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### **Introduction**

At Wycliffe ('the School'), we aim to create an inclusive, safe and stimulating environment which is conducive to learning and to promote high standards of achievement and behaviour. We recognise that pupils learn best in a safe, compassionate and ordered environment. This policy is designed to allow pupils to develop a sense of self-discipline and an acceptance of responsibility for their actions. It is also designed to help all pupils achieve the best of their ability, develop self-esteem and mutual respect.

The School acknowledges its legal duties under the Equality Act 2010 in respect of managing pupil's behaviour where they have a disability (as set out in the School's SEND policy).

Under no circumstances will any form of corporal punishment be used or threatened by a member of staff at Wycliffe College.

This policy has also been drawn up with regard to The Education and Inspections Act 2006, the Education Act 2011 and The Education (Independent School Standards) Regulations 2014 . This policy is brought to the attention of new staff at induction and returning staff are reminded at regular intervals to revisit the policy especially following any review and subsequent amendments. This policy is available to view via the School's website and parents may request a hard copy if required.

The School aims for all pupils to:

- Achieve their full academic, spiritual, physical and creative potential
- Feel happy and secure
- Communicate effectively in all situations
- Be creative, innovative and independent in their thinking and approach to learning
- Develop a social and environmental conscience
- Exhibit self-belief and willingly take responsibility
- Be generous of spirit and respectful of others
- Develop resilience to meet the challenges of life ahead

Pupils are rewarded for their efforts in a variety of ways, including;

- Merit awards - big accumulators to be recognised by Head
- Wycliffe 'commendations'
- Academic effort prizes - awarded throughout the year
- Highlighted in assemblies
- Recognition in national competitions
- Sporting colours
- 'Oscar' ceremonies and other social celebrations
- Non-academic awards - Loosley, Sibly & Honours Awards
- Public performances, platforms in assemblies & Chapel presentations
- Use of media to highlight excellence
- Quiet praise from tutors, teaching staff & members of SMT

### **School Ethos & Moral Code**

The School is a place where:

- All individuals are respected and their individuality is valued
- Pupils are encouraged to achieve
- Self-discipline is promoted and good behaviour is the norm

- Rewards and disciplinary penalties (sanctions) are applied fairly and consistently.

The School's policies seek to reflect the highest moral standards. In particular, bullying and other anti-social behaviour will not be tolerated. As a School founded on Christian principles, the School recognises that pupils makes mistakes and that pupils who do so should be able to make reparation where reasonably possible. The School understands that problems are likely to have underlying causes and the School will seek to take account of these and help address any underlying issues.

### Roles and Responsibilities

The **Head** has overall responsibility for the behaviour of pupils in the School and will determine the standard of acceptable behaviour, to the extent that this has not been determined by the Trustees.

The Head delegates much of the day to day responsibility for maintaining discipline in the School to the **Senior Deputy Head**. The Senior Deputy Head will:

- Establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority
- Encourage good behaviour and ensure that the overall standard of behaviour is acceptable
- Seek to prevent all forms of bullying among pupils
- Liaise with the Deputy Head (Pastoral) to ensure consistency of approach
- Regulate the conduct of pupils.

The **Deputy Head (Pastoral), Head of Sixth Form and Head of Lower School** have designated responsibilities in promoting good standards of behaviour and will frequently work with the Senior Deputy Head in resolving disciplinary issues. They also have a key role in:

- Setting high expectations of behaviour in the classroom and the wider School environment
- Supporting other members of staff in dealing with poor behaviour
- Monitoring and advising those pupils whose behaviour has fallen or which is in danger of falling below that expected.

The **Housestaff and Tutors** have a central role in pastoral care and are therefore vital in maintaining high standards of behaviour and will also report directly to the Senior Deputy Head when more serious sanctions are required.

The **Chaplain and the Medical Centre** are able to offer confidential advice, including those relating to discipline (except in the case of a safeguarding issue).

The School has an appointed an '**Independent Person/Listener**'. The telephone number is printed in the termly calendar and displayed in houses.

**All Staff** are expected to promote self-discipline amongst pupils, to act as role models for positive behaviour and to deal appropriately and consistently with any unacceptable behaviour. It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class, depending on the nature of the class and the content of the lesson. Behaviour, however, which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Managing behaviour is most successful where pupils know that there will be a consequence if they misbehave. Similarly, all teachers have a duty to uphold the School rules, including those on dress and appearance.

**Pupils** have the right to be treated with respect by teachers and other pupils, as well as an equal responsibility to treat other people with respect. They are expected to uphold the good reputation of the School, to obey the School rules and to tell a teacher or any of the ancillary staff if they feel that they are being mistreated.

The School Council will be consulted whenever there is a significant change to behaviour policy.

### **Managing Pupil's Transition**

At key entry points, the School ensures new pupils are fully aware of the standards of behaviour expected.

Prior to entry to the Senior School in Year 9, Year 8 pupils have a series of induction days where the expectations of behaviour are discussed. In June, these expectations are discussed further. This is also an opportunity for new pupils to become more fully aware of the culture and values of the School and be enthused by the opportunities that await when they arrive in September. Likewise, parents are invited to attend meetings with staff where behavioural expectations are discussed.

Prior to the September start, any individual pupil whose behaviour gives cause for concern will be flagged (often by the Prep School or feeder schools). This is done to help manage the transition and support any behaviour, as necessary.

The other key entry point is into Year 12 with Year 11 making the transition together with new entrants into the Sixth Form. Some of these will be from overseas and are required to attend a five day induction programme immediately prior to the start of the academic year where they are briefed intensively on the School Rules and standards of behaviour expected in the School community. All new Sixth Form entrants will have been interviewed prior to a place being offered and, as well as meeting the academic criteria for acceptance, new pupils will be required to give assurances about their conduct and behaviour in the Sixth Form. This will especially be the case where we have offered a pupil the opportunity to redeem themselves after falling foul of the system at their previous school.

### **Parents**

The School expects all parents to have read through the School Rules with their children and expects them to work with the School in the interests of all pupils to encourage strict adherence to these Rules. These expectations are set in the School's 'Terms and Conditions' of the parent contract.

The communication between parents and the School is vital and works both ways: parents will be kept informed of any disciplinary action taken against their child. Depending on the seriousness of the issue will determine which member of staff has that conversation; for relatively minor low level misdemeanours, it will probably entail a phone call from a tutor, through to more serious incidents which may involve a meeting with the Deputy Head (Senior) in school. The School also encourages a constructive dialogue with parents where it is expected that any home issue which may adversely affect the behaviour of their child in school is raised and discussed with the School. In addition, the School expects parents to attend formal Parents' Evenings and to use this an opportunity discuss any concerns regarding their child's conduct, attendance and progress. Outside of those meetings, the School operates an 'open door' policy allowing parents to come in and discuss any matter of concern at any time of the year.

For our international pupils - and indeed for some of our UK boarders - the School regularly liaises with guardians and/or educational agents. It is a requirement that pupils resident overseas have a registered and accessible UK guardian who may be required to act in 'locus parentis' and be the main point of contact in the parent's absence.

### **'Other' Agencies**

There will be occasions when external agencies are consulted as part of the School's disciplinary process. For example, police may be involved where the School suspects the law has been broken or a pupil may be in danger of harm. Social Services may also be informed where there is a safeguarding issue that needs addressing. Sensitivity and discretion will be deployed at all times by staff involved and parents will be kept fully informed (subject to where informing parents puts the child at risk - see the School's Safeguarding Policy).

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', the School's Safeguarding Policy procedures will be followed rather than this and the School's Anti-Bullying policy.

### **School Rules**

The School Rules are drawn up to assist in making the School an orderly and safe environment, to give a sense of security to each individual in the School, to ensure respect for others and the property of others, and to make clear the distinction between acceptable and unacceptable behaviour. These are listed in the Terms and Conditions as well as being itemised in the termly calendar which is available to all pupils and their parents. Unacceptable behaviour disrupts the learning of others and infringes on the rights, safety or learning on any member of the School community.

From time to time, pupils will break the rules, either deliberately or unintentionally. Action must be taken in every case where there is a breach of School Rules. The purpose of any action taken should be:

- To make a pupil aware of what is and is not acceptable
- To ensure, as far as possible, that there is no recurrence of the breach of rules
- To set an example to other pupils.

Misconduct may not always result in a disciplinary sanction. In the case of a serious breach of discipline, pupils should however expect an appropriate sanction to be implemented.

The School Rules apply on school trips, including educational visits and sporting events, and on work experience placements where pupils are identifiable as pupils of the School. They also apply outside school premises where the behaviour could have repercussions for the orderly running of the School, could pose a threat to another pupil or member of the public or could adversely affect the School's reputation. The School Rules also apply when pupils are legitimately visiting Stonehouse or (in the case of boarders) further afield at the weekends.

When discharged to their parents, the School's responsibility for that child's behaviour formally ends. However, serious breaches of the School's disciplinary code, for example in relation to conduct online, bullying, drug use, may be dealt with in accordance with this policy even if the pupil is not in the care of the School.

### **Communication & Record-keeping**

In order for a pupil's behaviour to be properly managed, it is important that there is good communication between their teachers and pastoral staff including, if appropriate, the Senior Management Team, as well as with parents.

To enable pastoral staff and parents to establish patterns of behaviour, as well as to enable the School to act with procedural fairness in all matters of discipline, it is also important to keep a record of poor behaviour as well as of all attempts to admonish such behaviour, including any conversations between staff, parents and the pupil themselves. The documentation and monitoring of sanctions are important to help monitor any patterns of behaviour in school and for the School to take appropriate action.

### **Recording of sanctions**

The primary form of communication between members of the teaching staff is by way of the electronic management software - iSAMS. This software has the capacity to record all rewards and sanctions - primarily merits and detentions.

Hard copies of all misdemeanors should be kept on file by both the tutor and housestaff. A record of all smoking and drinking offences is kept by the Deputy Head (Pastoral) who manages such incidents. The Senior Deputy Head also keeps an incident book of all behaviour issues that are referred to them. This is monitored on a termly basis by the Head.

Any patterns of poor behaviour are highlighted and discussed at SMT meetings. Letters to parents concerning breaches of the School Rules are kept in a pupil's file held in the school office. Reports to parents will also carry an indication of general levels of behaviour and attitude ranked from 1- 6 with 1 being for consistent exemplary conduct and 6 for frequently inappropriate and unsatisfactory behaviour.

### **Contacting Parents**

Parents should always be made aware of successes as well as concerns. When problems arise, staff will:

- They have all relevant documentation to hand to describe the concerns to parents and any action taken by the School to date
- Discuss the concerns and seek parental input as to best to resolve the issue(s)
- Inform the parent of what the School proposes to do to help solve the matter
- Explain how the parents can work with the School to help address the matter
- Agree next steps with parents and relevant members of staff
- Keep a record of what has been said and copy it to relevant staff.

### **Types of Misbehaviour**

#### **Low level misdemeanours**

- Lateness (for registration, chapel, lessons, prep)
- Uniform issues
- Prep (not completed, late, poor effort)
- Disruption in class
- Not complying with House rules - signing out, out of bounds, late back to house
- Litter
- Inappropriate language
- Spitting
- Inappropriate use of ICT
- Inappropriate use of mobile phones, iPods and other electronic equipment (item confiscated for a short period by Senior Deputy Head)

These are usually dealt with by Housestaff if the matter is pastoral or Tutors or Teachers if the misdemeanour is academic. Housestaff will usually impose some form of sanction such as 'gating'. Prefects also have the authority to issue gating cards for low level offences but only when authorised by the Senior

Deputy Head. Parents would not normally be directly contacted at this point although information concerning a pupil receiving a detention would be available via the parent portal and an indication of their behaviour will be ranked in an end of term report.

#### Medium level misdemeanours

- A reoccurrence or an accumulation of low level misdemeanours
- First offence for drinking or smoking
- Some low level bullying incidents
- Vandalism
- Being sent out of class
- Truancy - including missing a lesson or games session

For any of the above, the Senior Deputy Head and/or the Deputy Head (Pastoral) will be involved in the disciplinary process. Other members of staff may be called upon, as necessary. Medium level misdemeanours will usually warrant a full investigation which will include taking written statements from those involved. Parents will be informed at the earliest opportunity of the nature of the incident and of the likely disciplinary outcome.

It is possible that the appropriate sanction maybe a period of suspension. If suspension is likely, the Head will be consulted. Other sanctions may include putting a pupil 'on report' - usually if the issue is academic - or drawing up a **contract** itemising what is required of a particular pupil in an effort to improve attitude and behaviour.

#### High level misdemeanours

- Continual medium level misdemeanours
- Persistent bullying
- Drug use/supply
- Sexual misconduct
- Violent conduct
- Continual smoking and/or drinking offences
- Supplying alcohol and/or tobacco - especially to minors
- Theft - either on or off campus

All high level misdemeanours will be investigated. The investigation will be carried out by the Senior Deputy Head in conjunction with relevant staff. The Head will also be involved and the sanction imposed will be at the discretion of the Head. Each case and each pupil will be judged on an individual basis.

***High level misdemeanours are likely to result in a period of suspension. Exclusion is also a distinct possibility.***

Parents will always be notified as soon as reasonably practicable about the misconduct, the nature of the incident and the possible outcome. There is also a possibility that external agencies may be involved depending on the nature and seriousness of the offence.

None of the above examples of misdemeanours are exhaustive.

### ALCOHOL

Wycliffe College is very aware of the problems caused by alcohol abuse, particularly in relation to young people. Nonetheless, the School recognises that alcohol is an element of social interaction that pupils will encounter. It therefore has a commitment to educate its pupils to manage their alcohol consumption appropriately and, via the School's Life Skills/PSHEE programme, to understand the effects of alcohol consumption, its potential dangers and how to minimise them.

Wycliffe College is committed to the active promotion of a healthy lifestyle.

### **Objectives**

- To ensure that all pupils understand the effects and potential dangers of alcohol consumption and how to minimise them.
- To inform pupils of the law relating to alcohol.
- To encourage a sensible approach to alcohol consumption.
- To ensure that the consumption of alcohol by pupils when they are in the care of the School is regulated and monitored.
- To prevent the abuse of alcohol by pupils by means of School rules, vigilance and disciplinary procedures.
- To ensure that Staff are fully informed of appropriate amounts and rates of alcohol consumption for young people.
- To communicate to parents the School's stance on alcohol.

### **General Principles**

At Wycliffe all pupils must adhere to the laws of the land. Consumption of alcohol is governed by the Licensing Act 2003. **Pupils must also have written permissions in place from their parents before the School will serve them alcohol at any social event.**

It is expected that pupils of 18 and over abide by the Department of Health Guidelines (UK Chief Medical Officers' Low Drinking Guidelines published on 25 August 2016) based on average risks, which state that the recommended levels of alcohol consumption are no more than 14 units per week on a regular basis (for adult males and females) in order to keep health risks from alcohol to a low level. Pupils are expected to limit the total amount of alcohol consumed on any single occasion (as permitted by the School rules) and are advised drinking slowly, drinking with food, and alternating with water. (Guidelines regarding numbers of units of alcohol - % ABV for wine and larger - may be found in the Appendix. Due regard must be kept of age, body mass and known ability or inability to tolerate alcohol.)

House Staff should always have a clear idea of how much alcohol pupils in their care are consuming. Pupils over 18 are only allowed limited visits - Saturday evenings/special occasions - to the local town pub, with prior permission of House Staff.

They must also have written permissions in place from their parents to visit pubs.

Any occasion on which alcohol is available to pupils represents a risk. The risk should always be evaluated and quantified, and appropriate records kept.



### Consumption of Alcohol on School Premises

- Possession of alcohol by pupils is not allowed under any circumstances, and consumption is only allowed with the School's permission.
- Permission to serve alcohol at any school event must be requested from the Senior Deputy Head.
- We believe that pupils in their final two years at school (in the Sixth Form) should learn that moderate consumption of alcohol has its place in our civilisation when accompanied by food and lively conversation. We therefore offer limited quantities of wine and beer (but never spirits/port/fortified wines) to members of Years 12 and 13 (over the age of 16) on set occasions providing parental permissions are in place.
- Alcohol is to be given to pupils only under staff supervision and only with the authorisation of the Housemaster or Housemistress, the Senior Deputy Head, Deputy Head Pastoral and Parents.
- Alcohol may only be given to Sixth Formers over 16, as per the Licensing Laws, (together with a meal) providing the pupil's Housemaster/Housemistress agrees.
- Non-alcoholic drinks should always be offered as an alternative to alcohol.
- Spirits and port/fortified wines must never be served to pupils. Staff must be aware, in advance, of the presence of alcohol by volume in a drink. Drinks above 15% alcohol by volume must never be served to pupils. Proprietary drinks are allowed where the alcohol by volume is known.
- Staff will not issue alcohol to any pupil who is known to be driving away from an event.
- Pupils from other schools who attend events or dinners at Wycliffe College must also comply with this policy.
- We will offer wine to parents and guardians at certain formal events, including plays and concerts to which they are invited.

### Consumption of Alcohol off School Premises

- Only pupils over 18 are allowed to drink alcohol off the School premises without staff supervision whilst in the care of the School. They must have written permissions in place from their parents. They may only do so with the authorisation of the Housemaster/Housemistress and on the understanding that on their return to School they report in to House Staff. The law only permits them to buy alcohol for themselves and others who are over 18. Prefects who are under 18 may similarly go to the pub on Saturdays, **but only on the understanding that they are honour-bound not to drink alcohol**. Prefects, U18, who abuse this rule, will generally be demoted.
- Pupils must inform House Staff which pub they will be visiting.
- During off-site dinners/social events no alcohol is to be served to pupils under the Sixth Form, as per the Licensing Laws.
- Staff taking pupils off campus for a social function must make House Staff and the Senior Deputy Head aware if alcohol is to be available, and must specify what type(s) of alcohol and what the arrangements for supervision will be.
- During trips abroad, no alcohol is to be served to pupils under the Sixth Form. The School's Alcohol Policy and the laws governing the consumption of alcohol for the country must be adhered to. Guidelines for the consumption of alcohol on school trips will be agreed in advance with the Senior Deputy Head. Parents and pupils will sign a declaration acknowledging and agreeing to those arrangements in advance of the trip.
- The Senior Deputy Head will provide guidelines regarding the consumption of alcohol at private parties. Parents will be contacted to ensure that they are made aware of School Alcohol Policy.
- In order to comply with both the licensing laws and School policy, Sixth Formers over 16, but under 18, are not allowed to drink alcohol other than with a meal when not on School premises. Sixth Formers over 16 may seek permission from House Staff to go out for a meal on licensed premises. The law allows them "to drink beer, porter, cider or perry with a meal in a room set apart for the

serving of food which is not a bar." (Bar snacks do not count as a meal.) They are not allowed to buy drinks at the bar and must have them served to them at the table where they are dining. When they report back to House Staff at the end of the evening they must produce a receipt to show that they have had a meal.

- On the day of their 18<sup>th</sup> birthday, if it is not a Saturday, (but not on subsequent birthdays, unless under very special circumstances and at the discretion of House Staff) pupils may have permission to go to the pub to mark the fact that they are now legally entitled to buy alcohol and consume it in a bar. This is not intended to be a 'full-scale party', but they may take a small number of friends with them. (Only friends over 18 may attend, if drinking in the bar.) They should return to House at the normal time. The House Staff of the pupil whose birthday it is must co-ordinate the composition of the group with other House Staff. Pupils should have eaten prior to their visit to the pub. It is preferable for pupils to celebrate their 18<sup>th</sup> birthday with a meal and drinks rather than drink only. Abuse of this rule will lead to the privilege being withdrawn.
- Day pupils are expected to abide by the School Alcohol Policy and the law. The School will not distinguish between Boarders and Day Pupils when applying the Alcohol Policy.

### Guidelines for Staff

#### Guidelines for Staff arranging school events:

- Clarify to pupils, in advance, the school policy on the serving of alcohol at school events
- When alcohol is served at any formal event, alcohol distribution at each table must be carefully organised and supervised.

#### Guidelines for staff arranging trips:

- Talk through arrangements with the Senior Deputy Head in advance.
- Notify both parents and pupils of the agreed policy and insist on signed acknowledgement. Explain sanctions clearly.
- If pupils are likely to be sent home for misuse of alcohol, clarify procedures in advance and ensure requisite staffing to cover emergency repatriation.

### Disciplinary Steps/Procedures to be followed

Whenever a member of staff or a School Prefect/Head of House catches a pupil consuming alcohol without permission or illegally, the name of the offending pupil is reported to House Staff, Tutor, Head of Lower School/Head of Sixth Form, Deputy Head Pastoral and Senior Deputy Head (In the Prep. School - to Head of House, Director of Pastoral Care and Deputy Head.)

The Head must be informed of any case of unauthorised drinking.

The following steps indicate the range of options open to the School and are dependent on the severity of the incident. In the absence of exceptional or aggravating factors, all or any of the following punishments for unauthorised drinking will be used at the discretion of the Deputy Head Pastoral, Senior Deputy Head and Head. Letters sent to parents and guardians following alcohol offences will notify them of the availability of help, support and counselling at the Medical Centre.

- **First Offence:** Reported to Deputy Head Pastoral and Senior Deputy Head - £20 fine plus letter to parents/guardians from House Staff and the Senior Deputy Head and Head informed. A copy of this letter to be kept in the pupil's file. The Deputy Head Pastoral will see the pupil to reiterate the school's alcohol policy, discuss support and help available if appropriate and to collect the fine. If pupils are unable to pay the fine, it will be added to the end of term account.

- **Second Offence:** House Staff will contact the pupil's parents/guardians personally, by phone call or email, to discuss the school's policy procedures. The pupil will also be reported to the Deputy Head Pastoral, the Tutor, Senior Deputy Head and Head. House Staff will inform parents that an incident has occurred and the Senior Deputy Head/Head will generally enforce a period of suspension (3 days) in order that pupils return home to discuss the way forward. Suspension letter to be sent from the Senior Deputy Head or Head. If suspension is deemed inappropriate, a period of 'close gating' plus a further £20 fine and letter to parents/guardians, to be kept on file, will occur as per First Offence above.
- Pupils who have severely abused alcohol, requiring medical assistance/spending the night in the Medical Centre, and/or hospitalised - reported to Deputy Head Pastoral, the Senior Deputy Head and the Head - a double fine (£40) plus letters to parents/guardians from House Staff and/or the Senior Deputy Head or Head. According to the severity of the case, a period of suspension may be used at the discretion of the Senior Deputy Head/Head on the first offence in such a case. Persistent offenders may lead to their permanent exclusion. Any further costs incurred will be added to the end of term account.
- Pupils over 18 (or under 18), who procure alcohol for others who are under 18, will be suspended for a period of up to 5 days. According to the severity of the case, permanent exclusion may be used at the discretion of the Head.
- Pupils associated with 'drinkers' (i.e. caught in the presence of drinkers) are likely to incur a £20 fine plus a letter to parents/guardians from House Staff.
- If pupils continue to abuse the School's alcohol policy, following their suspension, they will be reported to the Deputy Head Pastoral, the Senior Deputy Head and the Head, and will be fined £20 on each occasion they are caught. In addition, House Staff will inform parents/guardians by letter on each occasion. Copies of the letter will be held on file. Further suspensions are likely following each alcohol offence, at the Head's discretion.
- All pupils found in possession of alcohol will have it confiscated. (If deemed necessary, room searches may be conducted using the school room-search procedure in the presence of House Staff or another member of staff and wherever possible, the pupil concerned.) Pupils are likely to incur a £20 fine plus a letter home to parents/guardians from House staff. If alcohol is discovered and confiscated, parents will be informed that it will be held until the end of the term. Parents may either choose to come to the school to receive the confiscated alcohol, and sign for it, or they may choose for the school to destroy it. Confiscated alcohol will not be returned to pupils, even if over the age of 18.
- In cases where pupils have returned from overseas/abroad and are found in possession of alcohol that has been brought into the UK and exceeds that allowed by law, the School may inform HM Customs and Excise. This may impact on pupils' future visa applications and/or compromise their future education at Wycliffe or at a UK University.
- Any incidence involving alcohol consumption by a pupil at the Prep School will be referred to the Head of House/House Staff who will then pass it onto the Director of Pastoral Care, the Deputy Head and Head. Due to the age of the children, parents will always be notified. Persistent offenders may lead to their permanent exclusion.
- Persistent non-compliance with the School's Policy will lead to permanent exclusion.

*House Staff can ask a pupil to carry out a simple alcohol test, using a non-invasive alcohol sensor, which will reveal alcohol consumption, in cases where there is any doubt.*

*Random alcohol breathalyser tests are performed prior to and/or following a number of School social events in order to act as a deterrent to any pupil(s) who may wish to consume alcohol in advance of,*

*or during a social event (other than the very small amount of alcohol offered at sixth form social events, where parental consent has been given to consume alcohol, in the presence of teaching/House Staff).*

**Searches:** In cases where there is reasonable cause for concern that a pupil might have alcohol in their possession, a search of a pupil's room/possessions might be required. The College's 'Searching Pupil's Guidelines' / the 'Searching of a Pupil's Person or Possessions' procedure (see pages 31-33) will be followed. Should any alcohol be found, it will be confiscated and handed to the Senior Deputy Head, who will keep hold of it until the end of the term, should parents wish to collect it personally. Any evidence that may be uncovered may then be used in any disciplinary proceedings that ensue as a consequence. Parents will be informed of such searches and the reasons why.

Very occasionally it may be necessary to adjust these procedures, after consultation with the Head or Senior Deputy Head, in the light of special circumstances.

Should the School's rules governing alcohol be broken at the Prep School, the same disciplinary steps above will prevail, with the Director of Pastoral Care, Deputy Head and the Head performing the roles of the Deputy Head Pastoral, Senior Deputy Head and the Head at the Senior School. The Head of the Prep School may find it necessary to adjust these procedures, after consultation, in the light of special circumstances.

The monies collected from alcohol fines will be split between a donation to charity and used for further educative purposes e.g. visiting health lecturers, books, other teaching aids, etc.

### **Help, Support and Counselling**

Help, support and counselling will be offered to pupils who indicate that they wish/require it.

- The Medical Centre is able to provide access to specialist alcohol counsellors.
- The School Doctor may be consulted for information regarding alcohol problems.
- Pupils may contact the free national telephone help lines, advertised within Houses.
- Pupils may also contact various websites for information and help:

<http://www.alcoholconcern.org.uk>

<http://www.cascade.u-net.com>

<http://www.drinkwise.co.uk>

<http://www.healthwise.org.uk>

<http://www.wiredforhealth.gov.uk>

<http://www.teenagehealthfreak.org>

<http://www.aa-uk.org.uk>

<http://www.al-anonuk.org.uk>

<http://www.downyourdrink.org>

<http://www.adfam.org.uk>

### **Implementation**

Communication - 'A Whole School Policy'

- Members of staff will receive copy of the Policy and copy will be placed in the Staff Handbook.
- The Policy procedures will form part of the induction process for new members of staff
- Prefects and Heads of Houses (Senior School) will receive INSET.
- The Policy will be made available to the Trustees and all parents.

#### As a School

- We shall use any opportunity to educate and discuss aspects of alcohol, to use clear direct and honest messages, to use assertiveness techniques etc. via the Life Skills/PSHEE programme, House/Tutor groups.
- The Life Skills/PSHEE programme emphasises the importance of educating pupils to make healthy, informed choices.
- We shall encourage pupils to think carefully about their attitudes and aspirations, and to explore ways of making decisions and of developing strategies for resisting 'peer pressure'.
- We shall deal quickly, firmly and fairly with any complaints, involving parents, where necessary.
- We shall continue to have a firm but fair discipline structure. The rules are clearly set out in the Pupil and Staff Handbooks.
- We shall use outside specialist agencies to make presentations to pupils about alcohol.
- We shall encourage good role modelling.
- We shall treat alcohol abuse as a serious offence and take every possible action to eradicate it from Wycliffe.

#### Monitoring and Evaluation

- The policy is a living document, which will be evaluated, refined and updated on a regular basis.
- 'iSAMS' will be used to record alcohol incidents by the Deputy Head Pastoral in the Senior School and the Director of Pastoral Care in Prep School, in addition to House Staff and Heads of Houses keeping their own records in Senior School and Prep School respectively.
- There will be a continuing programme of INSET as deemed necessary.
- There will be regular pupil input, via questionnaires and discussion in Life Skills/PSHEE, in House, in Tutor periods etc.
- Resource materials will continue to be updated and made available to both staff and pupils.

This Policy has been devised in full consultation with all those members of staff who are concerned with health and safety at Wycliffe College. It enjoys the support of the relevant representatives.

#### **SMOKING**

**Wycliffe College is committed to the active promotion and ultimate achievement of the goal of a non-smoking environment for all its employees and pupils consistent with the objective of health protection and the promotion within an educational setting.**

#### Objectives

- To eliminate all forms of smoking by pupils as part of ensuring that the School complies with its responsibility to create and maintain a safe emotional and physical environment for pupils.
- To demonstrate the School's commitment to promoting the health of pupils and staff.
- To protect non-smokers from the adverse health effects of environmental tobacco smoke in the workplace.
- To provide information and advice for those who wish to stop smoking.
- To inform pupils of the law relating to smoking.
- To ensure that all pupils understand the effects and potential dangers of smoking.
- To communicate to parents the School's stance on smoking.

#### Rationale

Smoking by pupils and staff places the smokers' health at risk together with those other pupils and staff who are passive smokers. All pupils and staff who come to Wycliffe are informed of the School's zero tolerance prior to acceptance of a place.

The School bans smoking by pupils while at school and while they are travelling to or from school or are on school activities/holidays away from school for the following reasons:

- It has been illegal to smoke in a public place, including schools, since 1<sup>st</sup> July 2007.
- Pupils' health is endangered since smoking is the single most preventable cause of premature death and ill health in our society. Passive smoking - breathing other people's tobacco smoke - is also potentially fatal. It has been shown to cause lung cancer, as well as many other illnesses, in non-smokers.
- Other pupils who are not smokers might be discouraged from using school facilities because of the activities of smokers.
- Smoking is a health and safety issue for all who work at, live at and visit the School.
- Everyone has the right to breathe clean air, and non-smokers are in the majority.
- When pupils are seen openly smoking at or near school or while on their way to or from school, the School's reputation is placed at risk.
- All Staff - teaching, peripatetic, support and non-teaching as well as visitors and pupils may not smoke while on school premises. The prohibition of smoking will apply during related school activities undertaken outside school premises, e.g. Educational Visits.
- Pupils need to receive consistent messages and require non-smoking role models within the School.

#### Support, Counselling and Disciplinary Procedures

Whenever a member of House Staff suspects that a student has been smoking a number of procedures will be put into place. House Staff may become aware when pupils are reported by other staff/prefects who catch pupils smoking or in the presence of smokers, or by pupils returning to House/attending lessons or activities smelling of smoke or being found in the possession of cigarettes, tobacco, lighters etc. The name of the offending pupil is reported to House Staff, Tutors, the Deputy Head Pastoral and the Senior Deputy Head (Heads of House and the Director of Pastoral Care in the Prep School.)

The following steps indicate the range of options open to the School. These options will be used at the discretion of House Staff in consultation with the Deputy Head Pastoral and Senior Deputy Head/Head at the Senior School, and of Heads of Houses in consultation with the Director of Pastoral Care and Deputy Head/Head at the Prep School.

Letters sent to parents/guardians following smoking offences will notify them of the availability of the support and counselling in place at the Medical Centre and our expectations for any smokers to give up smoking if they wish to continue their education at Wycliffe. The laws governing the buying of cigarettes and smoking in the UK may also be reinforced.

When a pupil is caught smoking, or caught in the possession of tobacco or vaping substances, he/she will be reported to House staff, the Deputy Head Pastoral and the Senior Deputy Head.

- **1<sup>st</sup> offence** - £20 fine and letter home (from House Staff) reiterating the School's stance and expectations, and the range of help on offer, plus warning that a second offence will incur a suspension. A copy of this letter to be kept in the pupil's file, plus copies to be sent to the Deputy Head Pastoral and the pupil's Tutor. The Deputy Head Pastoral will see the pupil to reiterate the School's smoking policy, discuss support and help available and to collect the fine. If pupils are unable to pay the fine, it will be added to the end of term account. When appropriate, issue of a community service and/or written articles may also be given.
- **2<sup>nd</sup> offence** - may lead to a 3-day suspension. The Senior Deputy Head or House Staff will contact the pupil's parents/guardians personally, by phone call or email, to discuss the School's policy

procedures. The pupil will also be reported to the Tutor, the Deputy Head Pastoral, the Senior Deputy Head and Head. The Senior Deputy Head or House Staff will inform parents that a period of suspension (3 days) will ensue in order that pupils return home to discuss the way forward and decide on which medical help/support/counselling options they wish their son/daughter to undergo. A formal letter indicating the suspension will be sent from the Senior Deputy Head or Head, in addition to the support options available. If suspension is deemed inappropriate, a period of 'close gating' plus a further £20 fine and letter to parents/guardians, to be kept on file, will occur as per First Offence above.

- Overseas pupils may be required to either fly home to speak with parents during this time, or may spend this period of suspension with guardians, discussing the options available with their parents/guardians.
- On return from their suspension, pupils will either be expected to pledge to attend a smoking cessation course at the Medical Centre or will have to clearly demonstrate that they have the will power to give up smoking of their own accord with support of House Staff, who may use carbon monoxide monitors as an indication of reduced concentration of carbon monoxide in the body, to help them to achieve their aim and quit. Amounts of carbon monoxide may be monitored to aid the pupil in demonstrating their progress.
- However, should parents wish to take up any other form of specialist help, this may be arranged via their own doctors at home, but the School Doctor and Medical Centre should be advised of any treatment that a student may be receiving on their return to school.
- If after a certain period of time (*to be advised by the Medical Centre*), it is believed that the smoking cessation course is unsuccessful for a particular pupil, House Staff will contact parents to inform them and request that further support/medical help will be necessary. It is expected that parents in consultation with their son/daughter and House Staff, will then advise which route they wish to pursue and arrangements will be made via the Medical Centre. The School Doctor may be consulted for information/prescription regarding Nicotine Replacement Therapy.
- Electronic cigarettes, together with liquid nicotine, vaping substances and similar appliances such as shisha pipes/pens are not allowed.
- If pupils are caught smoking, following their suspension, whilst undergoing smoking cessation and/or other help, they will be reported to the Deputy Head Pastoral and Senior Deputy Head, and be fined £20 on each occasion they are caught. In addition, they will be required to perform a community service. House Staff will inform parents/guardians by letter on each occasion. Copies of the letter will be passed on to the Deputy Head Pastoral and Tutor. Further suspensions are likely following each smoking offence, at the Head's discretion. Smoking 'out-of-bounds' will also incur a period of gating by House Staff. For the purpose of enforcing the no-smoking rules of the School, Stonehouse High Street is the only area deemed to be 'in-bounds'.
- Smoking 'in-house'/within school buildings will be reported to the Senior Deputy Head and Head, in addition to the Deputy Head Pastoral and Tutor. The fine for this will be £40 and in addition, the pupil will incur up to a 5-day suspension plus a letter to parents/guardians from the Head.
- Pupils found associated with smokers (i.e. caught in the presence of smokers) are likely to incur a £20 fine plus a letter home to parents/guardians from House Staff. (If found associated with smokers 'in-house'/within school buildings the fine is £40 as above.)
- All pupils found in possession of cigarettes, electronic cigarettes, tobacco, liquid nicotine, vaping substances, snuff, shisha pipes/pens, lighters, lighter fuel etc. will have the smoking materials confiscated. (If deemed necessary, room searches may be conducted using the School room-search procedure in the presence of House Staff or another member of staff and wherever possible, the pupil concerned.) Pupils are likely to incur a £20 fine plus a letter home to parents/guardians from House Staff. If such items are discovered and confiscated, parents will be informed that they will

be held until the end of the term. Parents may either choose to come to the School to receive the confiscated items, and sign for them, or they may choose for the School to destroy them. Confiscated items will not be returned to students, even if over the age of 18.

- In cases where pupils have returned from overseas/abroad and are found in possession of large quantities of cigarettes/tobacco that has been brought into the UK and exceeds that allowed by law, the School may inform HM Customs and Excise. This may impact on pupils' future visa applications and/or compromise their future education at Wycliffe or at a UK University.
- Any pupil caught supplying cigarettes/tobacco to other pupils may be suspended; a repeat offence could result in them being required to leave the School.
- Persistent non-compliance with the School's Policy will lead to permanent exclusion.
- Pupils may contact '**Quitline**', the free national telephone helpline for smokers - 0800 00 22 00.
- Pupils may also contact various websites for information and help:  
<http://www.healthnet.org.uk/quit/guide.htm>  
<http://www.givingupsmoking.co.uk>  
<http://www.lifesaver.co.uk>  
<http://www.quitnet.org>  
<http://www.quit.ogr.uk>  
<http://www.quitnow.info.au>  
<http://www.unhooked.org>  
<http://www.smokefree.nhs.uk>  
<http://ash.org.uk>

Should the School's rules governing smoking be broken at the Prep School, the same disciplinary steps above will prevail, with the Director of Pastoral Care and the Deputy Head/Head performing the roles of the Deputy Head Pastoral and the Senior Deputy Head/Head at the Senior School. The Head of the Prep School may find it necessary to adjust these procedures, after consultation, in the light of special circumstances.

The monies collected from smoking fines will be split between a donation to charity - *Cancer Research UK* - and for further educative purposes e.g. visiting health lecturers, books and other teaching aids and smoking cessation courses.

### Implementation

Communication - 'A Whole School Policy':

- Members of staff will receive copy of the Policy and copy will be placed in the Staff Handbook.
- The Policy procedures will form part of the induction process for new members of staff
- Prefects and Heads of Houses (Senior School) will receive INSET training.
- The Policy will be made available to Trustees and all parents, copy of which will be placed on the Portal.
- Members of Staff shall inform school visitors of the Policy.

As a School:

- We shall use any opportunity to educate and discuss aspects of smoking, to use clear direct and honest messages, to use assertiveness techniques etc. via the Life Skills/PSHEE programme, House/Tutor groups.
- The Life Skills/PSHEE programme emphasises the importance of educating pupils to make healthy, informed choices.
- We shall encourage pupils are to think carefully about their attitudes and aspirations, and to



explore ways of making decisions and of developing strategies for resisting 'peer pressure'.

- The Life Skills/PSHEE programme extends across the age groups and across the curriculum.
- We shall deal quickly, firmly and fairly with any complaints, involving parents, where necessary.
- We shall continue to have a firm but fair discipline structure. The rules are clearly set out in the Pupil and Staff Handbooks.
- We shall use outside specialist agencies to make presentations to pupils about smoking.
- We shall encourage good role modelling.
- We shall treat smoking as a serious offence and take every possible action to eradicate it from Wycliffe.

### **Monitoring and Evaluation**

- The policy is a living document, will be evaluated, refined and updated on a regular basis.
- 'iSAMS' will be used to record smoking incidents by the Deputy Head Pastoral in the Senior School and the Director of Pastoral Care in Prep School, in addition to House Staff and Heads of Houses keeping their own records in Senior School and Prep School respectively.
- There will be a continuing programme of INSET as deemed necessary.
- There will be regular pupil input, via questionnaires and discussion in Life Skills - PSHEE, in House, in Tutor period etc.
- Resource materials will continue to be updated and made available to both staff and pupils.

This Policy has been devised in full consultation with all those members of staff who are concerned with health and safety at Wycliffe College. It enjoys the support of the relevant representatives.

### **DRUGS**

The purpose of this policy is to give a clear statement to pupils, staff and parents about Wycliffe's attitudes. It is also to prevent pupils from using controlled drugs at any time. It aims to strike a balance between concern for the individual, and concern for the welfare of the community as a whole.

The policy relates to the misuse of controlled drugs and other substances and it applies at all times, including holidays, whether or not a pupil is in the care of the school.

For the purpose of this policy, 'drugs' include: illegal drugs, solvents and other drugs not yet covered by the law (i.e. 'legal drugs' which can be obtained from a chemists shop or online, performance enhancing drugs, aerosols, poppers, nitrous oxide, steroids, glue and other substances held or supplied in each case for the purposes of misuse).

### **Background**

Wycliffe recognises that the use of drugs of all kinds in society at large, and in particular among young people is widespread. There is a wide range of views on the subject expressed in the media and by public figures: attitudes vary between age, social and cultural groups; the legal framework is complicated; medical advice is sometimes contradictory. The principles underlying Wycliffe's policy are as follows:

- respect for the law is fundamental
- the school has a duty to safeguard the physical and mental wellbeing of all its pupils, and enable them to grow and learn in a healthy environment
- the school has a duty to inform pupils about the ways in which different substances can affect their physical and mental state

- the school has a duty to encourage individuals to think carefully about their attitudes and aspirations, and to develop the self-esteem necessary to enable them to make sensible and independent decisions.

### **Authority**

The person responsible for ensuring the implementation of this policy is the Head as part of his overall responsibility for education and discipline in the school. The policy has been made after taking the opinions of Trustees, teachers and medical advisers.

### **Statement of Policy**

The School is committed to the health and welfare of its pupils and will take action to safeguard their well-being. It is the policy of Wycliffe that through a programme of education and example, it will actively seek to prevent the abuse of controlled drugs and will treat cases of abuse by pupils as serious misconduct and by staff as gross misconduct. The School will uphold the laws of the land relating to substance misuse and all known cases of drug abuse will be reported to the police.

### **Implementation of Policy**

The policy will be implemented as follows:

#### **Prevention through education**

Priority will be given at all levels of the school to a continuing programme of education about drugs and other substances. Wycliffe's Life Skills/PSHEE course provides accurate information about the effects and dangers of different substances, and a clear understanding of the legal implications about drug and substance misuse. Pupils are also encouraged to think carefully about their attitudes and aspirations, and to explore ways of making decisions and of developing strategies for resisting 'peer pressure'. The Life Skills/PSHEE programme emphasises the importance of educating pupils to make healthy, informed choices.

From the Prep School upwards through to the Sixth Form, a range of lessons are given by staff, and there are talks from outside agencies and specialists; local police; videos/DVDs and written information about drugs. The subject is also covered in Biology, Drama and PE, and moral and social issues arise in RS, English and history. The pupils are made aware of the implications for them in their future career terms of any police record of involvement in drugs. Training is also offered to staff and information is available through the school. Pupils, parents and staff will be regularly kept up to date on developments in drug and substance misuse to ensure that sensible and informed discussions can be held and decisions made about the misuse of drugs.

Help will be provided for anyone genuinely seeking it within the School's programme. Anyone with a drugs problem will receive this help but will go onto a programme of regular testing (see below). Parental permission for testing to be carried out under the circumstances outlined below will be assumed on the pupil's entry to the school. Parents will always be informed at the earliest opportunity should the school wish to take this course of action.

The Medical Centre Staff play an active role in promoting greater awareness about the risks involved and will offer medical advice. Pupils can discuss their individual concerns about drugs or substances with their Housemaster/Housemistress/Tutor/member of the Pastoral Team. They can also refer themselves to the Medical Centre and to the School Counsellor for individual guidance, without fearing sanctions or adverse report. We invite parents/guardians to attend discussion groups/lectures on the subject of drugs and

substance misuse since we are conscious of the importance of working together in order to promote the well-being of their son/daughter.

### **Discipline**

The aim of the school's disciplinary approach to drugs is to deter individuals who may be tempted to experiment or to persuade others to do so. Any response to drug-related incidents will consider the needs of individual pupils concerned and those of the wider school community.

### **Illegal Drugs**

These drugs include, for example, cannabis, cocaine, ecstasy, heroin, amphetamines, barbiturates, magic mushrooms etc.

### **Solvents and other drugs not yet covered by law**

- There is a wide range of substances such as solvents, glues, aerosols etc. which can be abused.
- There are also an ever increasing number of other synthetic or natural substances, which affect the user's physical and mental state, but are not yet covered by any legislation. Young people are becoming increasingly aware of these new psychoactive substances (NPS) which are designed to mimic the effect of illegal drugs but are structurally different enough to avoid being classified as illegal substances under the Misuse of Drugs Act. Despite being labelled as legal these substances are not always safe to use and often contain controlled drugs making them illegal to possess.
- New psychoactive substances are treated as unauthorized substances and treated as such. If there is uncertainty about what the substance is, it will be treated as a controlled drug.
- The sale, use or possession of these substances for abusive purposes by pupils would normally result in a suspension, and might result in exclusion depending on the circumstances.

### **Controlled Drugs**

Taking temporary possession and disposing of suspected controlled drugs:

- The member of staff will ensure that a second adult witness is present
- The sample will be sealed in a plastic bag and include details of the date and time of seizure/find and witness present
- The sample will be stored in a secure location, such as a safe or other lockable container with access limited to the Deputy Head Pastoral, Senior Deputy Head or Head, who will generally remove the sample from a Boarding House/the area from where it was seized and store it in a secure location while awaiting collection from the police
- The police will be notified within 24 hours and a time for collection will be agreed. The law does not require a school to divulge the name of the pupil(s) from whom the drugs were taken but it may be advisable to do so in certain circumstances
- A record will be made of the full details of the incident, including the police incident reference number
- Parents will always be informed, unless this is not in the best interests of the pupil
- Any safeguarding concerns will be identified and will be taken into account with regards the development of the support and disciplinary response.

### **Pupils whose parents/guardians or family members misuse drugs**

Wycliffe will be alert to behaviour which might indicate that a child is experiencing difficult home circumstances. Staff are pro-active in the early identification of children's and young people's needs and in safeguarding children. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue, the school will follow protocols for assessing the pupil's welfare and support needs and when and how to involve other sources for the

child such as Children's Services, services commissioned by the Drug and Alcohol Action Teams (DAAT) programmes and, where appropriate, the family.

### **Suspicion of Misuse by Pupils**

If a member of staff has reason to suspect that a pupil is misusing drugs or other substances, he/she must report the situation, through the pupil's Housemaster or Housemistress, to the Deputy Head Pastoral and to the Senior Deputy Head or Head, who will decide if further investigation or a drug test is warranted.

Suspicion of misuse may be aroused by certain behavioural and other signs, which may in turn be associated with a deterioration in a pupil's welfare and/or performance.

Accordingly, all staff must be alert to signs of drug misuse, taking into account the warning signs. Such signs include a decline in performance in school work; marked swings in mood; excessive tiredness; sores and rashes, especially around the mouth or nose; a lack of concern for one's physical appearance and an unwillingness to take part in school activities.

Other signs or evidence may include the finding of certain items of equipment/drug paraphernalia; the smell of cannabis; behaviour on a particular occasion; a member of staff witnessing an exchange of money or packages under suspicious circumstances; written notes or conversations overheard by a member of staff that drug use has taken place or other information that has been gathered - for example, in the opinion of the Medical Centre Staff in a specific situation that a pupil might be under the influence of drugs rather than alcohol.

Any suspicion of drug sale/supply, use or possession will be investigated thoroughly. Investigation may include questioning of the individual(s) under suspicion and others; searches of pupils' room or belongings; examination of other evidence. If there is a strong but inconclusive evidence of drug use, a pupil may be required to take a drug test.

A pupil may also take a test if he/she feels that he/she is under suspicion and wishes to exonerate himself/herself.

### **Investigation into Possible Misuse**

We will always investigate rumours about involvements in illegal drugs and legal highs, including questioning a pupil, searching his/her room/personal possessions.

Once there has been confirmation that there are reasonable grounds for suspecting that a pupil has been using controlled drugs, the Senior Deputy Head or the Head shall be accountable for any further investigation; he/she may decide that a pupil shall undertake a urine test. Responsibility for all investigations rests with the Senior Deputy Head or the Head, who will make every effort to ensure that they are conducted fairly and with as much openness towards the affected pupil as the circumstances may reasonably allow.

Wherever possible, the School, via the Deputy Head Pastoral or the Housemaster/Housemistress, will contact the pupil's parents at the time to let them know of the decision to drug test. However, when certain of the criteria above are involved, it is likely that the Senior Deputy Head or the Head and the Housemaster/Housemistress will have been discussing the situation with parents before that decision is reached.

Urine sampling and testing will be carried out in accordance with a strict procedure, details of which are available from the School. The procedure may change from time to time as dictated by experience and/or scientific advance and therefore the written procedure may be updated from time to time.

It is a requirement that dual samples be collected in the School Medical Centre under conditions of the strictest hygiene and care, whilst maintaining the privacy and dignity of the pupil. Testing of one sample will be by an independent laboratory and the same laboratory will properly maintain the second sample for a period of six months (for twelve months if the first sample is positive), so that it is available for re-testing by another laboratory if this is required by the parents. Complete chain of custody records for the sample will be kept. It is intended that the procedures be fully in accordance with the standards required to satisfy any legal challenge.

### **Action Following Misuse**

If there is firm evidence that a pupil has been taking controlled drugs, he or she will automatically be sent home to discuss the gravity and consequences of his/her misconduct with his/her parents or guardians. The Head will subsequently see the parents and pupil together, to determine whether the pupil will be allowed to remain at Wycliffe in accordance with the School's Admissions and Discipline and Exclusions Policies. If a pupil is allowed to remain at Wycliffe, he or she will be given further guidance and support and offered specialist counselling. He/she will also be under an obligation to submit to a regime of random testing which may last for the rest of their career at Wycliffe. A subsequent positive test is likely to lead to the pupil's exclusion.

Any pupil caught supplying or inciting the use of controlled drugs, or being in possession of them with intent to supply, will be expelled.

The Head will inform the Chair of Trustees of any incident involving drugs or substance misuse.

The Deputy Head Pastoral or Senior Deputy Head will inform the police of any drugs incident.

### **Confidentiality**

The records of testing will not be used for any other purpose and they will be destroyed when the pupil concerned leaves the School.

### **Signs and Symptoms of Drug Abuse**

Drug or solvent misuse: recognising the signs (Reproduced from "Drug Misuse and the Young - A Guide for the Education Service")

### **Warning Signs**

Early detection of drugs misuse is extremely important. If a young person's drug misuse is identified at an early stage, it is easier for action to be taken to prevent his or her further misuse of drugs. Therefore teachers need to be vigilant, particularly when they are in charge of activities, which take groups of young people away from the school premises. Research has shown that first experiments with drugs by young people almost always involve a substance provided by a friend.

The warning signs listed below may indicate that individuals or groups of young people are misusing drugs. Their presence alone is not conclusive proof of drug or solvent misuse: many of them are a normal part of adolescence, but the presence of several signs together may point to a need for greater vigilance.

The Objects List gives an indication of equipment which, if found in certain circumstances, might also give grounds for concern.

### **Warning Signs in Individuals**

- Sudden changes in attendance and being unwilling to take part in school activities
- Decline in performance in school work
- Unusual outbreaks of temper, marked swings of mood, restlessness, irritability or aggression
- Reports from parents that more time is being spent away from home, possibly with new friends or with friends in older age groups
- Excessive spending or borrowing of money
- Stealing money or goods
- Excessive bouts of drowsiness or tiredness without obvious cause
- Loss of interest in physical appearance
- Sores or rashes especially around the mouth or nose
- Loss of appetite
- Heavy use of scents, colognes etc. to disguise the smell of drugs
- Wearing sunglasses at inappropriate times (to hide dilated or constricted pupils)

**\*Please note that young people behaving in these ways may not be doing so as a result of substance misuse.**

### **Warning Signs in Groups**

- Regular absence on certain days
- Keeping at a distance from other pupils, away from supervision points (e.g. groups who frequently gather near the gate of a school playground or sports field)
- Being the subject of rumours about drug taking
- Talking to strangers on or near the premises
- Stealing which appears to be the work of several individuals rather than one person (e.g. perhaps to shoplift solvents)
- Use of drug takers' slang
- Exchanging money or other objects in unusual circumstances
- Associating briefly with one person who is much older and not normally part of the peer group

### **Objects that may indicate Drug Misuse**

- Foil containers or cup shapes made from silver foil, perhaps discoloured by heat
- Metal tins
- Spoons discoloured by heat
- Pill boxes
- Plastic, cellophane or metal foil wrappers
- Small plastic or glass phials or bottles
- Twists of paper or straws
- Sugar lumps
- Syringes and needles
- Cigarette papers and lighters
- Spent matches
- Plastic bags and butane gas containers (solvent abuse)
- Cardboard or other tubes (heroin)
- Stamps, stickers, transfers or similar items
- Shredded cigarettes, home-rolled cigarettes and pipes (cannabis)

- Paper (about 2 inches square) folded to form an envelope (heroin)

### **DRUG ABUSE AMONGST PUPILS**

Drug taking by children and young people is a well-documented national problem. We recognise that our children are as liable as any to come into contact with drugs. If we deny this, we deceive ourselves. More importantly, we fail the children in our care. Accordingly, our drugs policy seeks to establish a sound balance between education, detection and deterrence. Nevertheless, it's overriding and single most important aim is to prevent the abuse of controlled drugs by pupils: to that end, cases of drug abuse by pupils will always be treated as serious misconduct. In this light, we work to protect our pupils in the following ways:

#### **Vigilance**

All staff are trained to watch for and detect tell-tale signs of possible drug abuse. These signs are listed above. Staff receive INSET on drugs education and they discuss and readily share information with each other. Where appropriate, guidance is also sought from other organisations.

#### **Working Together Through Education and Example**

Teaching clearly about the dangers and consequences of drug abuse is an increasingly important part of our Life Skills/Personal, Social, Health and Economic Education (PSHEE) Programme. This programme is taught in each year and involves many members of staff.

Our approach to drugs education will involve: deterrence, raising self-esteem, decision-making skills and whole school approaches via health promotion, and will incorporate skills, values, attitudes and feelings. We wish to enable our pupils to make healthy, informed choices by increasing knowledge, challenging attitudes, and developing and practicing skills. We shall widen their understanding about related health, social and legal issues, e.g. sex and sexuality, crime HIV and other infections and encourage an understanding of those experiencing or likely to experience substance misuse.

Visiting 'experts'/lecturers are incorporated into the programme and we shall enable pupils to identify sources of appropriate personal support both within School and from outside agencies. Pastoral time in House and Tutor groups and assemblies also afford opportunities to fulfill the educational objectives.

We believe we can only be truly effective in our aims and objectives here if parents join us in a partnership with their children and the School. Accordingly, provision will be made for parental involvement in our Life Skills/PSHEE programme and openness between parents and School is both encouraged and crucial.

The School also works closely with the police in order to assist them in their vital work of detection and surveillance in the battle against drug pushing and enticement. To that end all cases of drug abuse by pupils are reported to them.

#### **Testing**

We carry out urine tests where we have reason to believe drugs are being taken. Detection is an important part of our drugs policy: testing acts as a powerful deterrent against drug abuse, and we value it as such. Tests are not carried out randomly. They are however always carried out where there is reasonable cause for concern. Wherever possible parents are informed of our intention to test and in the majority of circumstances the Housemaster/Housemistress will have been discussing the situation with parents before the decision to test is taken. When a test is taken parents will be sent information describing the testing procedures.

Parents or pupils can refuse a test. In such circumstances, the School is likely to assume that drug abuse is taking place and that our policy for preventing it has been rejected. Accordingly, expulsion is likely to follow, in accordance with Admissions and Discipline and Exclusions Policies.

**Urine sample:** If, outside the context of confidential counselling, there is reason to suspect that a pupil has been involved with drugs or substances, s/he may be required to supply, under medical supervision, a urine sample for analysis.

The reason for this policy is:

- to deter the use of drugs and substances
- to identify users
- to absolve those who have been wrongly suspected

Reason to suspect use of illegal drugs may arise as a result of information or a complaint received or because of a pupil's behaviour.

**Informed consent:** The relevant consent to a drugs test is that of the pupil rather than the parents, even if a pupil is under 16 years of age, provided s/he is of sufficient maturity and understanding and gives his/her informed consent in writing.

**Notifying parents:** Parents, guardians or education guardians will be notified of the requirement for a urine sample and the reasons for that requirement.

**Medical supervision:** The urine sample will be taken under medical supervision, by the school nurse. Another member of school staff will also be present. All due care will be taken to respect the pupil's privacy and human rights.

**Refusal:** If a pupil refuses to provide a urine sample, s/he will be asked to state why s/he has refused. The School will be entitled to draw inferences from his/her response and general demeanour, which may strengthen the case for exclusion, and the police may be informed.

**Testing procedures:** These will be in accordance with standard good practice.

- Care will be taken (including careful measurement of the urine temperature) to make as certain as possible that the sample provided is genuine and uncontaminated.
- The urine sample will be poured into two clean sample bottles which will be sealed and labelled immediately in the pupil's presence. The bottles will then be placed in an appropriate envelope.
- The supervisor will organise the paperwork. The donor will be requested to sign various seals and documents which confirm that the specimens are his/hers. The donor will also be asked to sign a form which signifies that s/he has been satisfied with the collection procedure and gives consent for the results of the test being made available to the Deputy Head Pastoral and the Head.

The forms and both samples will then be sent immediately and securely to: Alere Toxicology Plc, (formerly Concateno) 92 Park Drive, Milton Park, Abingdon OX14 4RY, UK. Telephone: 01235 861 483

**Medical record:** The outcome of the test, whether positive or negative, will not form part of the pupil's permanent medical record.

**Outcome:** When the School receives the laboratory report:

- Parents/guardians will be notified.
- If the result is negative, the second sample will be destroyed.



- If the result is positive, the second sample will be released, on request by the parents, to the parents' solicitor. The solicitor would then pass on the sample to an independent laboratory, of the parents' choice, for testing. Before testing, the laboratory would check that there had been no tampering with the specimen's seal.

**Procedure:** The School will treat a positive laboratory test, although not infallible, as evidence that the pupil has been using drugs. A meeting will be arranged at which:

- The pupil will be asked to attend, as will the Head (or in the Head's absence, the Senior Deputy Head or Deputy Head Pastoral) and another member of staff, generally, the pupil's Housemaster or Housemistress.
- The evidence of the positive sample and all other relevant evidence will be put to the pupil and s/he will be invited to respond.
- His/her response will be heard and considered and further inquiries will be made if necessary.
- A finding of fact will be made, based on evidence and supported by reasons.

**Searches:** In cases where there is reasonable cause for concern that a pupil might have illegal drugs in their possession, a search of a pupil's room/possessions might be required. The College's '*Searching Pupil's Guidelines*' '*Searching of a Pupil's Person or Possessions*' procedure (see pages 31-33) will be followed. Should any illegal drugs be found they will be confiscated and handed over to the police. Any evidence that may be uncovered may then be used in any disciplinary proceedings that ensue as a consequence. Parents will be informed of such searches and the reasons why.

**Sanction:** If the Head's conclusion is that a pupil has been involved with drugs, the matter will be dealt with in accordance with the Admissions and Discipline and Exclusions Policies.

### **Working with the Problem**

We believe that drug abuse cannot be combated by punishment alone. Punishment must, of course have its place in an integrated policy of drugs education and prevention but we do not believe it is morally or educationally acceptable to "write off" a young person for experimenting with drugs. Nevertheless, we are firm in our conviction that drug abuse *is* damaging and we will not hesitate to apply the sanctions described above.

If Day pupils or Boarders on exeat involve themselves in these activities along with pupils who are still under the school's jurisdiction, or on school premises, they will be deemed to have returned themselves to the school's jurisdiction, even if they themselves are nominally out of school. They should therefore expect the disciplinary responses detailed above. The same will apply to pupils who come into school suffering from the after-effects of drug use, or who are shown by a test to have drugs still in their system.

### **Pastoral/Medical Care**

If there is a possibility that a pupil has been using any of the above substances, normal first aid procedures should be followed: make sure they have plenty of fresh air; place them in the recovery position if drowsy or unconscious; he/she should not be left alone; the Medical Centre Staff/999 should be informed immediately; collect any tablets, powder, liquids etc. that you may find and hand them to the Medical Centre Staff/a member of the ambulance crew.

If it becomes clear that a pupil is in need of support in relation to drug misuse, whether or not disciplinary action has to be taken, Wycliffe will make every effort to recommend appropriate sources of help and guidance.

### Monitoring and Evaluation

- The policy is a living document, which will be evaluated, refined and updated on a regular basis.
- The Senior Deputy Head and the Deputy Head Pastoral will record drug incidents; House Staff and Heads of Houses keeping their own records in the Senior School and Prep School respectively.
- There will be a continuing programme of INSET as deemed necessary.
- There will be regular pupil input, via questionnaires and discussion in Life Skills/PSHEE, in House, in Tutor period etc. Resource materials will continue to be updated and made available to both staff and pupils.

### Sources of Advice

Addaction - [www.addaction.org.uk](http://www.addaction.org.uk)

ADFAM - [www.adfam.org.uk](http://www.adfam.org.uk)

Children's Legal Centre - [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Drug Education Forum - [www.drugeducationforum.com/](http://www.drugeducationforum.com/)

Drug Scope - [www.drugscope.org.uk](http://www.drugscope.org.uk)

FRANK - [www.talktofrank.com](http://www.talktofrank.com)

Mentor UK - [www.mentoruk.org.uk](http://www.mentoruk.org.uk)

Re-solve - [www.re-solv.org](http://www.re-solv.org)

### Reference to other legislation and relevant school policies

The Drug Policy is regularly updated in order that Wycliffe complies with new legislation and good practice.

Currently the School's policy is consistent with, and so reinforces:

- DfES/DCFS/DFE Drugs guidance for Schools & Drug Prevention & Schools
- DfE and ACPO Drug Advice for Schools
- MOSA 'Guidelines for testing for substance misuse in Schools'
- The National Drugs Helpline
- LACAUK (Learning About Chemicals Across the UK)

### Causes for Concern

Where a pupil is causing academic concern by virtue of misbehaviour, the 'Cause for Concern' policy should also be followed.

### Disciplinary Sanctions

Disciplinary sanctions are applied when it is necessary to show appropriate disapproval of a pupil's behaviour. They are designed to a) stop the inappropriate behaviour, b) allow the pupil to make a better choice next time and c) show other pupils what is/ is not acceptable in School.

Sanctions are meant to penalise unacceptable behaviour, not the pupil themselves. They should be seen as a constructive measure to bring an improvement in the pupil's behaviour or learning.

The School reserves the right to impose disciplinary sanction where a pupil's behaviour falls below the standard which could be reasonably expected of them, whether because they fail to follow a school rule or an instruction by a member of staff.

Wherever possible every effort should be made to consult Housestaff and Head of Lower School / Sixth Form in determining the appropriate sanction.

A reasonable penalty will:

- Be proportionate;
- Take into account any special circumstances which are known to the person imposing the penalty, including the pupil's age, and, where appropriate his/her special educational needs or his/ her disability, and his/her religious conviction; and
- Be lawful. Punishments will not be discriminatory, degrading or humiliating.

Disciplinary penalties may include:

- Removal from the group/ class/ a particular lesson
- Verbal warning
- Withdrawal of break or lunchtime privileges
- Gating
- Detention
- Withholding participation in educational visits or sports events, when these are not essential to the curriculum
- Being placed 'on report'
- Being placed on a 'contract'
- Completion of work or extra work
- The carrying out of 'community service' e.g. litter picking, recycling tasks
- Suspension and/ or Exclusion

### Pastoral Conversation & Report Cards

Both academic and pastoral staff may become aware that a pupil is having problems with behaviour in lessons and in the House. This may be, for example, because of difficulties with a subject or because the relationship between the pupil and a member of staff or other pupils has become strained. These concerns may initially be highlighted during 'Pupil Business' at the Monday morning staff meeting.

If a pattern of behaviour emerges that is considered unacceptable, it may be useful for a senior member of the pastoral staff (Tutor, Head of Lower School/Sixth Form, Deputy Head (Pastoral) or Senior Deputy Head) to chair a **case meeting** with the relevant teaching staff to discuss the matter. The outcome of the meeting will usually be in the form of an action plan designed to improve the behaviour of the pupil. This may well involve the use of a '**report card**'. Parents will be informed of such concerns and the fact that their son/daughter has been placed on report.

**Report Cards:** The majority of pupils at the School are capable of organising their work effectively and behaving in a manner which is conducive to good learning. Occasionally, however, a pupil may have adopted some poor habits which are detrimental to their own learning, and which may well be having a negative impact on the learning of others. Normally, this pattern of behaviour will have become apparent over a period of time through the number of 'causes for concern' sent to pastoral staff or the frequency with which teaching staff refer to the pupil's poor behaviour in conversation with the member of pastoral staff.

If this is the case, the Tutor may, often in consultation with relevant teaching staff, Head of Sixth Form or Head of Lower School and possibly the Senior Deputy Head, choose to put the pupil 'on report'. This requires the following action:

- The identification of the areas in which the pupil's behaviour is having a negative effect on his/her learning

- A discussion of these areas with the pupil and the establishment of targets which will lead to improvement
- Contact with the parents to explain what is going on. It is recommended that the initial contact is made by phone or e-mail and then the targets/ protocol/ sanctions are confirmed in a letter.
- The pupil to present their report card to teaching staff at the start of each lesson; for this card to be filled in at the end of each lesson; the tutor will then check the card on a daily basis. In some circumstances, the card may also be overseen by a member of SMT.
- This process to end at an agreed time (usually a week) or when sufficient progress has been noticed on a consistent basis to suggest that a change in the pupil's attitude has occurred.

The card is an acknowledgement that the pupil needs greater support from staff to ensure that they can properly manage their behaviour. There must, therefore, be a sense that staff are proactively supporting the child.

Ideally, this should result in an improvement in behaviour. There are, however, things which can go wrong with the process and these, themselves, may have consequences:

- If the pupil consistently forgets to hand the card in or loses it so that the comments cannot be properly assessed by their parents or pastoral staff: the pupil must go round each of their members of staff and ask for the comment to be filled in again. If they do not do this when requested, it is likely that they should have a detention.
- Given that the Report Card is intended to support the pupil, it is not enough to expect the pupil to take the initiative alone. The tutor must be proactive in reminding them to have the report card on them at all times and that it is completed for each lesson.

### **Pupil Acceptable Behaviour Agreements (Contracts)**

When all other options have been exhausted, a 'behaviour contract' may be drawn up. This will only be utilised as a last resort where removal from the School is the likely alternative. Whilst it is a punitive sanction and signals a clear need for the pupil to improve their attitude and conduct, it also designed to help support the pupil in rectifying their current unsatisfactory behaviour.

The contract will target specific areas of concern. The conditions will normally be listed in a bullet point fashion (see appendix 1). The contract is usually signed by the Senior Deputy Head, the pupil and their parents. The contract will normally state that failure to comply with contract may well lead to permanent exclusion from the School.

### **Sending pupils out of the classroom**

In certain circumstances, it may be necessary for a teacher to ask a pupil to 'leave the room'. For example, a pupil may need time to 'cool down' if they find them in a cycle of behaviour which it is difficult to break or if the chronic misbehaviour and disruptive influence of one individual is stopping other pupils from learning, this course of action may be appropriate. Nonetheless, this must be a serious sanction which is only used when other strategies (such as reminders, redirection and clarification of consequence) have failed. It must not be used to give the teacher in control of a class period of light relief or to devolve one person's responsibility to another colleague for an indefinite period of time.

If a pupil is set out from the lesson, they will be told where to report to. Depending on the severity of the incident, it might necessitate no more than a 'cooling off' period outside of the classroom in an area overseen by that particular teacher or another member of staff. It might be necessary to send the pupil to

another available teacher, the Head of Department or indeed a member of SMT if the misdemeanor is felt serious enough.

Such an incident will prompt a discussion to take place between the pupil, the teacher and relevant pastoral staff to ascertain the problem and the disciplinary course of action. If this is an isolated incident, the most likely outcome is a detention. Parents will usually be informed where their child is sent out the class.

### Punctuality and Attendance

Punctual attendance at School and to lessons is crucial. Teaching staff should log the number of minutes a pupil is late for a lesson and record it on iSAMS. An accumulation of 10 minutes lateness will result in a 'lateness detention' overseen by the Head of Lower School.

Members of the Sixth Form who are repeatedly late or 'cut' a taught lesson should expect to be given a Saturday morning detention overseen by the Head of Sixth Form.

All absence from lessons must be explained and unexplained absence will be followed up by relevant staff in accordance with the Missing Pupil Policy.

### Detentions

Pupils who are required to attend a detention will be given **24 hour notice before a detention is served**. These will take place from 4.30pm to 5.30pm in a set venue (currently Room 16) by the Master on Duty. Occasionally, detentions may be postponed for a small period of time taking into account key commitments a pupil may have (a sports fixture for example or a School concert) or, if the pupil is a day pupil, travel arrangements. The pupil must not postpone their detention unilaterally - it must be done with good reason and one that is clearly explained to the teacher, the pupil's tutor or indeed the Senior Deputy Head. Confirmation from a parent may also be sought - especially in the case of day pupils.

All detentions are recorded and communicated using iSAMS. Once a pupil is entered electronically, a message is automatically sent to the pupil (to remind them) and to their housemaster and tutor. A parent may also access their child's detention record via the parent portal. A teacher will set work of at least an hour's duration, place it in the MOD box; the MOD then returns the completed work at the end of the detention. During the detention, pupils will not be allowed to talk, should be in uniform and punctual. Pupils are not allowed to wear iPods but may be allowed the use of a laptop if felt necessary.

The Senior Deputy Head follows up any unexplained absence from detention. Failure to attend detention will result in a meeting with the Senior Deputy Head to explain the absence. A failure to attend detention may result in the detention being doubled.

There is a tariff of increased seriousness as a pupil accumulates detentions (see appendix 2)

**Departmental Detention:** Members of staff may require pupils to complete work or do extra work outside of the timetabled lesson, such as at break or lunch times for one-off or occasional misdemeanours. These may be recorded in the pupil's mark book. Where such detentions become regular, however, the pupil's Tutor will be informed.

**Saturday Morning Detention:** For Sixth Formers (who do not have formal lessons on Saturday morning), they may be required to attend a detention on Saturday morning. Saturday morning detentions may be used where a Sixth Former has failed to attend an earlier ordinary daily detention, missed a lesson without

explanation or left early for an exeat or half-term without prior permission. Saturday morning detentions may also be used to support a pupil who has fallen behind with their work. They usually last for part of the morning - from 8.30am to 10.05am - take place in the Library and are overseen by the Senior Deputy Head and/or the Head of Sixth Form.

**Saturday Evening Detention:** An unacceptable accumulation of detentions will lead to a Saturday evening detention (see appendix 2). These are held each half-term, advertised in the termly calendar and supervised by the Senior Deputy Head. The week before this detention is held, the pupils are informed of the sanction and letters are sent home to parents. The detention lasts for two hours from 6-8pm. Lap-tops are allowed but other electronic equipment is not. Pupils must be in uniform and remain silent throughout. For the week following the detention, the pupil is also placed 'on report' and this will be monitored by both the Tutor and Senior Deputy Head.

### **Suspension**

Pupils can be suspended by the Senior Deputy Head following consultation with the Head and discussion with relevant staff (both academic and pastoral).

### **Permanent Exclusion**

Only the Head can exclude a pupil from the School permanently.

Where the Head is contemplating the permanent exclusion of a pupil, the Chair of Trustees will be informed of the allegations and an investigation will take place. The parents will be notified as soon as possible. Where appropriate, a pupil may be suspended from boarding and/or the School while an investigation takes place or if an investigation is adjourned for any reason.

The pupil and their parents will be asked to attend a meeting with the Head. The pupil may also be accompanied by a member of staff of their choice, if they wish.

Documents available at the meeting before the Head will include any documentation that has been prepared or collated within the investigation, including details of the allegations, any written statements and notes of the evidence supporting the complaint, and any relevant correspondence, the relevant parts of the pupil's school file and (if separate) house file and conduct record and any relevant School policies and procedures.

If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments in attending the meeting, those requirements should be made known to the School so that appropriate arrangements can be made.

Parents will be asked to provide any relevant evidence that they wish to rely on in advance of the meeting.

Following the meeting, the Head will consider the allegation(s) and the evidence, and will make a decision as to whether to permanently exclude the pupil, usually within 24 hours. The decision will be communicated in writing, notifying parents of the right to request a Trustees' Review (see below).

A decision to exclude a pupil permanently will only be taken as a last resort when other strategies have been employed to no avail or if an exceptional one-off offence has been committed.

### **The Use of Reasonable Force**

The Education and Inspections Act (Section 93) 2006 gives staff the power to use '*such force as is reasonable*' for the purpose of preventing a pupil from:

- Committing an offence
- Causing injury to, or damage to the property of, any person (including themselves)
- Prejudicing the maintenance of good order and discipline.

The force must

- Be reasonable and proportionate to the circumstances and the seriousness of the behaviour
- Be undertaken only by members of staff given the authority by the Head
- Take account of any disability or SEN
- Never be used as a punishment.

Examples of situations where a member of staff might intervene using 'reasonable force':

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others
- A pupil absconds from a class or tries to leave school. (N.B. This will only apply if a pupil could be at risk if not kept in the classroom or at school)
- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson.

### **Practical Considerations**

1. Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.
2. Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

### **Application of Force**

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding

- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- (In extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something. In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

A detailed, contemporaneous, written report should be made of any occasion where force is used. It may help to prevent any misunderstanding or misrepresentation of the incident, and will be helpful should there be a complaint. Such a report should be supported/witnessed by another colleague or senior pupil (e.g. Senior Prefect) if possible. The incident should be reported to the Deputy Head (Senior) as soon as possible accompanied by the written report. The report should include:

- Name, Form, Tutor, House
- Names of any witnesses (staff or pupils)
- Reason force was necessary
- Description of how incident started, progressed and ended
- Pupil's response
- Details of any injury

### **The Searching of a Pupil's Person or Possessions**

If there are sufficient grounds to believe that a pupil is in breach of the school discipline, a pupil's room and belongings can be searched with the pupil's consent. The grounds for a search will vary but may be based on a suspicion of being in contradiction of the School's drug, alcohol or smoking policies. It may also be an allegation of theft.

A room search will normally be carried out by housestaff, accompanied by another member of staff (usually a matron) and in the company of the pupil.

Only the Head and authorised members of staff can search a pupil's room and belongings without the pupil's consent and only where there are reasonable grounds for suspecting that a pupil is in possession of a "prohibited item". Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items; tobacco and cigarette papers, fireworks and pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to,



or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. Any 'without consent' search will be carried out by a member of staff of the same sex as the pupil being searched; and there will be a witness present (also a staff member) who, if at all possible, is the same sex as the pupil being searched. The School will only carry out a 'without consent' search by a member of staff of the opposite sex and without a witness present, if the School reasonably believes there is a risk that serious harm will be caused to a person if the School does not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

A search may include a search of a pupil's outer clothing but the pupil will first be given the option to 'empty their pockets'. Any such search will be done in the presence of another member of staff and executed with a great deal of sensitivity. Only outer clothing can be requested to be removed. Only the Police can carry out an intimate search.

Any evidence that may be uncovered may then be used in any disciplinary proceedings that ensue as a consequence. Parents will also be informed of such searches and the reasons why.

In addition, the Head and members of staff authorised by the Head can use such force as is reasonable to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vaping substances
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Other than those 'prohibited items' listed above, reasonable force cannot be used to search for items banned under the School Rules.

### **Confiscation of a Pupil's Belongings**

Any goods that are confiscated as a result of a room search will remain in safe keeping for the duration of the investigation. If such goods are in contravention of School Rules (most likely cigarettes and alcohol), they will be kept until there is an appropriate time for them to be returned but this would only be done in consultation with parents. Ordinarily, such goods will only be returned to the parents if they so wished. Parents can also request that such goods be destroyed which can be arranged.

Controlled drugs, pornographic material, stolen items and any article that has been (or could be) used to commit an offence or to cause personal injury or damage to property will usually be passed to the police. Any article thought to be a weapon or any pornographic image which constitutes a specified offence (i.e. it is extreme or child pornography) will be delivered to the police as soon as possible.

### **Mobile device confiscation**

There are strict rules about the use of phones and other recreational electronic equipment on campus and especially during lesson times as outlined in the School's 'Acceptable User Policy' (AUP). The misuse of a phone will result in it being confiscated and passed on to the Senior Deputy Head where it is logged. First

offences usually result in them being kept for 24 hours, much longer for any re-offence. When a phone is returned the owner is asked to sign for it and verify that it has not been meddled with.

The Education Act (2011) permits a seized device to be examined if there is good reason to do so. Likewise, lap-tops suspected of being used inappropriately may also be searched and sanctions may follow as a result of uncovering any material that contravenes the Schools AUP. Examples of inappropriate use might be the covert filming of staff/pupils, abusive/offensive texts or the sending of pornographic images. If inappropriate material is found on the device, the teacher should decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

All school staff should be aware that behaviours linked to sexting put a child in danger and are referred to the School's Safeguarding Policy which sets out the School's approach to sexting.

#### **Malicious accusations made against staff**

The School takes its responsibilities for safeguarding and child protection very seriously and all allegations (against staff or pupils) will be investigated in accordance with the appropriate school policies and procedures. However, any allegation made by a pupil which is found to be maliciously made will be treated as a serious offence.

Social media may also be the digital vehicle used by a pupil to spread malicious allegations against members of staff. If suspected of doing so, evidence will be gathered to substantiate the charge and IT experts may be deployed to carry out this task (where retrieval of deleted material may be required). Malicious rumours may be circulated in other ways and these will be properly investigated, but it is highly likely that if such accusations were to be made, it will probably be via a social networking site. Wycliffe's own monitoring software may detect such activity and the level of sanctions imposed will depend of the depth of the malice. The School will support and advise the member of staff concerned with the desired outcome being that the professional reputation of that member of staff remains intact as well as the good name of the School. The offending pupil will be dealt with by any disciplinary action that is deemed appropriate, taking account of external agencies' guidance where appropriate.

#### **Parental Involvement**

Parents will be involved in discipline cases as appropriate, particularly where serious or persistent misbehaviour is likely to lead to the pupil being removed from the School.

Parents are entitled to access the complaints procedure if they feel their case has been unsatisfactorily dealt with, save in the case of permanent exclusions where a Trustees' Review will be appropriate (see below).

#### **Required Removal**

The Head may require the removal of a pupil (as opposed to permanent exclusion) when there is a breakdown of the relationship between the School and the parents and/or the pupil. Only the Head has the authority to require the removal of a pupil.

The main situations which may result in removal are:

- a breakdown of trust between the School and the parents. This may manifest itself in a number of ways, including:
  - (i) parents not supporting the School's sanction structures;
  - (ii) vexatious behaviour, such as parents repeatedly bringing unsubstantiated complaints;

- (iii) abusive behaviour by parents to School staff, pupils or other parents (including as a spectator at school fixtures).
- a breakdown of trust between the School and pupil. This may manifest itself in a number of ways, including:
  - (i) persistent misconduct such as unauthorised absence from School;
  - (ii) when a pupil has brought a malicious and unjustified allegation against a member of staff and where there are reasonable grounds that this may happen again in the future;
- other circumstances where the Head (after appropriate consultation) is satisfied that it is not in the best interests of the pupil, or of the School, that the pupil remains at the School.

The Head may require that parents remove their child from the School for serious breaches of school discipline or for behaviour which the Head considers falls short of behaviour resulting in exclusion. A required removal in these circumstances is at the sole discretion of the Head. Parents will usually be consulted.

**Equality:** The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Where exclusion or required removal need to be considered, the School will ensure that a disabled pupil is able to present his/her case fully where his or her disability might hinder this. Any religious requirements affecting the pupil will also be considered.

#### **Trustees' Review**

The parents may make a written request to the Clerk of the Trustees for a Trustees' Review where one of the following applies:

- a pupil has been permanently excluded or where the parent has been required to remove the pupil and the parents are dissatisfied with the outcome of the meeting with the Head;
- the Head has decided to suspend the pupil for 15 school days or more; or
- suspension would prevent the pupil from taking a public examination.

The process for a Trustees' Review will be as follows:

- A request for a Trustees' Review must be made and received by the Clerk within 7 calendar days of the Head's decision being notified in writing to the parents. A request must state the grounds on which the parents are asking for a Trustees' Review and the outcome they would like. A disagreement with the Head's decision alone is not sufficient grounds for a review.
- The review meeting will generally be attended by the Review panel members, the Clerk, the Head, the pupil and parents. Parents may be accompanied by a friend or relative. It will not normally be appropriate for there to be legal representation at the Trustees' Review meeting. Parents should inform the Clerk in writing at least 3 days in advance of the meeting of the identity of the person accompanying them.
- A review meeting is a private matter. All those concerned and involved are required to keep the review meeting confidential unless disclosure is required by law.
- The review will be held as soon as reasonably practicable after receipt of the request for a Trustees' Review. A review will not normally be held during school holidays and will normally take place at the School.

- The review panel will be at least two trustees and one person who is independent of the management and running of the School. Neither of the trustees shall have had any prior knowledge of or involvement in the case.
- The role of the panel is to listen to both sides, consider whether the Head's decision was fair and proportionate and in accordance with the policy, and decide whether to uphold the Head's decision or refer the matter back to the Head for reconsideration together with recommendations.
- The Chair will notify the Head and the parents in writing of the decision with reasons and any recommendations by the panel, usually within 7 calendar days of the meeting. The Head will provide a written response to any recommendations normally within 24 hours, and in the absence of significant procedural irregularity, the Head's decision will be final.
- The School will make reasonable adjustments where the parents and/or the pupil inform the Clerk ahead of the Trustees' Review that they have a disability or special needs.

### **Related Policies**

The policy should be read alongside the following policies in the Wycliffe Staff Handbook:

- Anti-bullying
- Betting & Gambling
- ICT Users Policy
- Parental Complaints Procedure
- Sex & Relationship
- SEND
- Learning & Teaching

Advice on good learning and teaching can be found on the Intranet learning and teaching pages.

A checklist drawn up by the Government's expert adviser on behaviour, Charlie Taylor, is attached at appendix 3 and can be found at:

<http://www.education.gov.uk/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

In addition, there is some guidance suggested below.

### **Guidance for Classroom Management & the Promotion of Good Behaviour**

#### **Promoting Positive Behaviour Through Effective Teaching:**

The Learning & Teaching policy emphasises that well-planned lessons which include differentiation for ability and different learning styles, engaging and challenging activities and which include assessment for learning opportunities are most likely to promote positive behaviour; those teachers who know the pupils as individuals are also likely to get the best out of them.

#### **Strategies for Encouraging Good Behaviour:**

- A consistent, fair approach, which allows pupils to understand the consequences of their behaviour
- A well-planned and well-delivered curriculum which takes account of individual needs
- High expectations of behaviour and attendance
- Fair and consistent use of rewards and sanctions
- Regular communication between staff and parents

**Establishing Good Behaviour:**

- Teach and continually clarify routines (how to come in, how to attract attention, when to move around the classroom), rules, positive behaviour
- Use seating plans or pupil groupings
- Arrange furniture to provide an environment conducive to on-task behaviour
- Avoid talking over significant noise; use tactical pausing.

**Corrective Discipline:**

- Use non-verbal cues or messages; maintain eye contact
- Give descriptive reminders 'We all need to be doing.... at the moment'
- Refocus and redirect individuals/ groups
- Give more direct reminders to individuals in a discreet way
- Give more direct reminders to individuals in a more overt way
- Re-locate the pupil
- Avoid arguing- concentrate on the pupil's 'primary behaviour', rather than 'secondary behaviour'
- Give clear 'choices' to maximise pupils' responsibility
- Be consistent in following through.

Appendix 1

Contract of Behaviour

For

Dated

I promise that I shall focus on the following aspects of my behaviour;

Academic

- I shall refrain from distracting other pupils in a class. Similarly I shall not disrupt any lesson, including talking when I have been required to listen quietly.
- I shall bring all necessary equipment to lessons.
- I shall attend all lessons punctually.
- I shall complete all preps, to the best of my ability, on time.
- I shall seek help from staff if I am unsure about my work.
- I shall show respect to staff at all times.
- I shall endeavour to use my study time constructively whether in the library, in house or in the ICT suite.

I accept that breaching any of the above will result in a visit to the Deputy Head and may lead to a suspension at the Head's discretion.

Social and Pastoral

- I shall not exhibit inappropriate, loud or raucous behaviour in house or in the surrounding area.
- I shall obey the rules of my boarding house re hours of private study and remaining in my own room.
- I shall respect staff and property at all times outside of lessons.

I accept that breaching any of the above will result in a visit to the Senior Deputy Head and may lead to a suspension at the Head's discretion.

Agreed Targets

- Achieve Effort Grade averages of 3 or above for all subjects in the Easter Term report and in the Half Term grades.
- Show through my behaviour in house that I am becoming considerate of others and respectful of authority.

Signed..... (Pupil)

Signed..... (Senior Deputy Head)

Signed..... (Parent)

## Appendix 2

### Wycliffe's Work Sanctions

No work/prep	
Poor prep	same day detention
Poor behaviour in class	1 hour, 4.30pm-5.30pm
Missing a lesson	

(Note/tally of detentions kept by tutor, housestaff & Senior Deputy Head)

<b>THREE*</b> detentions (letter to parents - from PW low-level concern) Report, one week.	Saturday evening detention 2 hours, 6-8pm (administered by PW)
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\* Two detentions if given for missing lessons.

<b>THREE</b> Saturday detentions (letter to parents, high level concern - invite them in)	Sunday detention 11am - 6pm (administered by MOD)
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### **TWO** Sunday detentions

### **Suspension**

- A missed detention counts as two - one for the time missed and one for when served
- Any Sixth Former missing a lesson without good reason will serve a detention on Saturday morning (8.30am-10.05am) in full school uniform.
- This policy would run for duration of academic term i.e. at the start of each term, the slate is wiped clean.
- The detention totals would be accumulative: A Sunday detention would mean 9 normal detentions had been served, a suspension would require 18.

### Appendix 3

#### Getting the simple things right: Charlie Taylor's behaviour checklists

Why is it that some schools continue to struggle with managing and improving behaviour?

At a recent event at King Solomon Academy in Paddington I gathered together a group of headteachers of outstanding schools who succeed with some of the most deprived pupils in England. I asked them to outline what they felt were the key principles that they had followed for improving behaviour in their schools. What soon became clear was how much similarity there was between the approaches that the headteachers had followed. Many of them emphasised the simplicity of their approach, but they agreed that most important of all is consistency.

Where there is inconsistency in schools, children are more likely to push the boundaries. If a pupil thinks there is a chance that the school will forget about the detention he has been given, then he is unlikely to bother to turn up. If he gets away with it, the threat of detention will be no deterrent in the future.

Often it is doing the simple things that can make a difference with behaviour. For example, the teacher who takes the time to meet and greet pupils at the door will find they come in happier and ready to learn.

I recently read the 'Checklist Manifesto' by Atul Gawande, a surgeon who was concerned that so many patients seemed to suffer serious complications in the days after their operation. He realised that many of these problems were caused by operating staff failing to follow basic procedures. For example, a surgeon failing to wash his hands could cause an infection, or failing to account for all the swabs used in the process could lead to one being left in the patient's body.

Gawande developed a checklist to be read out before each operation to ensure that all of the simple, but essential procedures were followed. The outcome was a marked decrease in the number of patients becoming seriously ill or dying after surgery.

I took the idea of a checklist and adapted it to help schools to improve behaviour. My list is a menu of ideas from which schools can develop their own checklist. The list is not exhaustive and some parts would apply just to secondary or to primary schools. School staff or headteachers decide what their priorities are for improving behaviour and then create a bespoke checklist of between five and 10 essential actions to promote good behaviour. The teachers run through the checklist first thing in the morning and again after lunch to ensure the correct preparations are in place. It serves as a reminder of what needs to be done and ensures consistency across the school.

I have asked some schools to look at areas of behaviour they want to improve and devise their own checklist. Examples have included:

- making sure all adults in the room know how to respond to sensitive pupils with special needs;
- ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly;
- carefully following each stage of the behaviour policy rather than overreacting to poor behaviour; or
- simply remembering to stay calm

Teachers who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the school. When children know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.



The checklist may seem too simple, but managing a school or a class is a complex operation and because of this complexity it is easy to fail to get the simple, but essential, things right. After all, who could have believed patients die in hospitals because staff fail to wash their hands properly?

In the special school where I am headteacher, we have considerable expertise with the most challenging behaviour. Yet a few years ago, one of my teaching assistants pointed out that we had become very good at ensuring children got the sanctions they had earned, but they were not getting their rewards with the same consistency. The message we were inadvertently sending to our pupils was that your good behaviour is less important to us than the things you are doing wrong. A checklist would have stopped us getting into this situation.

Like Gawande's checklists for surgeons, mine are not written in tablets of stone and purporting to be perfect. They have been tested in a few schools who have gone on to develop and refine them to suit their own particular context, just as surgeons are now doing in hospitals. This is the start of a grassroots project led by heads and teachers - not a Government initiative in which schools are told what to do.

I thought the idea of the checklist was exciting and I hope more people will try it out in their schools or classrooms. I would be interested to hear the views of colleagues on the checklist and I would be keen to visit schools who decide to use it.

**CHARLIE TAYLOR**

Government's Expert Adviser on behaviour in schools

**Key principles for headteachers to help improve school behaviour**

**Policy**

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

**Leadership**

- Model the behaviour you want to see from your staff.

**Building**

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

**Staff**

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

### **Children**

- Praise good behaviour.
- Celebrate successes.

### **Teaching**

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

### **Individual pupils**

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

### **Parents**

- Build positive relationships with the parents of pupils with behaviour difficulties.

### **Behaviour checklist for teachers**

#### **Classroom**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

#### **Pupils**

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

#### **Teaching**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

**Parents**

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones