



**JACK HUNT SCHOOL**

**BEHAVIOUR FOR LEARNING  
POLICY and PROCEDURES**

**Appendices only**

**March 2022**



## **School Aims and Values Statement**

Jack Hunt School exists to provide high quality learning and teaching in a supportive and caring environment to develop the potential of each learner.

This will be achieved through the following aims and values

### **Aims**

- Personalised learning leading to enjoyment, success and achievement for all
- A safe, healthy, orderly, sustainable and cohesive school community
- Effective engagement with our learners, parents/carers, local communities and partners
- A positive, proactive approach to innovation and continuous improvement for all.

These aims are under-pinned by the following values.

### **Values**

- The uniqueness of each individual
- Respect for self, others, school expectations, property and the environment
- Self discipline
- Respect for religious and cultural diversity (being different, belonging together)
- Equality of opportunity
- Loyalty, trust and honesty
- Commitment, hard work, high aspiration and achievement
- Recognition and celebration of success
- Individual responsibility and citizenship

## **JACK HUNT SCHOOL**

### **SCHOOL EXPECTATIONS (RULES)**

Jack Hunt School exists to provide high quality teaching in a caring environment so that all students achieve their potential.

The school has high expectations of students to achieve this aim. Students must:

- Attend school and lessons regularly and on time.
- Follow the safety rules, including only leaving the school site during the school day with the permission of parents/carers or members of teachers.
- Work to the best of their ability.
- Take the correct equipment to all lessons.
- Behave in an acceptable way, including traveling to and from school.
- Dress correctly in school uniform at all times, including travelling to and from school.
- Demonstrate respect towards staff, other students and visitors.
- Demonstrate care for the school environment and other people's property.
- Ensure that no valuable personal items are brought to school.

All students will be encouraged and supported to meet these expectations by all staff.

Our aim is to positively acknowledge and reward all those who consistently demonstrate that they meet the expectations.

We will not hesitate to use the sanctions available to the school for those who persistently refuse to meet our expectations.

**Jack Hunt School is a 'gum free' school and students should not bring chewing gum into school.**

**Serious disciplinary action, which may include seclusion, fixed term or permanent exclusion, will be used against students who bring onto the school premises smoking materials, alcohol, illegal or harmful drugs or substances.**

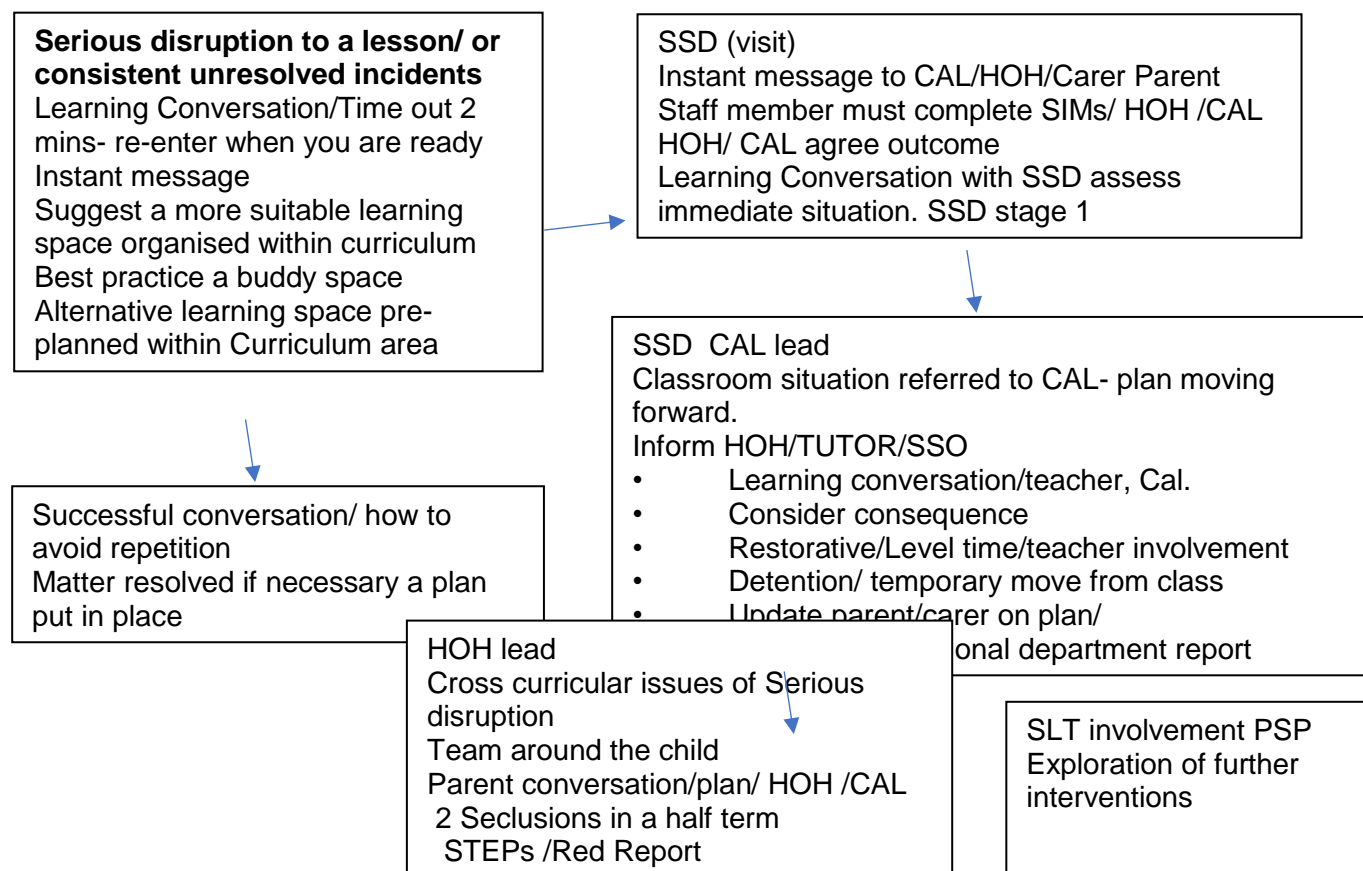
**If a student brings any item onto the school premises that is classed as a weapon they will be permanently excluded.**

**If a student is caught or found to be using illegal or harmful drugs or substances on the school site they will be permanently excluded. Any student caught or found distributing illegal or harmful drugs or substances on the school site will be permanently excluded.**

## STANDARDS AND CONSEQUENCES

We will work with you to help you meet the standards by reminding you of our expectations. Most students chose to rectify their behaviour with little encouragement. If a matter remains unresolved by the end of a lesson we will seek the support of parents and carers. If a student is consistently unable to meet the standards there are consequences and interventions. At Jack Hunt we do not shout we try and resolve issues by talking. These are called Learning conversations.

- If during a lesson there is an unresolved issue despite the member of staff encouraging resolution, the teacher will send an automatic email to the students parents or carers to let them know there is an unresolved issue and request their support, the member of staff will let the student know that they will be sending this email before sending.
- If the students behaviour escalates despite using de-escalation techniques the student will be informed that the behaviour is unacceptable and that if they cannot follow staff instruction a phone call will be made to their parent/carer – this is the restorative conversation.
- If the member of staff has to enter a 3rd LC for the same student then this triggers a Teams meeting with the student and parent. The CAL may also support this meeting if required. The students should also spend some time away from the lesson until this meeting has taken place, the CAL will organise an alternative room for this student within the same year group.
- If the student still does not meet the expectations of the member of staff after the Teams Meeting and a 4th LC is required, then the student will stay behind on the designated evening for that students year group and meet with teacher/CAL/HOH. An intervention pathway should be actioned.
- Ongoing disruption will be monitored and may result in Seclusion or Permanent exclusion



## Getting the simple things right: Charlie Taylor's<sup>1</sup> behaviour checklists

### 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/Carers

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

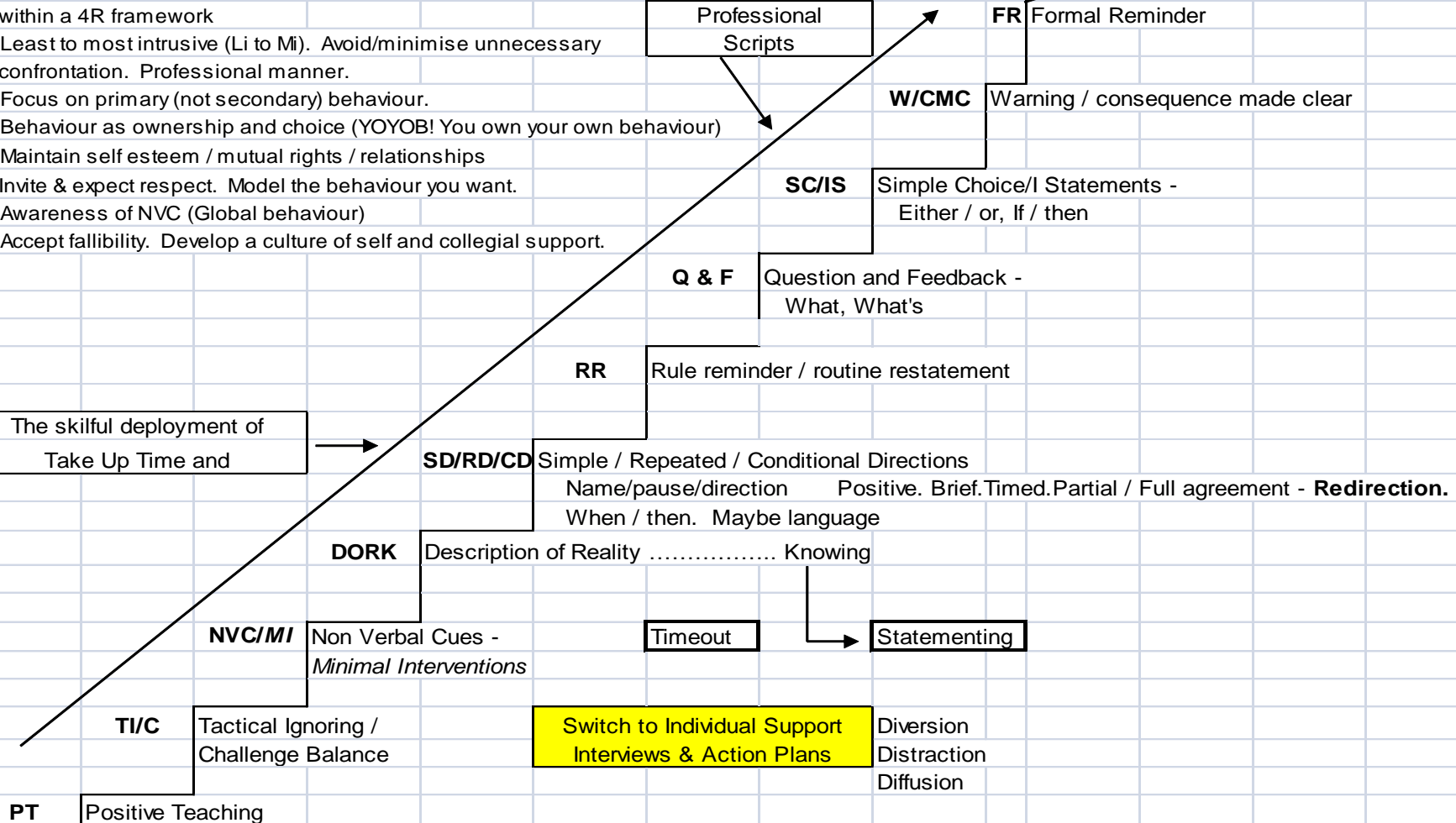
<sup>1</sup> Charlie Taylor was appointed (June 2012) as the first permanent Chief Executive of the new Teaching Agency, based within the Department for Education

**Preferred Practice Key Principles**

1. All staff establish and maintain agreed boundaries of behaviour within a 4R framework
2. Least to most intrusive (Li to Mi). Avoid/minimise unnecessary confrontation. Professional manner.
3. Focus on primary (not secondary) behaviour.
4. Behaviour as ownership and choice (YOYOB! You own your own behaviour)
5. Maintain self esteem / mutual rights / relationships  
Invite & expect respect. Model the behaviour you want.
6. Awareness of NVC (Global behaviour)
7. Accept fallibility. Develop a culture of self and collegial support.

**Skilled use of Systems**

The skilful deployment of  
Take Up Time and



**Team approaches to hard cases hard classes**

Diversion  
Distraction  
Diffusion

Switch to Individual Support  
Interviews & Action Plans

Timeout

Statementing

**DORK**

Description of Reality ..... Knowing

**SD/RD/CD**

Simple / Repeated / Conditional Directions  
Name/pause/direction Positive. Brief. Timed. Partial / Full agreement - **Redirection.**  
When / then. Maybe language

**RR**

Rule reminder / routine restatement

**Q & F**

Question and Feedback -  
What, What's

**SC/IS**

Simple Choice/I Statements -  
Either / or, If / then

**W/CMC**

Warning / consequence made clear

**FR**

Formal Reminder

Professional  
Scripts

**PT**

Positive Teaching

**T/C**

Tactical Ignoring /  
Challenge Balance

**NVC/MI**

Non Verbal Cues -  
Minimal Interventions



## Home-School Partnership Agreement

|                               | As parents we/I will do our/my best to...                                                                                                                                    | As a student I will do my best to...                                                                                                                                                                                                                                                        | As a School we will do our best to...                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Being ready for School</b> | <p>Send our/my child to School in correct full uniform.</p> <p>Make sure our/my child has the right equipment for School.</p>                                                | <p>Always wear correct full School uniform.</p> <p>Bring the right equipment to School each day.</p>                                                                                                                                                                                        | <p>Insist that correct School uniform is worn at all times.</p> <p>Tell students what they need for lessons.</p>                                                                                                                                                                                                                                                             |
| <b>Attendance/Punctuality</b> | <p>Make sure our/my child attends School on time every day.</p> <p>Ensure any absences are explained as soon as possible.</p>                                                | <p>Attend School and lessons every day on time.</p>                                                                                                                                                                                                                                         | <p>Encourage and reward good attendance/punctuality.</p>                                                                                                                                                                                                                                                                                                                     |
| <b>Class and Homework</b>     | <p>Take an interest in the work of our/my child.</p> <p>Encourage our/my child to always do their best.</p> <p>Make sure our/my child does their homework.</p>               | <p>Listen to my teachers, follow instructions and work to the best of my ability.</p> <p>Work together and behave well with consideration for all members of the School and wider community.</p> <p>Write all homework in my planner, do my homework/coursework and hand it in on time.</p> | <p>Have high expectations of learning and teaching.</p> <p>Prepare students in a range of subjects that will encourage them to succeed and to enable learners to achieve their best.</p> <p>Ensure lessons are appropriate, well planned and resourced and work is marked regularly.</p> <p>Provide a homework timetable and study planner and to set and mark homework.</p> |
| <b>Behaviour</b>              | <p>Encourage our/my child to have high standards of behaviour at all times.</p> <p>Fully support the School's Expectations and accept the Behaviour for Learning Policy.</p> | <p>Meet the School's Expectations.</p> <p>Respect my school and wider community and keep it free from litter, graffiti and damage.</p>                                                                                                                                                      | <p>Have high expectations of behaviour in and out of School.</p> <p>Provide a safe, caring and ordered environment.</p> <p>Treat all students fairly and consistently.</p> <p>Explain rewards and sanctions procedures clearly.</p>                                                                                                                                          |

|                                            |                                                                                                                                                                                                                                                                           |                                                                                                              |                                                                                       |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Behaviour continued</b>                 |                                                                                                                                                                                                                                                                           |                                                                                                              |                                                                                       |
|                                            | If a student brings any item onto the school premises that is classed as a weapon they will be permanently excluded.                                                                                                                                                      |                                                                                                              |                                                                                       |
|                                            | If a student is caught or found to be using illegal or harmful drugs or substances on the school site they will be permanently excluded. Any student caught or found distributing illegal or harmful drugs or substances on the school site will be permanently excluded. |                                                                                                              |                                                                                       |
| <b>Pastoral Support</b>                    | Let the School know if there are any problems likely to affect our/my child's learning.                                                                                                                                                                                   | Let my teacher know if I have any worries or I feel bullied.                                                 | Listen and respond quickly to any concerns.                                           |
| <b>Links with School</b>                   | Attend Parents' Evenings.                                                                                                                                                                                                                                                 | Ensure all information for home is given to parents.                                                         | Hold regular Parents' Meetings.                                                       |
|                                            | Read letters from School and reply where necessary.                                                                                                                                                                                                                       |                                                                                                              | Report regularly on progress, attendance and punctuality.                             |
|                                            | Read and sign the Student Planner.                                                                                                                                                                                                                                        | Show the Student Planner at home every week.                                                                 | Inform parents and students of any worries or concerns where necessary.               |
|                                            | Check the School website/KITE Learning Platform to support my child's education.                                                                                                                                                                                          | Inform my parents of all aspects of my School work.                                                          |                                                                                       |
|                                            | Co-operate with the School to sort out difficulties that may arise.                                                                                                                                                                                                       | Discuss any concerns I have with School and parents.                                                         |                                                                                       |
|                                            | Support the School if sanctions, for example detentions, become necessary.                                                                                                                                                                                                | Complete any sanctions if necessary.                                                                         | Inform parents of successes and achievements.<br><br>Inform parents of any sanctions. |
| <b>Extra-Curricular life of the School</b> | Support events that the School is involved in.<br><br>Encourage our/my child to attend lunch or after school clubs.                                                                                                                                                       | Find out what events are happening in School that I can take part in and make the most of all opportunities. | Inform parents and students of events that the School is involved in.                 |
| <b>PRINT NAMES:</b>                        | .....                                                                                                                                                                                                                                                                     | .....                                                                                                        | .....                                                                                 |
| <b>Signed in Agreement:</b>                | .....<br><i>Parent</i>                                                                                                                                                                                                                                                    | .....<br><i>Student</i>                                                                                      | .....<br><i>On behalf of the School</i>                                               |
|                                            | Date:                                                                                                                                                                                                                                                                     | Date:                                                                                                        | Date:                                                                                 |



*We have a pro-social report that is aimed at peak of the triangle students who are on or close to being on the STEPS Behaviour programme. It is aimed to be as positive as possible and allows for student reflection along with parental engagement and even allows for staff to share good practice.*

# JACK HUNT SCHOOL

## PRO-SOCIAL BEHAVIOUR REPORT



### STEPS BEHAVIOUR INFORMATION

|  |
|--|
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|                         |  |
|-------------------------|--|
| <b>NAME:</b>            |  |
| <b>FORM:</b>            |  |
| <b>WEEK COMMENCING:</b> |  |

**MONDAY**

| <b>LESSON</b>                 | <b>COMMENTS (PLEASE REFLECT ON THE CHOICES THE STUDENT HAS MADE.)</b> | <b>STAFF INITIAL</b>      |
|-------------------------------|-----------------------------------------------------------------------|---------------------------|
| <b>1</b>                      |                                                                       |                           |
| <b>2</b>                      |                                                                       |                           |
| <b>3</b>                      |                                                                       |                           |
| <b>4</b>                      |                                                                       |                           |
| <b>5</b>                      |                                                                       |                           |
| <b>6</b>                      |                                                                       |                           |
| <b>HEAD OF HOUSE COMMENTS</b> |                                                                       | <b>STUDENT REFLECTION</b> |
|                               |                                                                       |                           |

**TUESDAY**

| <b>LESSON</b>                 | <b>COMMENTS (PLEASE REFLECT ON THE CHOICES THE STUDENT HAS MADE.)</b> | <b>STAFF INITIAL</b>      |
|-------------------------------|-----------------------------------------------------------------------|---------------------------|
| <b>1</b>                      |                                                                       |                           |
| <b>2</b>                      |                                                                       |                           |
| <b>3</b>                      |                                                                       |                           |
| <b>4</b>                      |                                                                       |                           |
| <b>5</b>                      |                                                                       |                           |
| <b>6</b>                      |                                                                       |                           |
| <b>HEAD OF HOUSE COMMENTS</b> |                                                                       | <b>STUDENT REFLECTION</b> |
|                               |                                                                       |                           |

**WEDNESDAY**

| <b>LESSON</b>                 | <b>COMMENTS (PLEASE REFLECT ON THE CHOICES THE STUDENT HAS MADE.)</b> | <b>STAFF INITIAL</b>      |
|-------------------------------|-----------------------------------------------------------------------|---------------------------|
| <b>1</b>                      |                                                                       |                           |
| <b>2</b>                      |                                                                       |                           |
| <b>3</b>                      |                                                                       |                           |
| <b>4</b>                      |                                                                       |                           |
| <b>5</b>                      |                                                                       |                           |
| <b>6</b>                      |                                                                       |                           |
| <b>HEAD OF HOUSE COMMENTS</b> |                                                                       | <b>STUDENT REFLECTION</b> |
|                               |                                                                       |                           |

# THURSDAY

| LESSON                 | COMMENTS (PLEASE REFLECT ON THE CHOICES THE STUDENT HAS MADE.) | STAFF INITIAL      |
|------------------------|----------------------------------------------------------------|--------------------|
| 1                      |                                                                |                    |
| 2                      |                                                                |                    |
| 3                      |                                                                |                    |
| 4                      |                                                                |                    |
| 5                      |                                                                |                    |
| 6                      |                                                                |                    |
| HEAD OF HOUSE COMMENTS |                                                                | STUDENT REFLECTION |
|                        |                                                                |                    |

**FRIDAY**

| <b>LESSON</b>                 | <b>COMMENTS (PLEASE REFLECT ON THE CHOICES THE STUDENT HAS MADE.)</b> | <b>STAFF INITIAL</b>      |
|-------------------------------|-----------------------------------------------------------------------|---------------------------|
| <b>1</b>                      |                                                                       |                           |
| <b>2</b>                      |                                                                       |                           |
| <b>3</b>                      |                                                                       |                           |
| <b>4</b>                      |                                                                       |                           |
| <b>5</b>                      |                                                                       |                           |
| <b>6</b>                      |                                                                       |                           |
| <b>HEAD OF HOUSE COMMENTS</b> |                                                                       | <b>STUDENT REFLECTION</b> |
|                               |                                                                       |                           |

**NOTES**

**STRATEGIES THAT HAVE WORKED WELL (CLASSROOM TEACHER)**

**PARENT/CARER COMMENTS**

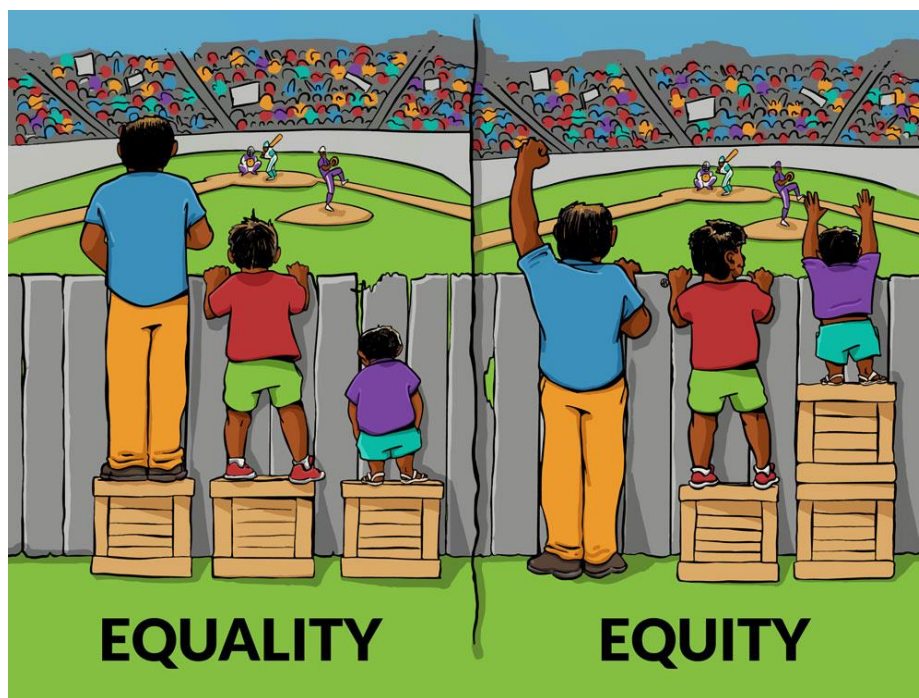
Parent/Carer Signature:

**You have been placed on this pro-social behaviour report to try and give you the support to be successful in school.**

**You will be on this pro-social behaviour report for a period of two weeks before a review with your Head of House will take place.**

.....  
**Student Signature**

.....  
**Parent / Carer's signature**





# JACK HUNT SCHOOL

*APPENDIX 8*

## **PRACTICAL GUIDANCE – DETAILS OF THE POSITIVE BEHAVIOUR MANAGEMENT WHOLE SCHOOL SYSTEM AND PRACTICAL STRATEGIES FOR ACHIEVING POSITIVE BEHAVIOUR**

### **1 Successful Techniques in dealing with inappropriate Low Level Behaviour**

- 1.1 Sanctions should not be used where low-level interventions, such as giving non-verbal signal or reminding a student of a rule, are all that is needed, refer to intervention ladder P23. Staff should also consider when it might be more appropriate to, rather than impose a sanction, encourage students to reflect on the harmful effects of their misbehaviour, through producing a written account of the problem or through individual or group discussions aimed at repairing relationships for example.
- 1.2 Consistent standards are essential to ensure fairness. The verbal and non-verbal strategies used should be relevant to the incident under investigation. Strategies **should not** be used to humiliate the student. Where possible, when it is necessary to deliver a severe reprimand, the student will be spoken to away from other students.

### **WE WILL CRITICISE THE BEHAVIOUR *NOT* THE STUDENT.**

- 1.3 The sanctions procedure is based on the belief that the individual member of staff is responsible for the discipline within their classroom. The development and the maintenance of good order and a sound learning environment is important to enhance the credibility of the individual member of staff and promote effective learning for all students. Therefore the subject teacher must ensure that the discipline within the classroom is conducive to sound teaching and learning. The Curriculum Area leader (CAL) also has a responsibility to ensure that good order and discipline is maintained within the department and that a satisfactory learning environment is maintained and enhanced. The CAL therefore, has a role in supporting the members of staff within the department and taking action at the appropriate time. It is also based on the philosophy that the Head of House (HOH) and Personal Tutor are at the centre of the monitoring process. This procedure is designed to ensure that the HOH and the Personal Tutor are aware of a situation relating to the students in his or her charge at any time.

## **GUIDANCE FOR CONFISCATION OF INAPPROPRIATE ITEMS**

### **Criteria for Confiscation**

- An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff.
- An item poses a threat to good order for learning: for example, a student uses a personal music-player in class.
- An item is against school uniform rules: for example, a student refuses to take off a baseball cap on entering a classroom.
- An item poses a health or safety threat: for example, a student wearing large ornate rings in PE may present a safety threat to other students.
- An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- An item which is illegal for a student to have: for example, racist or pornographic material.

### **Process of Confiscation**

- Any member of staff has the power to confiscate although this sanction should be used carefully and sparingly.
- The need for confiscation should meet the stated criteria above.
- The member of staff confiscating the property will accept responsibility for the property and its safe return to the student or parent.
- All confiscated property should be returned at the end of the same day it was removed from the student. The student should be given a time and place to collect their belongings. Where this is not possible, it should be kept securely by the member of staff until the following day.

In situations where it would not be appropriate to return the property to the student, e.g. cigarettes, matches etc, advice should be sought from a senior member of staff.

- Confiscation is a sanction and should be recorded on the e-behaviour system.

**SEARCHING STUDENTS ~ GUIDANCE FOR STAFF**

- 1) A member of staff may have good reason to suspect that a student is in possession of inappropriate items in school, for example, cigarettes or matches.

With the consent of the student, a member of the extended Senior Team can request the student to search their bags and pockets. This will be undertaken with another member of staff present.

- 2) If there is good reason for suspecting that the student is in possession of stolen property or illegal drugs and a student does not consent to a search, the police will be informed.
- 3) Where a member of the Senior Team has reasonable suspicion that a student is in possession of a weapon (e.g. knife, blade) the student will be asked to consent to a search. If consent is not given a search can still be undertaken. This search may only be undertaken by a member of the Senior Team and physically force must not be used.
- 4) Another member of staff of the same sex as the student will be present for any search.
- 5) Any inappropriate item or weapon found should be recorded. Some items, e.g. illegal drugs or knives would be passed onto the police.
- 6) Parents/carers will be informed after any search is undertaken with an explanation of the 'reasonable suspicion' which led to the search.

## **Disciplinary Structures for Drug Related Offences**

## **APPENDIX 11**

Sometimes, given the nature of what we are dealing with, hard and fast guidelines can be very hard to apply. What follows is a brief guide:

### **Medicines :**

All medicines, prescribed or not, should be taken by all students, including Sixth Form, to the medical room where they will be kept and used. (A letter with a reply slip is available from the medical room).

### **Smoking :**

A day in Seclusion, a letter to parents/carers (standard letters are available) regarding the dangers of smoking and a visit to the school nurse. OR Any student seen in or around the school vicinity smoking will spend a day in the Seclusion Unit and a letter will be sent to parents/carers.

If your child is in a group with smokers, they will receive a letter home.

This will be co-ordinated by the Head of House :

- Supplying cigarettes or intending to supply them could lead to a one day seclusion.
- Repeated offences could lead to permanent exclusion.
- The Headteacher will retain a flexibility of approach throughout this process.

### **Alcohol :**

Any drinking of alcohol before or during school is inappropriate behaviour.

- If the student is under the influence of alcohol in school they should be taken immediately to the medical room for assessment. A member of the Senior Leadership Team (SLT) will arrange for parents/carers to collect their child, or take the child to hospital with full parental knowledge.
- SLT/Head of House to see the parents/carers for initial discussion.
- Supplying alcohol or intending to supply it, could lead to a one day seclusion with SLT/Head of House meeting parents/carers and student together.

Repeated offences could lead to permanent exclusion.

The Headteacher will retain a flexibility of approach throughout this process.

### **Solvents:**

- 1 In possession of solvents:
  - Senior staff on duty called - student interviewed.
  - Head of House informed by senior staff and Headteacher informed.
  - Parents/carers informed.
- 2 Under the suspected influence in school , whether it is thought to be taken on or off the school premises:
  - Staff should immediately ask for SLT support to get the student into the medical room or into isolation until the School Nurse can assess the needs of the situation.
  - Headteacher informed.
  - Office informed. Parents/carers contacted.
  - SLT to bring parents/carers in to collect student or to arrange the taking of the student to Hospital, with full parental knowledge.
  - Head of House to be informed immediately.
  - Personal Tutor to be informed as soon as possible.
  - Students need to be brought back into school as soon as possible and put into comprehensive supervision under the eye of the Head of House.
  - SLT/Head of House to see parents/carers and student together.

## **Disciplinary action**

In relation to any form of solvent or substance abuse each incident will be considered individually recognising a variety of response will be necessary. Responses may vary from counselling and support for an individual to permanent exclusion. A student who asks voluntarily for assistance will always be dealt with sympathetically. Recurrent offenders and their parents/carers must agree to counselling/advice from Bridgegate if they wish to continue as members of our school.

## **Guidance for Dealing with Drug Use on the School Site**

### **Legal Requirements:**

- 1 A teacher having evidence that a young person is using drugs has a statutory obligation to inform the Headteacher, who in turn has a legal obligation to tell the parents/carers (because of being loco parentis). There is no statutory or legal obligation to inform the Police.
- 2 When receiving or retrieving substances from a student, always do this in the presence of a witness recording its approximate size and appearance. There is no legal ruling on this. The welfare of the young person must come first. In most cases, this will involve discussing the situation with parents/carers at the earliest opportunity.
- 3 The school has a legal requirement in Section 62 of the Crime and Disorder Act 1998 to pass any drugs found in the possession of students to a member of the Police Force without delay. The Misuse of Drugs Act 1971 allows individuals to take possession of an illegal drug in order to prevent someone else committing an offence, providing it is delivered to somebody licensed to take custody of it, i.e. a police officer, at the earliest opportunity. Flushing drugs down the toilet, burning or throwing them in a bin contravenes the Environmental Protection Act 1990 and the Misuse of Drugs Regulations 1985.
  - If it is suspected that a student has used illegal or harmful drugs or substances on the school site they must be interviewed by a member of the Senior Leadership Team and another member of staff.
  - If the student has a mobile phone, at this point it should be confiscated and returned to the parent.
  - The First Aid or medical services will be contacted.
  - The student (following usual practice) will write a statement on their own unless they need assistance from a Teaching Assistant.
  - Parents/carers will be contacted and asked to collect their child.
  - On arrival the parents/carers, student and member of Senior Leadership Team should meet and follow procedures as set out in the relevant guidance:

Meeting Guidelines for the Senior Leader, Student and Parent or Carer

The Senior Leader will ask the following three questions of the student or students concerned:

- Do you agree that you have written this statement on your own?
- Do you agree that this is the truth?
- At this point is there anything else that you feel you would like to add to your statement?

Could all staff ensure that all statements are dated and the time is added. If a TA (Teaching Assistant) has helped, it must be agreed with the student that the TA wrote exactly what the student said.

### **Disciplinary action**

Given that parents/carers are entitled to feel that their child is safe whilst at school, it is important for everyone to understand that if drugs are brought on site (or during school connected activities) it is likely to lead to permanent exclusion from Jack Hunt School.

If a child is caught in possession of illegal drugs on the school site:

- First Offence – 5 days exclusion
- Second Offence – permanent exclusion

If a child is caught providing illegal drugs on the school site, this will lead to permanent exclusion.

Use of illegal or harmful drugs or substances on the school site will lead to a permanent exclusion.

### **Confiscating the substance and its disposal :**

Where a young person discloses substance misuse on the school premises, staff will inform SLT and where appropriate, participate in the planning of subsequent action.

The Law permits school staff to take temporary possession of a substance (see Legal Requirements (2) above) suspected of being a controlled drug for the purposes of protecting a young person from harm and from committing the offence of possession. School staff should not attempt to analyse or taste an unidentified substance.

Where young people are suspected of concealing illegal drugs on their person, every effort should be made to secure the voluntary production of an unlawful substances first, e.g. by asking them to turn out their pockets, bags etc.

Intimate physical searches should **never** be made by an employee of the school.

If the young person refuses to co-operate with the confiscation of the substance, the Headteacher will contact the parents/carers and/or the Police Schools Liaison Officer.

If the substance cannot be identified it should be treated as illegal.

Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation, they should note the two circumstances in which substances may be removed:

#### **1 Place :**

If possible, remove the substance from where it was discovered in the presence of a witness. If this is not possible, do not leave the substance there while you get the help of a colleague or student as a witness.

Continue with the procedure below.

#### **2 Person :**

When receiving or retrieving substances from a student, do so, if possible in the presence of a witness. In the absence of a witness do not put off receiving substances, or, within bounds of your professional discretion, removing a suspicious substance from a student's possession.

The following guidelines should be followed at all times :

- i) Remove the substance and record the time, place and circumstances **when** the substance came into your possession.
  - ii) Do not investigate the nature of the substance, but do record its approximate size and appearance.
  - iii) When possible, have the recordings countersigned by a witness.
  - iv) Take the substance immediately to the Substance Co-ordinator or member of SLT who will take it to the Headteacher. Do not keep the substance on your person or in a place of safe keeping; to do so may place you at risk.
  - v) In the presence of the Co-ordinator/SLT or Headteacher place the substance in a suitable sealed container, the Co-ordinator/SLT, Headteacher, yourself and when possible, the witness, should sign and date the package.
- 3 In the event of a discovery of any equipment associated with substance use, especially needles and syringes, students should not be allowed to handle such items. All equipment found should be handled by adults with the utmost care. The Headteacher must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service. There is always a "sharps" disposal container in the medical room.

### **Visitors on site with illegal drugs**

Any member of staff who sees a visitor using or supplying illegal substances should report it immediately to the member of staff on SSD duty who will inform the Police.

RESOLVING THE ISSUE

A restorative conversation requires a particular approach.

Please use the following for a guide:

**Jack Hunt School**

**1 – Connect**

**Restorative Questions 1**

- What happened?
- What were you thinking about at the time?
- What have been your thoughts since?
- Who has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen to make things right?

**To help those who have caused harm/hurt to others.**



**2 - Listen**

**To help those who have caused harm/hurt to others**

**Jack Hunt School**

**1 – Connect**

**Restorative Questions 2**

- How do you feel about what happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**To help those harmed/hurt by others' action**



**2 - Listen**

**To help those harmed/hurt by others' action**