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Behaviour policy

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The MLP Behaviour policy sets out our ambition to ensure high standards and expectations in all aspects of behaviour. It also outlines our Trust philosophy and approach to developing respectful relationships, and positive behaviour for learning in all our academies and provides the framework for the development of local behaviour procedures and protocols bespoke to our individual academies. It is important that when talking to children and young people about their behaviour that the language used is consistent across the Trust and is underpinned by the philosophy and the culture that the Trust upholds.

Positive relationships with all academy stakeholders are central to the wellbeing of both children/young people and staff and underpin an effective learning environment. Academies play a significant part not only in the formal education of young people but also in developing and supporting their wellbeing. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships, whilst upholding high expectations of behaviour within our academies.

All children and young people should understand how the policy is enacted in each Trust academy. They should be clear about academy behaviour procedures and approaches. These procedures should be clear and concise to aid understanding by all involved. All staff should know what the MLP policy and academy

behaviour procedures are and follow them when managing behaviour issues and in developing respectful relationships. They should also be clear on the behaviour curriculum and when positive behaviour is explicitly taught, such as within the Personal Development curriculum.

When behaviours are reported, parents, carers and children/young people and staff should have confidence that incidents will be handled effectively and appropriately within fair, consistent, and well-established guidelines.

1 Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave and consequences of behaviour

2 Legislation, statutory requirement and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in academies: advice for headteachers and academy staff 2024
- Searching, screening and confiscation: advice for academies 2022
- The Equality Act 2010: advice for academies
- Keeping Children Safe in Education
- Academy Suspensions and permanent exclusions
- Use of reasonable force in academies
- Supporting pupils with medical conditions at academy
- Mobile Phones in Academies

It is also based on the special educational needs and disability (SEND) code of practice. DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the academy rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual
- touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments.

    - Sexual jokes or taunting.
    - Physical behaviour like interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
    - Knives or weapons.
    - Alcohol.
    - Illegal drugs.
    - Stolen items.
    - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
    - Fireworks.
    - Pornographic images
    - 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 pupil).

4 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:

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: ● 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, and gender identity)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of each academy's approach to preventing and addressing bullying are set out in each academy's anti bullying strategy which is available in Appendix 3

5 Roles and responsibilities

The following persons and bodies have a role in ensuring compliance with this behaviour policy and associated procedures and providing and maintaining the Trust's expectations for behaviour in its academies:

5.1 MLP Director of Trust Safeguarding and Culture

Maintenance of the behaviour policy is the responsibility of the MLP Director of Trust Safeguarding and Culture and the academy behaviour procedures the Headteacher (Appendix 2).

5.2 MLP Trust Board

The MLP Trust Board is responsible for monitoring the overall effectiveness of this behaviour policy and holding each Academy Governance Committee (AGC) to account for their monitoring of the academy behaviour procedures (Appendix 2) and implementation.

5.3 The Academy Governance Committee (AGC)

It is the responsibility of the AGC and Headteacher of each academy to ensure that their academy, and its staff, adhere to this behaviour policy and procedures.

The AGC will support and challenge the Headteacher to ensure behaviour management is encouraging learning, inclusion and welfare.

5.4 The Headteacher

The Headteacher is responsible for:

- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

5.5 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships, including through restorative conversations.
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations

The senior leadership team will support staff in responding to behaviour incidents.

5.6 Parents

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

5.7 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy

- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
Students will be supported to develop an understanding of the academy's behaviour policy and wider culture.
Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
Extra support and induction will be provided for students who are mid-phase arrivals.

6 Academy Behaviour Curriculum

The academy has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn, support and promote a disruption free environment.
- Move quietly, and calmly around the academy as directed.
- Care for the academy buildings and academy property.
- Wear the correct uniform at all times, including to and from academy and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy or online, including travel to and from academy.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our academy are detailed in our academy procedures, see Appendix 2.

6.1 Mobile Phones

Each academy's approach to pupils bringing their mobile phones into academy is outlined in the academy's Mobile Phone Policy and/or ICT Acceptable use policy. Our Academies observe the following DfE guidance: **Mobile phones in academies**

7 Responding to behaviour

7.1 Classroom Management

The academy's 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 pupils to be engaged.
- May display the behaviour curriculum or their own classroom rules.
- Will develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Following the academy procedure for dealing with low-level disruption.
- Using the rewards procedures to encourage positive behaviours.

7.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the academy will follow the academy's Safeguarding and Child Protection policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, academy staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's behaviour culture. These will be outlined in the academy's rewards procedures.

The approach used at our academy is detailed in our academy procedures, see Appendix 2 of this Policy.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, academy staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free. Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

All staff must take a stance on any form of sexual harassment. It must **always** be challenged. See section 7.10.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The Behaviour Procedures for individual academies are shown in Appendix 2 of this policy. Details of more serious sanctions are outlined in Section 8.

Personal circumstances of the pupil will be considered when deciding on consequences and with regard to the impact on perceived fairness.

7.5 Restrictive Interventions

Academies in the Trust will at all times observe the DfE Guidance on restrictive interventions: Use of reasonable force and other restrictive interventions guidance.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

All members of academy staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Damaging property
- Committing a criminal offence
- Causing disorder among pupils at the academy, whether during a teaching session or otherwise.

Restrictive interventions will only be used in a Trust academy where:

- **It is necessary** and all alternative ways to de-escalate and manage the situation and achieve the desired outcome have been considered.
- It is proportionate – the least restrictive intervention for the least amount of time should be used. The individual circumstances of the pupil including age, size, SEND and medical conditions should be considered.
- **The pupil's welfare has been considered** – including the pupil's life events and the need to maintain respect for their dignity.

A Restrictive Intervention must never be used as a punishment.

Seclusion involves keeping a pupil confined to a place away from others and preventing them from leaving. When Seclusion is used, the following requirements apply:

- Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

- Seclusion should only be used where the pupil is not acting with intent.
- Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm is reduced, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported

Seclusion is not a disciplinary response to deliberate or willful misbehaviour.

Prevention and de-escalation strategies will be used to minimise the need for restrictive interventions. This may include:

- Identifying "hotspots" for behaviour issues – e.g. corridors or particular playground areas.
- Identifying key times of the day when behaviour issues are more frequent and ensuring appropriate staffing is present at these times.
- Adopting an approach that includes verbal warnings and offers pupils a chance to correct their behaviour first.
- Staff training in appropriate strategies.

Following a restrictive intervention:

- Pupil(s) and staff member(s) should be medically assessed and any injuries treated.
- The intervention must be recorded and reported to parents or the Local Authority (see section below). Follow-up conversations will be held with all parties involved
- The headteacher will undertake an evaluation of the incident

Recording and Reporting Restrictive Interventions

All academies have a duty to ensure that all Restrictive Interventions (including seclusions), are recorded even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Any incident should be recorded as soon as possible after the event (usually on the same day). The member(s) of staff involved in the incident will complete the form.

All Academies must report the incident to each of the pupil's parents / carers as soon as possible, unless telling the parents / carers would likely cause significant harm to the pupil (by any form of abuse or neglect). In such a case, academy leaders must report the incident to the local authority. This requirement to report applies even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan. The report should include at least:

- Time, date, location and duration of the intervention
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied and the degree of force
- Details of any physical injuries and post incident support.

Academy and Trust leaders will regularly review and analyse data on restrictive interventions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with DfE Guidance on Searching, Screening and Confiscation - Advice for Academies (July 2022).

7.7 Off-site unacceptable behaviour

Academy staff may apply sanctions where a pupil has misbehaved off-site when representing the academy. This means unacceptable behaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g., academy trips).
- Travelling to or from academy.
- Wearing academy uniform.
- In any other way identifiable as a pupil of the academy.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the academy.

The decision to sanction should only be made on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an academy-organised academy trip)

7.8 Online misbehaviour

Academy staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the academy.
- It adversely affects the reputation of the academy.
- The pupil is identifiable as a member of the academy.

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.
When establishing the facts, academy staff will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

If police attend the academy site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult. Academy staff will not interfere with any police action taken. However, academy staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the Headteacher will make a tandem report to the children's social care if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Individual academies have their own 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 and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to the Academy Safeguarding and Child Protection Policy and procedure for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider
whether the pupil 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 academy will also consider the pastoral needs of staff and pupils accused of misconduct.

8 Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, after academy during term time.
The academy will decide whether it is necessary to inform the pupil's parents.
When imposing a detention, the academy will consider whether doing so would:

- Compromise the pupil's safety

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

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, academy staff may remove the pupil from the classroom for a limited time. The approach used at the academy is detailed in the academy procedures, see Appendix 2.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusion

The academy will work to create an environment where exclusion from academy is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of academy behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained academies, academies and pupil referral units in England, including pupil movement, 2024).*

The process of suspension and permanent exclusion will be carried out in accordance with the MLP Suspension & Exclusions Policy.

9 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The Trust recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, academy staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must cooperate with the local authority and other bodies.

As a part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Academies need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of any support being provided.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, academy staff will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

- If the pupil is likely to behave aggressively due to their particular SEND?

The academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, academy staff will liaise with external agencies and plan support programmes for that child. Academy staff will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Headteacher will cooperate with the local authority and other bodies.

If academy staff have a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the concerns and if any additional support that might be required. If appropriate, the academy may request an emergency review of the EHC plan.

9.5 Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the academy.

Following removal from the classroom or suspension the academy will consider strategies such as

- Reintegration meetings
- Contact with the pastoral lead
- A report card with personalised behavioural goal

10 Inducting incoming pupils

Academy staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider academy culture.

10.1 Preparing outgoing pupils for transition

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

11 Training

As part of their induction process, academy staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the academy and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

12 Monitoring arrangements

12.1 Monitoring and evaluating academy behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At academy level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the Academy's Governing Body.

The academy will work with the Executive Team at MLP to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the academy is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to MLP Board of Trustees.

13 Links to other policies

The following Trust and Academy policies and procedures are directly related to and complement this Policy and Procedure:

- MLP Safeguarding and Child Protection Policy.
- MLP Suspensions and Exclusions Policy.
- Each academy's Anti Bullying Strategy (See Appendix 3)
- Drugs and Alcohol Policy (See Appendix 4)

Appendix 1: Magna Learning Partnership Behaviour Principles

The Trust Board of the Magna Learning Partnership believes that its academies have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Magna Learning Partnership as set out in the Procedure.

This Trust behaviour policy and procedure and any associated academy rules and approaches will ensure that:

In all MLP academies:

- Academies have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to pupils.
- Rewards, sanctions, and reasonable force, where appropriate, are used consistently by staff, in line with the behaviour policy.
- The academy will work to create an environment where removal from class and exclusion from academy is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The behaviour policy and procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the academy and pupils' home life.

Appendix 2: S6C Academy Behaviour Procedures

The Student Behaviour and Discipline Policy at Salisbury 6th Form College (S6C) is designed to promote a positive learning environment. Upholding British Values, positive reinforcement, and shared rights and responsibilities are its core principles.

The policy clearly defines acceptable behaviour, such as respect, courtesy, and cooperation, and contrasts it with unacceptable behaviour like bullying and vandalism. It outlines the expected roles and responsibilities of everyone involved, including leadership, staff, students, parents/carers, and the governing body.

To achieve a positive learning environment, S6C emphasises clear communication and consistent implementation of the policy. The college recognises that additional needs can affect behaviour and offers support plans when necessary. Interventions aim to address underlying issues and prevent future incidents. The policy also highlights the use of rewards and recognition to reinforce positive behaviour.

In cases of misbehaviour, S6C ensures fair and consistent application of consequences. The type of consequence considers the severity of the misconduct and any special circumstances. However, the college prioritises the safety of students and staff and aims to restore calm after incidents.

The policy goes beyond basic behaviour expectations. It outlines procedures for dealing with online safety issues, mobile phone use in class, and prohibited items. It also details the college's authority regarding searching, screening, and confiscation in accordance with legal guidelines.

The importance of reporting procedures for both students and staff is stressed.

Overall, the Student Behaviour and Discipline Policy adheres to relevant UK legislation and Department for Education guidance. It strives to create a safe, respectful, and productive learning environment that fosters academic achievement for all students at Salisbury 6th Form College.

Available Sanctions

The Academy Governance Committee (AGC) has approved the following sanctions:

- Verbal reprimand
- Temporary removal from a group, class, or lesson
- Loss of social time (extra timetabled lessons)
- Withholding privileges (e.g., educational visits, sports events)
- Completion of additional work
- Community service within the college
- Internal exclusion (Sit in a leaders office)
- Suspension
- Permanent exclusion (including managed transfer)

Our Vision

Salisbury 6th Form College (S6C) is dedicated to fostering academic excellence and personal growth for all students. We envision a learning environment where every individual can reach their full potential.

● Unwavering Commitment: We believe each student deserves to be valued, nurtured, challenged, and supported. Our core principle, "It's all about you", reflects the personalised experience we strive to create

● High Expectations: S6C fosters a culture of ambition and high expectations for both students and staff. We model this commitment to excellence and empower students to actively participate in their educational journey

● Inclusive Learning: Our well-qualified teachers leverage engaging and challenging instructional methods, supported by first-class facilities and technology, to cultivate a diverse and inclusive learning environment

● Thriving Community: S6C cultivates a vibrant and supportive atmosphere where positive relationships flourish. We believe this is the foundation for both academic and social success for our students

Overview

Salisbury 6th Form College (S6C) is a member of the Magna Learning Partnership Trust and a Level 3 academy offering a supportive and secure learning environment.

● Positive Partnerships: S6C fosters positive and trusting relationships between staff and students, creating a foundation for mutual respect and well-being

● Clear Expectations: We establish clear boundaries and high expectations to guide student behaviour. Our zero-tolerance approach to bullying, physical threats, intimidation, or abuse ensures a safe learning environment for all

Scope and purpose

Salisbury 6th Form College (S6C) is committed to fostering a positive learning environment that upholds British Values and promotes student well-being.

● Core Values: S6C embraces the principles of democracy, rule of law, individual liberty, mutual respect, and tolerance for diverse faiths and beliefs.

● Positive Reinforcement: We model and reward exemplary behaviour, recognising its significant impact on academic achievement, social-emotional development, and mental well-being. Clear expectations are established, and consequences for unacceptable behaviour are applied consistently.

● Shared Rights and Responsibilities: S6C recognises the rights and responsibilities of all members.

This policy aims to:

● Cultivate a culture of positive behaviour for a calm, safe, and supportive learning environment

● Reinforce the college's ethos

● Facilitate effective teaching and learning

● Promote adherence to the college's behaviour principles

● Help differentiate between acceptable and unacceptable behaviour

● Contribute to promoting British Values

● Foster personal responsibility, self-discipline, and respect for boundaries

● Cultivate the inclusive nature of S6C

● Align with our safeguarding responsibilities outlined in 'Keeping Children Safe in Education (KCSIE)'

Policy Objectives

This policy provides a framework for:

● Consistent behaviour management practices

● Defining unacceptable behaviour

● Outlining student behaviour expectations

● Highlighting the roles and responsibilities of various stakeholders within the college community regarding behaviour

● Detailing the college's system of sanctions

Roles and Responsibilities

Salisbury 6th Form College (S6C) fosters a shared commitment to positive behaviour and student well-being. This policy outlines the expected roles and responsibilities of various stakeholders within the college community.

Leadership:

● The Head of College: Sets the tone for tolerance and respect, ensures consistent sanctions, addresses staff allegations promptly and fairly, and fosters collaboration with parents

● Senior and the Middle Leadership Team: Oversees college discipline, maintains clear expectations and boundaries, promotes a safe and calm environment, provides behaviour management support and training for staff, establishes routines that reinforce positive behaviour, upholds college values, and models positive student interactions

Teaching Staff:

● Create safe and positive learning environments built on mutual respect

● Effectively manage student behaviour in and out of the classroom

● Promote positive classroom attitudes

● Engage in regular behaviour management training

● Apply sanctions and follow the college's behaviour policy to minimise learning disruption

All Staff:

● Contribute to safe and positive learning environments built on mutual respect

● Regulate student conduct responsibly

● Model exemplary behaviour and set high expectations

● Apply the behaviour policy consistently and fairly

● Embody and reflect the college's ethos and values

● Cultivate positive relationships with students

● Communicate clearly and respectfully with parents regarding behaviour matters, and collaborate with them to address concerns

● Adhere to safeguarding responsibilities outlined in 'Keeping Children Safe in Education'

Students:

● Demonstrate respect and courtesy towards all staff and peers

● Value college systems and procedures

● Uphold the college's values and ethos

● Accept consequences for negative behaviour

Parents/Carers:

● Encourage responsible behaviour and adherence to college expectations and rules

● Maintain respectful communication with staff and support the college's policies.

● Direct enquiries and concerns to the college directly

● Inform the college of matters affecting their child's behaviour or well-being

● Promote healthy lifestyle habits, including diet, sleep, and exercise

● Follow college attendance procedures and promptly report absences and lateness

● Foster effective study habits at college and home

● Ensure adherence to college appearance rules

● Engage with progress reports and their child's academic progress

● Communicate potential problems impacting education, behaviour, or well-being

● Keep the college updated on contact information and relevant details

Academy Governance Committee (AGC):

● Supports and upholds high standards for S6C students, promoting a positive learning environment and fostering strong relationships.

Acceptable Behaviour

At S6C, acceptable behaviour promotes respect, courtesy, cooperation, and consideration for others. This applies to all members of the college community, including students, staff, visitors, and any other individuals on college premises or outside.

Unacceptable Behaviour

Unacceptable behaviour is any conduct that disrupts the learning of others, causes emotional, mental, or physical harm, creates a threat or risk, demonstrates disregard for the safety and well-being of others, or reflects a lack of respect for authority.

Examples of unacceptable behaviour include name-calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, sexualised language, bullying and harassment (including racist, sexist, and homophobic abuse), and risky behaviours.

Safeguarding and Sanctions

S6C takes its statutory safeguarding duty seriously and reserves the right to sanction any behaviour that creates an unsafe situation or environment. This extends to online and offline behaviour. We do not dismiss unacceptable language as "banter." We will always strive to educate and support any student displaying such behaviour while applying proportionate sanctions.

Communication of Standards

S6C actively communicates the standards of acceptable and unacceptable behaviour to students, parents/carers, and staff. Students are informed through newsletters, individual letters, assemblies, tutorials, and PSHE (Personal, Social, and Health Education) lessons. Staff receive communication through training sessions.

Staff and Student Responsibilities

All staff are expected to manage behaviour effectively. Each staff member has the responsibility to foster positive relationships with students and ensure a climate conducive to a calm and ordered learning environment, both in lessons and throughout the college. Students, in turn, are encouraged to take responsibility for their own behaviour and safety.

Behaviour in lessons is monitored by

- Lesson Drop-Ins, Learning Walks and external review visits
- Student surveys, student forums and the College Student Union

Supporting Students with Behaviour Issues

While S6C will not tolerate unacceptable behaviour, we recognise the potential impact of additional needs, including Social, Emotional and Mental Health (SEMH) needs and challenging personal circumstances on student behaviour. We are committed to supporting students and will consider reasonable adjustments where appropriate. We also strive to educate students about the consequences of their actions to prevent future incidents.

Intervention and Support

If a student's behaviour requires intervention, the Pastoral Lead or Faculty Lead may initiate a Support Plan in collaboration with the student's teachers, Middle Leadership Team (MLT), or Senior Leadership Team (SLT). This typically involves supportive meetings over three weeks, involving relevant parties such as parents/carers, the SENCO (Special Educational Needs Coordinator), the Designated Safeguarding Lead (DSL) or their deputy, the student's tutor, the Attendance Officer, and/or medical professionals.

Parental Support and Consequences

S6C values parental/carer support in implementing interventions and sanctions. If a student continues to display unacceptable behaviour despite support, a revised programme of study or alternative provision may be considered.

Managed Moves

In exceptional circumstances, a managed move to another education provider in the local area may be considered as a behaviour management strategy. S6C will collaborate with the chosen provider to establish a smooth transition process.

Parents/carers will be fully informed throughout the process and will be involved in meetings to discuss the details and implications of a managed move.

Responding to Misbehaviour

S6C aims to respond to misbehaviour predictably, promptly, and assertively, aligning with our policy and expectations. Our primary focus is always on ensuring student and staff safety, restoring calm, and upholding the college's culture to prevent future incidents.

Sanctions

Students can expect fair and consistent consequences for misconduct. Sanctions aim to address the issue and encourage positive behaviour changes.

Considerations for Sanctions:

● Proportionality of the consequence to the situation

● Any known special circumstances, including:

○ Student's age

○ Special Educational Needs or Disabilities (SENCO will assess potential impact)

○ Religious requirements

Disciplinary Authority

The Education Acts (UK Parliament, 1996) (UK Parliament, 2002) and the Education and Inspections Act (UK Parliament, 2006) grant all colleges the power to discipline students. Teachers and authorised staff have the legal authority to address unacceptable behaviour, rule violations, or failure to follow reasonable instructions (UK Parliament, 2006). This authority extends to:

● All paid staff with student responsibility (unless directed otherwise by the Headteacher)

● Students in school, on school visits, or under teacher supervision elsewhere

● Misbehaviour outside college that brings the college into disrepute

● Imposing after-school detentions

● Confiscating student property

The power to discipline may also apply in situations like off-site courses and student misconduct outside college control, but only when deemed reasonable. It can also encompass enforcing previous sanctions.

Principles of Implementing the Behaviour Policy

● All sanctions must be respectful and avoid humiliation

● Rewards and sanctions are applied fairly and consistently

● Most paid staff have the legal authority to impose sanctions

● The Head of College can limit or withdraw this authority from specific staff or groups

● The Head of College may authorise unpaid staff to impose sanctions

● The Head of College can limit or extend sanctioning authority to specific staff or adult volunteers

Available Sanctions:

The Academy Governance Committee (AGC) has approved the following sanctions:

● Verbal reprimand

● Temporary removal from a group, class, or lesson

● Loss of social time (extra timetabled lessons)

● Withholding privileges (e.g., educational visits, sports events)

● Completion of additional work

● Community service within the college

● Internal exclusion (Sit in a leaders office)

● Suspension

● Permanent exclusion (including managed transfer)

Suspensions

S6C follows the Magna Learning Partnership (MLP) Exclusions (and Suspensions) Policy. Suspension is the most serious sanction reserved for severe behavioural incidents. It may be implemented in response to a significant breach of the behaviour policy, or if a student's continued presence at the college poses a serious risk to their education, the education of others, or the safety of themselves or others.

Supporting Students After Sanctions

Low-Level Misbehaviour

Following low-level behavioural incidents, tutors will have a conversation with the student to address the issue. For repeated low-level incidents, tutors will contact parents/carers to discuss the concerns.

Serious Misbehaviour

After internal isolation or suspension for serious misbehaviour, staff will collaborate with the student and parent/carer to develop a support and intervention plan to prevent future occurrences. This plan will be discussed in a reintegration meeting involving the parent/carer, student, a member of the MLT or SLT, and any other relevant agencies.

Child-on-child abuse (including harassment and violence)

S6C is committed to safeguarding students and adheres to the principles outlined in Keeping Children Safe in Education KCSIE 2026. Sexual violence and harassment are unacceptable under any circumstances. Students will be subject to sanctions for behaviour that falls below expectations in this

regard, and these sanctions can be issued while police or children's social care investigations are ongoing.

S6C recognises that child-on-child abuse can take many forms. These include, but are not limited to:

● Bullying (including cyberbullying, prejudice-based, and discriminatory bullying)

● Physical abuse such as hitting, kicking, shaking, biting, or otherwise causing physical harm

● Sexual violence and sexual harassment

● Causing someone to engage in sexual activity without consent

● Upskirting

● Consensual and non-consensual sharing of self-generated intimate images and/or videos, including those generated using AI (e.g. deepfakes)

● Initiation/hazing type violence and rituals

Challenging All Inappropriate Behaviour

All inappropriate language and behaviour between students will be challenged. Dismissing such behaviour as "banter" or a normal part of growing up is unacceptable. Assertive intervention is crucial to prevent future challenging, abusive, or violent behaviour.

Supporting Victims and Reporting

Victims of abuse will be prioritised for safety and reassurance. We take all reports seriously, regardless of whether the abuse occurred outside of college or online. Deliberately false or malicious reports may result in appropriate sanctions.

Education and Prevention

Alongside any sanctions, students will receive education on appropriate behaviour and relevant laws to prevent future incidents and ensure their protection. All incidents will be reported to the college's Designated Safeguarding Lead (DSL).

Reporting Mechanisms

Students are encouraged to report any incidents in person via Google Chat or via email. All reports will be thoroughly investigated.

Online Safety

S6C recognises the diverse online safety risks students may encounter. These risks fall into four main categories:

- Content: Exposure to harmful or illegal content, such as pornography, hate speech, self-harm content, or extremist material

- Contact: Harmful interactions with others online, including peer pressure, grooming, or exploitation

- Conduct: Inappropriate online behaviour that puts oneself or others at risk, such as sharing explicit images or cyberbullying

- Commerce: Online scams, gambling, or inappropriate advertising

While parents are responsible for their children's online activity outside of college, S6C acknowledges the potential impact of such behaviour on the college environment and student well-being. We will address online behaviour that threatens or harms others or disrupts the orderly functioning of the college.

Consequences for Online Misbehaviour

Inappropriate online behaviour, including bullying, harassment, sharing explicit content, or using offensive language, will be addressed following the same principles as offline behaviour. This includes potential sanctions and reporting concerns to the Designated Safeguarding Lead (DSL).

Mobile devices in college

S6C recognises that its students are young adults (aged 16-19) and that mobile phone use is a normal part of daily life. The college's approach is therefore proportional to this context: mobile phones must be put away during all timetabled time, but students may use their personal devices freely in social spaces during their own time.

The purpose of this approach is to protect learning time, promote a calm study environment, support students' mental and emotional well-being, and reduce the online safety risks that arise from unrestricted phone use during lessons.

During timetabled sessions: phone-free default

- Students are required to place all personal mobile devices within a designated container at the front of the classroom for the duration of every lesson at S6C.

- Students with medical needs previously coordinated with the pastoral team are the only individuals for whom specific alternative arrangements will be implemented.

- All lessons and classes

- Any other timetabled or supervised activity

Where a teacher gives explicit permission for a specific educational purpose, for example accessing a college-approved learning platform or quiz, phones may be used solely for that purpose. Personal communications are not permitted during timetabled time.

Outside timetabled sessions: social spaces

During break times, lunch, and any other free periods, students may use their personal devices in social areas. This includes:

- The café and dining areas
- Breakout spaces and common rooms
- Corridors and outdoor areas during social time

Students are reminded that expected standards of behaviour apply equally online. Use of mobile devices in social spaces must not involve filming, recording, or photographing other students or staff without consent, harassment, or any activity that would constitute a breach of this policy.

Individual adjustments

Where a student has a documented individual need, for example a health-related monitoring requirement or an adjustment recorded in their EHCP or support plan, the college will make appropriate arrangements in liaison with the SENDCo and Pastoral Lead.

Storage during lessons

When a teacher requests it, students must store their mobile device in their personal bag or in a designated container or pouch at the front of the classroom for the duration of the session.

Consequences for Non-Compliance

Students who disregard these rules will be subject to sanctions.

Generative AI and online risks

S6C recognises that generative artificial intelligence (AI) tools present new safeguarding considerations. Students must not use AI tools to:

● Create, share, or distribute intimate images of any person (including AI-generated or "deepfake" images)

● Produce content that is abusive, discriminatory, or harassing towards others

● Impersonate staff, students, or other individuals

● Generate material that would constitute a criminal offence

The creation or sharing of AI-generated intimate images (deepfakes) of any person without their consent is a serious safeguarding concern and may be a criminal offence. Any such incidents will be referred immediately to the DSL and may involve a referral to the police.

The college will review the effectiveness of its filtering and monitoring systems at least annually to ensure they remain appropriate and effective in the context of developing AI technologies, in line with statutory guidance.

Prohibited Items

The following items are strictly forbidden on college grounds:

Dangerous or Offensive Items

● Stink bombs

● Pornography

● Laser pens

● Alcohol

● Illegal drugs and banned substances (including solvents)

● Smoking paraphernalia associated with drugs

● Knives, blades, weapons (including pointed items), guns (including replicas)

● Fireworks

Restricted Items (to be used in designated areas only)

● Lighters

● Cigarettes

● Electronic cigarettes or vaping equipment

● Tools

This list is not exhaustive, and S6C reserves the right to confiscate any item deemed dangerous, offensive, or inappropriate, or that could compromise safety.

Consequences for Possession of Prohibited Items

Students found in possession of banned items will have them confiscated and face appropriate sanctions.

Dangerous or Illegal Items

S6C has the authority to dispose of confiscated dangerous or illegal items and may involve the police.

Allegations of Criminal Activity

If S6C suspects criminal activity, we will follow a strict procedure to determine whether a police report is necessary (National Police Chiefs' Council, N/A). This involves gathering sufficient information to establish the facts of the case through a thorough investigation.

Searching, Screening, and Confiscation

As outlined by the Department for Education (Department for Education, 2022), searching plays a crucial role in maintaining a safe learning environment. S6C is authorised to conduct searches and screenings for prohibited items, with confiscation a possibility, if there is reasonable suspicion that a student possesses:

● Items listed under "Prohibited Items" above

● Any item reasonably suspected of being used to:

○ Commit a crime

○ Cause injury or property damage to another person (including the student)

Drug and Knife Crime

S6C takes drug use and knife crime very seriously due to the associated dangers. Our policy dictates immediate suspension and removal from college premises (by parents or police) for any student found with drugs, knives, blades, or similar items. This will be followed by a thorough investigation. Potential sanctions include suspension, managed move, or alternative provision.

Search and Confiscation Procedures

S6C reserves the right to search and confiscate items as outlined in "Prohibited Items" and within legal boundaries. We will call 999 in any situation posing a perceived risk to staff or students.

Authorised Personnel

The Head of College designates members of the Senior Leadership Team (SLT), Middle Leadership Team (MLT), and the Pastoral Lead to conduct student searches when suspected drug or weapon possession arises. Two staff members must always be present, with at least one sharing the same biological sex as the student. All searches will adhere to the guidance outlined in "Searching, Screening and Confiscation: Advice for Schools." (Department for Education, 2022)

Use of Reasonable Force

The Education and Inspections Act (UK Parliament, 2006) grants college staff the authority to use reasonable force in specific circumstances. (Department of Education, 2013):

● To prevent a student from committing an offence, causing injury or property damage, or disrupting good order and discipline

Examples of Reasonable Force

(Adapted from "Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies") (Department of Education, 2013)

● Removing disruptive students from classrooms who refuse to follow instructions

● Preventing students from disrupting school events, trips, or visits

● Preventing students from leaving classrooms when such action could endanger their safety or disrupt others

● Preventing students from attacking staff, other students, or intervening in fights

● Restraining students at risk of self-harm due to physical outbursts

Important Considerations

● Force must never be used as punishment

● Staff safety is paramount during any situation

● Staff have a continuous duty of care to maintain good order, health, and safety

De-escalation is always preferable to escalation

Reporting

All incidents involving the use of reasonable force must be documented on CPOMS under the "Restraint" category.

False Allegations

S6C takes all allegations against staff seriously. If an investigation reveals a student has made a malicious accusation, the student will face disciplinary action in accordance with this policy.

Parental Responsibilities

Parents are reminded of their responsibility to monitor their child's social media use.

Reporting and Support

Please refer to our Safeguarding and Child Protection Policy for information on reporting procedures regarding allegations of staff misconduct.

Staff Wellbeing

S6C is committed to supporting staff well-being. The Head of College will consider the pastoral needs of any staff member facing an accusation of misconduct.

Equality and SEND Considerations

S6C is committed to upholding the Equality Act (UK Parliament, 2010) and ensuring no student with a protected characteristic is disadvantaged. We also strive to meet the needs of students with Special Educational Needs or Disabilities (SEND) under the Children and Families Act 2014. Our approach to challenging behaviour may be adapted to cater to individual student needs.

Identification and Support

The college's SENDCo assesses students displaying challenging behaviour to identify any unmet needs. When necessary, we seek support and guidance from specialist teachers, educational psychologists, medical professionals, and other relevant experts. For students with acute needs, we collaborate with external agencies to develop personalised support plans. These plans are created in partnership with parents and regularly reviewed.

Maintaining a Safe Environment

While we recognise the need for differentiated behavioural approaches, S6C will not tolerate violent or abusive behaviour towards staff or students. Any such incident will be thoroughly investigated.

Exceptional Cases

In rare instances where we are unable to positively influence severe behavioural issues involving violence or abuse, further action may be necessary. If the student has an Education, Health and Care Plan (EHCP), a review will be conducted to determine if S6C remains the appropriate provider.

For students without an EHCP, a SEN assessment will be initiated. We emphasise that such scenarios are uncommon and never taken lightly. Any decisions will involve thorough consultation with parents, governors, and the students themselves.

Sanctions

Staff consider mitigating circumstances related to equality when implementing sanctions, following Department for Education (DfE) guidance (UK Government, n.d.).

Daily Procedures

Recording Incidents

Staff log all behavioural incidents on the college management information system (MIS), including actions taken for sanctioned behaviours and same-day parental contact. Safeguarding concerns are documented on the designated Safeguarding Information System as per the safeguarding policy.

Quality Assurance

College leaders promote positive behaviour through regular classroom visits and presence throughout the buildings. They acknowledge good behaviour, student engagement, and excellent work. They also support staff in managing poor behaviour and escalate situations as needed.

Review

Staff responsible for attendance, behaviour, SEND, Mental Health and Wellbeing meet bi-weekly to review significant incidents. This review ensures appropriate interventions, sanctions, and support are implemented.

The Head of College has the final say on suspensions (delegated to the Assistant Head of College responsible for Behaviour and Wellbeing in their absence).

Monitoring Behaviour

S6C monitors negative behaviour patterns to gain a quantitative understanding. This data is used to:

- Identify and address behavioural trends in individuals and groups
- Implement effective interventions
- Assess the impact of current behaviour systems
- Inform future policy development

Data Collection

The Safeguarding, Pastoral, Attendance and Mental Health team collects data on:

- Behavioural incidents, including classroom removals
- Behaviour and attitude reports
- Academic progress
- Attendance and suspension data
- Use of alternative provision
- Searching, screening, and confiscation incidents
- Stakeholder surveys on behaviour and school culture perceptions

Legal Framework

This Behaviour Policy adheres to the following legislation and guidance:

- Education Acts (1996, 2002, 2011)
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education KCSIE 2026

The policy also incorporates Department for Education (DfE) guidance on:

- Behaviour and discipline
- Searching, screening, and confiscation
- Use of reasonable force
- Supporting students with medical conditions

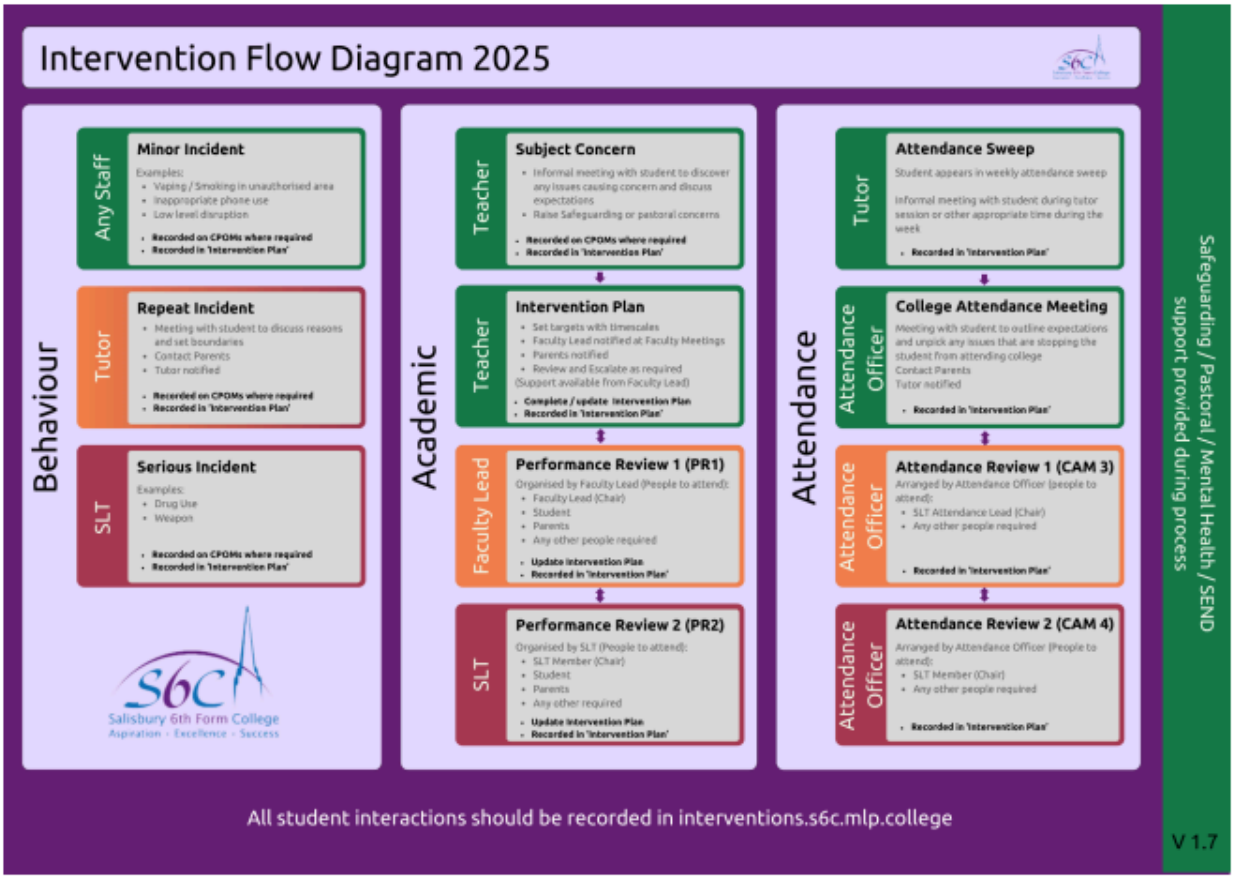
Additionally, the policy reflects:

- The SEND Code of Practice (DfE/DoH, 2015, updated 2020)
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- Working Together to Safeguard Children (HM Government, 2023)

Finally, this policy aligns with our funding agreement and articles of association.

Discipline Policy Flow Diagram

The diagram below shows the staged intervention process for behaviour, academic, and attendance concerns at S6C. All student interactions should be recorded at interventions.s6c.mlp.college.



Appendix 3: S6C Anti Bullying Strategy

S6C (Salisbury Sixth Form College) has a working Equality and Diversity Policy and opposes all forms of unlawful discrimination, harassment, and bullying. This guidance aims to prevent any forms of harassment and bullying at S6C and detail the action to be taken to prevent any recurrence. It will address all forms of harassment and bullying within the college and covers all college users and employees, including students, parents, teachers, all other staff, governors, and visitors.

Every member of the college community, both staff and students, should be able to attend college in safety and free from humiliation, oppression, and abuse so they can work or learn in a relaxed, supportive, caring, and secure environment.

The college's duty is to ensure that safeguarding permeates all activity and functions. This guidance therefore complements and supports policies including, but not limited to, the College's Safeguarding Policy, Behaviour and Discipline Policy, and E-Safety and Acceptable Use guidance, and adheres to the statutory guidance Keeping Children Safe in Education issued by the Department for Education KCSIE 2026.

Specific aims

• To ensure that all governors, volunteers, and members of the college community are aware of the types of behaviour which constitute harassment and bullying.

• To ensure all members of the college community understand that harassment and bullying is unacceptable, will not be tolerated, and that appropriate measures will be taken.

• To promote a climate within the college where a member of the community feels confident in bringing forward issues of harassment and bullying without fear of victimisation or recrimination.

• To ensure that allegations of harassment and bullying are taken seriously, as they can cause physical and psychological damage. They should be responded to quickly, positively, and in confidence.

• To ensure that members of the college support each other by reporting all instances of bullying.

• To provide support, where possible, for victims of harassment and bullying, whether it takes place inside or outside of the college.

Scope and definitions

Harassment is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

Unwanted behaviour could be spoken or written words or abuse, offensive emails, tweets or comments on social networking sites, images and graffiti, physical gestures, facial expressions, or jokes.

The college views bullying to be the wilful and conscious desire to hurt, frighten, or threaten another person or group, usually repeated over a period of time. It includes encouraging and manipulating others to bully. It may be overt and intimidatory but is often hidden and subtle.

Child-on-child abuse is behaviour by one or more children that causes harm to another child. It can be motivated by perceived differences, for example on grounds of race, religion, gender, sexual orientation, disability, or other differences. It can result in significant, long-lasting, and traumatic isolation, intimidation, or violence to the victim.

One form of child-on-child abuse is bullying, including cyberbullying, prejudice-based, and discriminatory bullying.

Bullying is a form of harassment which sets out to intimidate, coerce, humiliate, or undermine the individual to whom it is directed. Bullying is a deliberately hurtful behaviour which, when repeated over time, causes distress and can lead to a range of unpleasant psychological or physical outcomes.

Types of bullying and harassment

Bullying can take the following forms:

Cyberbullying

Electronic harassment via threatening mobile phone messages, calls, texts, emails, internet chat rooms, or social network sites, threats by text messaging and telephone calls, and misuse of photographic technology, including cameras and videos.

This includes the consensual or non-consensual sharing of self-generated intimate images and/or videos, including those created using AI tools (deepfakes), or threatening and/or blackmailing a person to share such images, or creating, sharing, or distributing AI-generated intimate images of another person without their consent.

Prejudice-based and discriminatory bullying

Any type of direct physical or verbal bullying, indirect bullying, or cyberbullying based on protected characteristics under the Equality Act 2010, including:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or cultural belief
- Sex
- Sexual orientation

Harassment is unlawful discrimination under the Equality Act 2010 if it is because of, or connected to, one of these protected characteristics.

Specific examples of prejudiced behaviours

• Homophobic: taunts or comments about an individual's sexual orientation

• Transphobic: unkindness due to someone's gender identity, their perceived gender identity, or because they do not conform to culturally conventional gender roles

• Racist: racial remarks or taunts, graffiti, or gestures because of someone's colour and/or origin

• Sexual/Sexist: unwanted physical contact or sexually abusive comments because of gender

• Family related: unkindness because a child is adopted, is a carer, or similar

• SEN/D: unkindness because of physical or mental disabilities or having Special Educational Needs

• Emotional: excluding, tormenting, being unfriendly (e.g. hiding equipment, threatening gestures)

• Physical: threats of or the direct use of violence including pushing, kicking, hitting, punching, or any use of violence, threatening, or obscene gestures

• Verbal: name-calling, spreading rumours, sarcasm, directed at individuals or groups

AI-generated content and online harm

Generative AI tools can be used to create realistic images, videos, or audio of real people without their consent. This includes so-called "deepfake" intimate images. These are AI-generated deictions of a person in a sexual or degrading manner, created without their knowledge or consent.

S6C treats the creation, sharing, or distribution of AI-generated intimate images of another person as a serious form of harassment and child-on-child abuse. This applies regardless of whether the content was generated using AI or any other technology. Such conduct:

• Is a serious breach of this guidance and the Behaviour and Discipline Policy

• May constitute a criminal offence under the Online Safety Act 2023 and related legislation

• Will be treated as a safeguarding matter and referred to the Designated Safeguarding Lead (DSL)

• May be referred to the police

Students should report any incidents involving AI-generated harmful content to a member of staff, their tutor, or the Pastoral Team immediately. Reports can also be made anonymously via the college's online reporting system.

The college will review the effectiveness of its filtering and monitoring systems at least annually to ensure they remain adequate in the context of developing AI technologies.

Procedures

The college policy is that harassment or bullying will not be tolerated and that all reported instances will be taken seriously and thoroughly investigated.

All staff, students, and parents will be informed of the procedures to follow if bullying arises.

The policy applies to all students whilst on the college roll, irrespective of whether the bullying takes place on or off college premises.

All staff have key roles to play in the identification of students who have been bullied or who are bullying others. In all cases of harassment or bullying of students, the relevant tutor should be informed and the Pastoral Lead involved where appropriate and logged on the college safeguarding system. Signs that a person is being harassed or bullied may include:

• Becoming withdrawn and lacking in confidence

• Absenteeism

• Becoming anxious or withdrawn

• Crying

• Nightmares

• Feeling ill

• Becoming aggressive or unreasonable

• Unexplained cuts or bruises

• Unusually poor performance

What to do

Harassment or bullying will be treated seriously, and appropriate disciplinary action will be taken under the college disciplinary procedures where this is identified. All members of college staff have a responsibility to ensure that suspected bullying or harassment is investigated and dealt with immediately. All staff should ensure that the DSL or a Deputy DSL at the college is aware. The DSL or Deputy will ensure that an appropriate member of the Safeguarding and/or Pastoral Team is informed, and a named member of staff is assigned to give guidance as to further action and ensure that all members of staff who need to be aware are informed.

Actions to take if harassment or bullying is suspected include:

• Determining whether bullying has or has not taken place by talking to those involved

• Encouragement and support of the recipient by taking the allegation seriously and investigating further

• Making it clear to the alleged bully that their behaviour is unacceptable and that it must stop

• Recording the details of the incident. Document fully the details of the discussion, including when and where the alleged incident happened and what happened to make the person feel threatened. Record this on the designated safeguarding system.

• Discussing the action you intend to take with the victim's agreement and explaining that you will give them feedback as soon as possible. This will be reported to the Pastoral Lead.

• Responding quickly to the allegation and similarly documenting fully the detail of the discussion with the alleged bully or bullies and the outcome

• Supporting students who have been bullied by giving them an opportunity to discuss their experiences with a member of staff of their choice, as well as offering ongoing support

Sanctions

A suitable sanction will be given in accordance with the college's Behaviour and Discipline Policy.

• In some minor cases of bullying, challenging the bully may be sufficient for the behaviour to stop, as they may be unaware that their behaviour is offensive.

• In serious cases of bullying the college's disciplinary procedures will be followed.

If there is a disclosure about child-on-child abuse, all the young people involved, whether alleged perpetrator or victim, will be treated as being at risk and the DSL will be informed immediately.

Although sanctions will vary with the seriousness and the length of the offences, suspension may be employed if deemed appropriate in cases of severe and persistent bullying.

In very serious cases it may be necessary to make a report to the police or children's social care. However, it is the policy of the college to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

If you are the victim

• If you feel able to, confront the bully by verbally making them aware that you think what they are doing is wrong.

• Share your feelings with someone else.

• If possible, talk to a member of staff: your Teacher, Tutor, or a member of the Pastoral Team.

• If you would rather not go straight to a member of staff, make friends aware. They may well be able to advise on an appropriate course of action or will be able to involve other people who can. There are also people outside the college who would be willing to help, for example Childline: 0800 1111 and Samaritans: 116 123.

If you witness bullying

• Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.

• Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.

• Accompany the victim to a trusted adult, or suggest that they see their Teacher, Tutor, or a member of the Pastoral Team.

What can we do to prevent bullying at S6C?

As a college community we will not allow cases of harassment or bullying to go unreported but will speak up, even at risk to ourselves.

This requires staff to

• Always be positive role models in word and action

• Be observant of signs of distress or suspected incidents of bullying

• Take steps to help victims and remove sources of distress without placing the victim at further risk

• Not encourage retaliation

This requires students to

• Refuse to be involved in any bullying situation

• If appropriate, take some preventative action if present when bullying occurs. Alternatively, report the incident or suspected incident to any member of staff and help break down the code of secrecy.

This requires the college to

• Inform parents that it will not tolerate bullying

• Take a positive approach to educating students to combat bullying

• Recognise that both the bullied and the bullies need appropriate support

• Raise the awareness of staff about bullying via training and ensure all members of staff are aware of the policy and procedures, especially about the monitoring of any strategies put in place

• Take any action that is reasonable to reduce the risk of bullying at times and places where it is most likely

• Use tutorial sessions, personal development activities, and healthy relationships programmes to explore the nature of bullying, the reasons it might occur, and to suggest strategies for dealing with it

• Review the effectiveness of filtering and monitoring systems annually to ensure they remain appropriate and effective

Advice for parents of anyone being bullied

The college recommends that parents of anyone being bullied should:

• Watch for signs of distress in their child

• Take an active interest in their child's social life and acquaintances

• Advise their child to tell a member of staff about the incident. If possible, allow students to report and deal with the problem themselves. Much respect and confidence can be gained from this course of action.

• Inform the college if bullying is suspected

• Not encourage retaliation

• Be willing to attend interviews at the college if their child has been involved in any bullying incidents

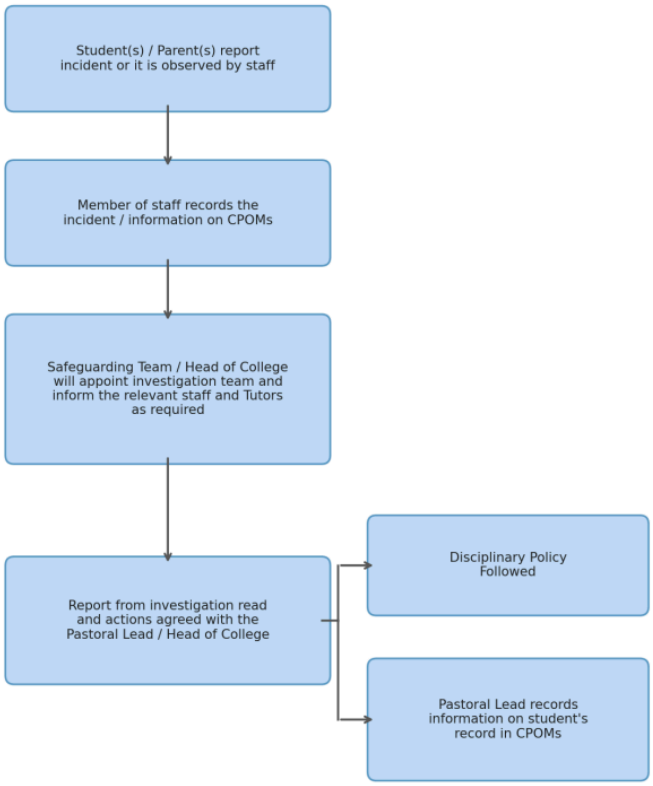
Advice for parents of bullies

The college recommends that parents of bullies should:

• Discuss the issues with their child

• Be willing to attend college for discussions

• Join with the college in any measures which are taken to resolve the matter



Flowchart for referring bullying incidents

Legal framework and related guidance

This guidance adheres to and should be read alongside:

• Equality Act 2010

• Keeping Children Safe in Education KCSIE 2026

• Working Together to Safeguard Children (HM Government, 2023)

• Online Safety Act 2023

• S6C Safeguarding and Child Protection Policy

• S6C Student Behaviour and Discipline Policy

• S6C E-Safety and Acceptable Use Policy

Appendix 4: Drugs and Alcohol Policy and Procedures

This policy sets out the academy's approach to drug education and how the academy will respond to drug related incidents within the responsibilities of the academy. This policy has links with the following academy and Trust policies: Behaviour, Safeguarding and Child Protection and Health and Safety.

To whom does the policy apply?

This policy applies to all the following people when they are on the academy premises: pupils, staff, parents/carers and visitors. Breaches of this policy by any of those mentioned will be dealt with by the academy/Trust. This policy also applies to pupils and staff when off-site when staff act in loco parentis, this includes all educational visits.

Although the academy is not responsible for pupils travelling to and from school we will work with parents and / or other agencies should any problems be identified. The academy is responsible for pupils during break and lunchtimes and this policy applies during these times. It also affects the use of academy premises after normal academy hours. Organisers of any after academy events should be made aware of the policy and their responsibility to implement it.

Definition of a drug

For the purpose of this policy the following definition of a drug will apply: "a substance people take to change the way they feel, think or behave."

This broad definition allows for the inclusion of all medication, legal / illegal drugs (including alcohol and tobacco), volatile substances (see also the Trust's Health and Safety Policy) and all over the counter and prescription medicines.

Overall Aims of the Policy

- To provide a framework for effective drug education;
- To provide systems for dealing with drug related incidents within the academy environment;
- To ensure that the academy's drug education programme reflects the aims and values of the academy.

Roles and responsibilities

Headteacher

The Headteacher takes overall responsibility for providing a safe place of work for all staff and pupils and as such takes responsibility for this policy, its implementation, and for liaison with parents/carers, Trust, and appropriate outside agencies in the event of a drug related incident. Pupils who are suspected of

being at risk from drugs will be supported and monitored with assistance from relevant agencies such as social workers and police.

PSHE Lead

The PSHE Lead together with the Head Teacher, has a responsibility for supporting other members of staff in the implementation of this policy. The PSHE Lead will provide a lead in the dissemination of information relating to drug education. They are responsible for identifying and providing good quality resources and in-service training. The Headteacher, or in their absence either of the Assistant Headteachers are the first point of contact for advice/support in dealing with a drug-related incident.

Parents and Carers

Parents and carers are encouraged to support the academy's drug education programme. They are responsible for ensuring that guidelines relating to medication in academy are followed.

Parents / carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Head Teacher will consider if there are any special circumstances which may temper this right. The child protection service may be contacted in the first instance and advice sought (see Safeguarding and Children Protection Policy).

Staff

Drug prevention is a whole academy issue. All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them should they be called upon to deal with a drug related incident. This includes lunchtime supervisors and the site manager and cleaning staff. If they have any queries or training requirements these should be made known to the PSHE Coordinator or to the Head Teacher. The caretaker regularly checks the academy premises – any substances or drug paraphernalia found will be recorded and reported to the Head Teacher and dealt with in accordance with this policy.

Equal Opportunities Statement

Drug education will be provided to all pupils with consideration of any particular needs (see Equal Information).

Drug Education

Aim of Drug and Alcohol Education

The aim of teaching children and young people about alcohol and other drugs is to support them in making informed choices, delaying first substance use and preventing the development of harmful patterns of substance use in adulthood. This can impact upon an individual's quality of life and future aspirations. Effective teaching about alcohol and other drugs through PSHE and science education is one key element of prevention work. However, to achieve its aims, this teaching should be implemented as one aspect of a wider whole-academy approach.

(PSHE Association Evidence Review on Effective drug and alcohol education)

What Drug and Alcohol Education looks like in our academy

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use.

At our Academy, alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe. Teaching about drugs and alcohol is integrated within a planned PSHE education curriculum (see PSHE curriculum), where it enhances – and can be enhanced by – teaching in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help. Drugs and alcohol education is also part of the statutory science curriculum.

Teaching programme, strategies and resources

Drug education is delivered through the PSHE programme by class teachers in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via one off events such as, assemblies delivered by PCSOs and via the science national curriculum. The PSHE Co-Ordinator / Curriculum Lead will review the drug education provision on an annual basis through discussion with the teachers involved with the delivery of the programme.

Where the teaching and learning includes issues, which may be sensitive staff and pupils will work within clearly understood and applied ground-rules from the PSHE Association Guidance.

Special Educational Needs

Children registered as having Special Educational Needs have the same right to good drug education as any other pupil and will be taught alongside all other pupils. However, teachers must be aware of and respond to their needs in drug education lessons just as in any others.

Children Vulnerable to Substance Misuse

Staff can gain additional support and guidance from Connect Wiltshire Young People's Substance on appropriate resources and educational approaches.

Use of visitors and outside agencies

Visiting facilitators can enhance the delivery of drugs education and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher. However, visitors will only be used in the programme if they can offer expertise, an approach or pupil response which cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of drug education. Their contribution should complement the teaching already taking place in the academy.

Dealing with Drug-Related Incidents

This section provides a framework for dealing with incidents surrounding the use, suspicion of use, and finding of drugs and substances. Parents/carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the child is deemed 'at risk' and the Wiltshire Children's Services has been contacted. In this case, they will decide the course of action.

Staff should be aware that if they a) fail to act in a drug-related incident or b) allow drug use to continue on academy premises, they could contravene the Misuse of Drugs Act 1971. It should be noted that if the preservation of confidence a) enables criminal offences to be committed, or b) results in serious harm to the pupil's health and welfare, criminal proceedings could ensue.

Unauthorised substances

No substances are to be brought into the academy premises unless authorised by the Head Teacher or through the agreed protocol for the use of medicines on the academy premises. This includes alcohol, tobacco (including vapes), volatile substances and medicines. This applies to anybody using the building regardless of age or whether they are staff or pupils of the academy.

Pupils found in violation of this section of the academy policy, on academy premises, will be dealt with in the following way:

- Parents will be contacted by the relevant teacher. Parents' support will be sought in stressing to the pupil how the use of unauthorised substances in academy is a serious breach of academy rules.
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as the age of the pupil, the circumstances of the incident, whether it is a pupil's first offence and whether it affected other pupils.
- The substance and associated paraphernalia such as vapes, matches, or lighters found in a pupil's possession in academy will be confiscated. They will be placed in a labelled envelope and kept securely until parents are able to collect them.

What to do in the event of finding a drug/unauthorised substance or suspected illegal substance

1. Take possession of the drug/substance and inform the Head Teacher, or if not available a senior member of staff.
2. In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
3. The package should be signed by the person who discovered it and stored in a secure place.
4. Police should be contacted immediately, and arrangements should be made to hand the package over to them. Staff should not attempt to analyse or taste any found substance. In the event of discovering a hypodermic needle the incident should be recorded, and the following procedure should be followed in order to protect all persons:

EXTREME CARE SHOULD BE TAKEN

1. Do NOT attempt to pick up the needle.
2. Cover the needle with a bucket or other container.
3. If possible, cordon off the area to make it safe.
4. Inform the Head Teacher or senior member of staff or DSL.
5. Contact Environmental Health.

What to do in the event of finding or suspecting a pupil is in possession of a drug

6. Request that the pupil hand over the article(s). Staff can ask pupils to turn out pockets or bags but cannot demand that this happens.

7. Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
8. Pupils should be placed in isolation until the matter has been investigated.
9. Parents should be contacted as quickly as possible.

If a pupil refuses to hand over articles a search may be required – it should be noted that:

- Teachers can search academy property, i.e., cupboards and trays without permission;
- Teachers should not search pupils or personal possessions.

Procedures for dealing with a child suspected to be under the influence of a drug or substance.

Stay calm, place child in a quiet area. Do not leave them unsupervised; seek medical advice from a First Aider. If the child is drowsy or unconscious place them in the recovery position, loosen tight clothing and attempt to establish what the child has taken. Any suspected substances should travel with child if removed for treatment. Vomit should be safely collected where possible and also taken with the child (for analysis).

Procedures for dealing with parents/carers under the influence of drugs on the academy premises

Staff should attempt to maintain a calm atmosphere. If staff are concerned regarding discharging a pupil into the care of a parent/carer attempts should be made to discuss alternative arrangements with the parent/carer, for example requesting another family member to escort the child home. The focus of the staff must be the maintenance of the pupil's safety and welfare, as opposed to the moderation of the parent's behaviour.

Where the behaviour of the parent/carer immediately places the child at risk of significant harm or repeated behaviour places the child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police

The Head Teacher or DSL must complete a drug related incident CPOMS record detailing the nature of the incident and the subsequent action taken by the academy.

When to contact the police

There is no legal obligation for the academy to contact the police when a drug incident or offence has been discovered. Contacting the police is at the Headteacher's discretion. However, the academy has established close liaisons with our local police and any information about illegal sales of drugs including alcohol and tobacco will be reported to them. In the event of a drug-related incident in the academy, the academy would cooperate with the police should they wish to search premises.

In the event of a serious incident the police may request to interview pupil(s). Parent(s)/carer(s) must be notified. They may refuse to give consent or prefer the interview to take place in their own home, in which case the police will make arrangements. Parents/carers may give authority to a responsible adult, e.g., a teacher to be present during the interview.

Dealing with the Media

If there has been a drug-related incident, the Trust will be informed. Advice will be given by the Trust on dealing with enquiries from the media in order to protect the interests of the child and the academy.

Discipline

In normal circumstances parents will be contacted. If the Headteacher assesses that the situation is a child protection issue, then Wiltshire Children's Services will be contacted in the first instance. This academy does not condone drug misuse. However, in deciding an appropriate sanction must consider the interests of the child balanced against the best interests of the whole academy community. Whilst exclusion is a possible sanction (fixed or permanent) it would only be considered as a last resort. A range of responses may also be considered that may include:

- a pastoral support programme;
- referral to an appropriate agency;
- behaviour support plans;
- fixed term exclusion;
- permanent exclusion.

Consideration should be given to:

- the age of the pupil;
- whether one pupil or a group of pupils is involved;
- whether there is evidence of particular peer pressure;
- whether it is the pupil's first offence.