nations Office on Drugs and Crime is:

**“A substance people take to change the way they feel, think or behave.”**

The term ‘drugs’ and ‘drug education’, unless otherwise stated, is used throughout this document to refer to all drugs:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers)
- all over-the-counter and prescription medicines

(taken from DCFS drugs guidance for schools 2004)

2. The school is a non smoking site.

3. This policy seeks to ensure that all students receive a common message about the inappropriateness and dangers of drug misuse and drug related incidents and that they are dealt with in a consistent manner.

### **Roles and Responsibilities:**

The Headteachers will ensure that:

1. The Co-ordinator for Personal Health has an appropriate programme in Key Stage 3 and 4 and the Sixth Form to cover these issues.

2. The named child protection officer has responsibility for 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 breaking 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.

## **B : The Policy – The school is committed to ensuring that the school site is safe for all and “drug free”.**

- 1 To protect the safety and well being of all our students and staff:
  - a) Illegal drugs must not be bought, used, sold, supplied or shared on the school site or during the school day, including when students are on any visits with the school which take place off the school site.
  - b) Students and staff must not be under the influence of an illegal substance on the school site or in the vicinity of the school or on any school related visits including when students are ‘hosting’ exchange students.
  - c) Students and staff must not bring illegal drugs or related paraphernalia onto the school site.

Any involvement in the above offences is highly likely to lead to permanent exclusion from school even if it is a first offence.

- 2 Students must not bring alcohol onto the school site or be under the influence of alcohol on the school site. Any involvement in this is likely to result in a fixed term exclusion from school.
- 3 The consumption of alcohol by adults on school premises or on school activities requires the explicit approval of the Headteachers.
- 4 The school is a no-smoking campus. Students must not bring smoking materials or smoke on the school site. Any involvement in this is likely to result in a fixed term exclusion from school. This sanction may also be given if they are found to be smoking within the vicinity of the school. Staff should not smoke on the school site, in the vicinity of the school site or anywhere which may affect the reputation of the school.
- 5 Parents will be contacted if their child breaches this policy or if there is a suspicion of drug use.
- 6 The Police will be informed of any incident which breaches this policy and involves illegal drugs or the illegal acquisition of a drug.
- 7 All breaches of this policy must be reported to the Headteachers who will decide upon the response and take all necessary actions. In their absence, their Deputies will act for them.
- 8 *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 on the understanding that such information will be used appropriately and not, of itself, lead to exclusion.*
- 9 Visiting students will be made aware of our Behaviour Policy which includes the Drugs Policy.
- 10 All references to smoking include e-cigarettes and ‘vaping’.

## **C : Procedures for instances which breach this policy**

- 1 Members of staff will listen calmly and dispassionately to any revelations made by students.
- 2 It should be made clear to students that staff are bound by school policy, no confidentiality can be offered.
- 3 Where a member of staff knows of, or suspects, a breach of this policy they must inform a member of the Leadership Team.
- 4 Breaches of this policy are not matters for general knowledge and information should only be communicated on a need to know basis. The Headteachers will always be informed and will determine how information will be communicated.
- 5 The school will consider whether an incident constitutes a child protection matter and, if so, will inform and be advised by Essex Safeguarding Team.
- 6 If a child breaches this policy, their parents will be informed as soon as possible.
- 7 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.
- 8 The School maintains strong links with the school liaison police. It is the policy of this school to contact the local community police where an incident has involved illegal substances and to hand it to the police.
- 9 Whatever the disciplinary action taken by the school, regard for the welfare of the individual will be important. The school has links with local drug agencies that can offer some counselling and work with students as part of the drug education programme.
- 10 All incidents are written down and kept on the student file as confidential items
- 11 The Headteachers will determine the response to each incident.

## **D : 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.

**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 Headteachers.

**Intoxication** from drug use. A “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 instructed to collect their child.

**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 Headteachers (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 pupil 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. (See Related Matters)

**Suspicion/rumour** is not in itself sufficient evidence to cause a member of staff to intervene. However, if there is a suspicion the matter will be reported to the Deputy Headteachers and evidence collected before a decision is made to question the student(s) involved.

**Search** school reserve the right to search a student's bags, pockets and lockers without prejudice. This will be done in the presence of two members of staff.



# 15) ANNEX 1

## The Curriculum

The Anglo European School provides a planned drug education curriculum for all pupils, as part of Citizenship and within KS3 and KS4 Science as required by the National Curriculum Science order. 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 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.

October 2010

## Anglo European School – Drug Policy

### Record of Drug-Related Incident

Report Completed by:	
Date of incident:	Time of incident:

Emergency/ Intoxication	Suspicion OFF Premises	Suspicion ON Premises	Discovery OFF Premises	Discovery ON Premises	Pupil Disclosure	Parent/Carer expresses concern
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Name of Student:
Tutor Group:

Was First Aid given:	Yes	No
If Yes, by whom:		
Was an Ambulance/GP called?	Yes	No
If Yes, by whom and where:		

Drugs involved (if known):		
Sample found?	Yes	No
If Yes: Where was it retained? <i>Or</i> Was it destroyed?	Yes	No
If Yes, at what time:	am/pm	
Witness Name:		

Parent/Carer informed:	Yes	No
Name of Senior Member of Staff involved:		
Other Staff involved:		

Other action taken: <i>(e.g. other agency involved, Ed. Psych, sanction imposed, GP/Police consulted informed)</i>
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Brief Description of symptoms/situation: