



**PONTEFRACT**

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ACADEMIES TRUST

**Pontefract Academies Trust**  
**Primary School**  
**Behaviour for Learning Policy**  
**2019/20**

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1) Introduction, Purpose and Scope .....	1
2) Links with other policies or legislation .....	1
3) Pastoral staff.....	2
4) Provisions.....	2
5) Governing Board Meeting .....	3
6) Independent Review Panel.....	4
7) Roles and Responsibilities.....	5
Appendix 1 - Behaviour for Learning System.....	6
Appendix 2 – Internal Support / Isolation .....	8
Appendix 3 – Behaviour Matrix .....	9
Appendix 4 – Exclusions and Alternatives to Exclusions .....	11
Appendix 5 – Confiscations Guidance .....	15

## **1. Introduction, Purpose and Scope**

- 1.1. The Trustees, Trustee, School Performance Review members and staff of Pontefract Academies Trust (“The Trust”) are committed to providing a learning environment which will support the pupils and young people in our care.
- 1.2. The Trust has very high standards and expectations of our pupils. The Trust believes that all pupils have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the Trust that is conducive to learning, so that all pupils of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The Trust believes that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.4. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. Each primary school will have an agreed pointed reward system in place. The reward system will then link to the universal Trust agreement.
- 1.5. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing pupil behaviour.
- 1.6. For some pupils with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

## **2. Links with other policies or legislation**

- 2.1. This policy has a significant impact on the ‘daily life’ of The Trust academies, and as such is linked to several policies. Throughout this ‘Behaviour Policy’ there is reference to the following DfE documents, which should be read in conjunction with this policy:
- 2.2.
  - Exclusion from maintained schools, academies and pupil referral units in England 2012.
  - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
  - Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies.
  - DfE Advice for Schools.
  - Use of Reasonable Force.
  - Behaviour and Discipline in Schools.
  - Screening, Searching and Confiscation.
  - Ensuring Good Behaviour in Schools.
  - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.3. In addition, there are a number of Trust / Academy policies linked to this policy, including:
  - SEN Policy
  - Teaching and Learning Policies
  - Anti-Bullying Policy
  - Safeguarding and Child Protection Policies

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- Attendance and Punctuality Policy

- 2.4. This policy links with the Equality Act 2010, specifically The Trust's responsibility to make reasonable adjustments for pupils who are considered to have a disability, as defined by the act.
- 2.5. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.
- 2.6. The Trust reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

### **3. Pastoral staff**

- 3.1. Throughout this policy there is reference to key staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff include: Senior Leadership Team (SLT) Learning Mentors (LM) and Phase Leaders (PL).

### **4. Provisions**

#### 4.1. The Trust's Principles:

All pupils at the Trust's schools are asked to agree the following principles:

- **To be safe**
- **To be respectful to people and property**
- **To always try my best**
- **To ensure that everybody has the right to learn**
- **To be kind**

#### 4.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of The Trust's behaviour management policy and procedures. The system is detailed in **Appendix 1**.

#### 4.3. Exclusions and alternatives to exclusions

**Appendix 5** refers to The Trust's policy and practices in agreeing exclusions.

#### 4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, the Trust also bans any item brought into a school with the intention of the item being sold or passed on to other pupils which, in the Head of School's opinion, will cause disruption to the school or be detrimental to school practice. As a result, the school is able to search pupils for these items.

#### 4.5. CCTV

The Trust reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Trust's Surveillance Policy and related legislation.

#### 4.6. Use of reasonable force

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Please refer to the DfE guidance ‘Use of reasonable force. Advice for Heads of School, staff and School Performance Review Boards.’ All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at The Trust.

It can also apply to people whom the Head of School has temporarily put in charge of pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on a school organised visit.

#### 4.7. Discipline beyond the School site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off The Trust premises which pose a threat to a member of the public or a pupil to the police as soon as possible. If a member of the public, school staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Head of School or Assistant Headteacher must be informed. In addition, if the Head of School considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm The Trust’s Safeguarding and Child protection Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The Trust will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any Trust site. **Appendix 3** shows The Trust’s Behaviour Matrix.

Where poor behaviour occurs when a pupil is travelling to and from a school, The Trust reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Pupils are expected to follow The Trust Behaviour Policy when wearing school uniform. They must not be involved in behaviour that could adversely affect the reputation of the school/the Trust. If this occurs, this Behaviour Policy will be enforced.

#### 4.8. Police

The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place in line with the age of criminal responsibility (which is 10 years old). In addition, The Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

#### 4.9. Reasonable adjustments

4.9.1 The Trust will ensure that pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupils in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

4.9.2 The reasonable adjustments could include adjustments to the Behaviour Matrix, amending behaviour ‘triggers’ or extending the timeline before exclusion is considered. All pupils and staff will be supported to understand reasonable adjustments. Where such adjustments are in place an appropriate individual behaviour plan will be put in place, with consultation from the SENCO.

### 5. **School Performance Review Board (SPRB) Meeting**

5.1. Under DfE Guidance ‘Exclusion from maintained schools, academies and pupil referral units in England’ 2017, a meeting of the Governing Board must be convened by the Clerk” to the panel) when:

- 
- ☐ A pupil has received over 15 days' exclusion in one term.
  - ☐ A pupil has received between 5 and a half and 15 days in one school term and the parent requests it
  - ☐ Recommendation of permanent exclusion is made by the Head of School for a one-off incident.

5.2. The SPRB Meeting will comprise of three members of the SPRB who can hear the case impartially. If a member has a connection with the pupil, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

5.3. The SPRB can decline to reinstate or direct the pupil's reinstatement, either immediately or on a particular date.

5.4. The meeting must be convened before the 15th school day after the date of the receipt of notice to consider the exclusion.

5.5. The school will circulate the paperwork for the SPRB meeting to all parties invited to attend at least five days in advance of the meeting.

5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

5.7. The Head of School and Assistant Headteacher (Pupil Ethos) will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

5.8. Within one school day of the meeting, a letter will be sent detailing the decision of the Governing Board. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the SPRB's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

5.9. Where the SPRB declines to reinstate, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

## **6. Independent Review Panel**

6.1. The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the SPRB's declining to reinstate following a permanent exclusion.

6.2. Parents will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.

6.3. The legal time frame for an application to the Independent Review Panel is set out in the DfE guidance.

## **7. Roles and responsibilities**

### **7.1. The Role of the Head of School**

- The role of Head of School is to ensure that this policy is applied fairly and consistently across The Trust.
- The Head of School will be responsible for reporting to SPRB on the implementation of the behaviour policy.

### **7.2. The Role of the SPRB**

- SPRB members will be responsible for monitoring the behaviour of pupils through SPRB meetings.
- The SPRB members will form a behaviour panel to deal with exclusions.

### **7.3. The Role of Parents and Carers**

- Reference to this policy will be included in The School Prospectus, School Policy Handbook, Home/School Agreement, on the school website.
- The policy is available in full via The Trust's website.

## **8. Monitoring and Evaluation**

### **8.1. The SPRB will evaluate the impact of this policy by receiving written data from the Head of School in his/her written report each term:**

- The number of fixed-term and permanent exclusions.
- The number of internal exclusions and off-site isolations at other schools.
- The number of Fair Access moves.
- Instances of bullying and the action taken.
- Support provided for the victim(s).

### **8.2. As part of the review of this policy, SPRB members will seek feedback from the pupil voice, staff and parents on the effectiveness of this policy. SPRB members nominated to monitor this policy will visit The Trust at different times of the day and report on their findings to the SPRB.**

### **8.3. The Trust will approve this policy.**

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## Appendix 1 – Behaviour for Learning System

### 1) Rewards

The Behaviour for Learning policy encourages pupils to make positive choices and re-enforces those choices through rewards. It is important to remember that we serve the pupils and not the system we put in place. Therefore, each school has the ability to tweak the BfL strategy to accommodate the needs of their pupils (what we award points for).

Rewards are at the centre of the policy and our aim within the Trust is to make sure that pupils are rewarded and recognised for good behaviour.

Each of the primary schools will have an agreed reward system that is issued on a point system (e.g. House points, Dojo Points, Class points). These will be recorded and collated through recognised stages in the form of Bronze, Silver, Gold certificates, stars and/or other.

### 2) Behaviour Flowchart

The Behaviour Flowchart is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the pupil's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. The flowchart starts afresh at the start of every morning and afternoon session. Caught Being Good (CBG) points are awarded at the discretion of the classroom teacher (5 maximum per day). They should be for work, contribution to classroom wellbeing or behaviour that is above and beyond the normal and to reinforce our high expectations and standards.

The Behaviour Flowchart is progressive. For example, if a pupil disrupts their own learning or the learning of others they will receive a Verbal Warning. If the pupil continues to disrupt their own or others learning they will receive a C1. To allow the lesson to flow both of these warnings should be quick and not interrupt the learning of others. No recording of these warnings need to occur.

The C1 represents the last chance to change before the behaviour causes points to be lost for the class (see below). The conditions that constitute any further sanctions can be discussed at whole school level. These need to be understood and applied by all staff.

If the pupil fails to address their behaviour and continues to disrupt their own or others learning they will receive a C2. The C2 needs to be recorded on the board and carries with it a deduction of 2 points from the class total earned in that session. Teachers may need to pause the lesson at this point to reinforce expectations and address the behaviour in a more formal manner. A pupil may be asked to move seats at this stage or have a brief (no more than 5 minutes) timeout with an SLT member or LSA if appropriate.

For persistent poor behaviour by the same pupil, the next stage is C3. There is still a chance to change before a red card is issued but this behaviour carries with it the following consequences;

- A 10 minute detention in KS1 (with the class teacher)
- A 15 minute detention in KS2 (with the class teacher)
- 3 points deducted from the class total
- Recorded on CPOMS
- Parents informed



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A 'Red Card' is only issued if the behaviour is becoming highly detrimental to the learning and/or safety of others in the classroom. A red card can be issued for serious offences like fighting in lesson or swearing at a teacher. The offences that constitute a red card must be carefully considered. Red cards mean the following must occur;

- All red cards will be recorded on the CPOMS system
- A 20 minute detention with a member of the SLT (KS1 and 2)
- Parents informed via planner or other
- 4 points deducted from the class total
- Follow up monitoring by SLT

Consequences given to pupils during lessons will be recorded on the Behaviour boards that are displayed in all classrooms. This is to remind pupils of where they are within the Behaviour System. Behaviour boards should be visual and prominent in each classroom. Each classroom should display the same chart so that uniformity is in place across the school / Trust.

Please note all consequences from 'C3' onwards are recorded on CPOMS. These then generate reports and are analysed by the Inclusion Teams in individual schools. Where there are concerns around behaviour, these are communicated to parents/carers and interventions may be put in place (please see section 3, 'Reports'.)

Any detentions that are issued during an afternoon session will be served on the lunchtime of the following day.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carers in order for a pupil to complete a detention. (Please refer to the DfE's Behaviour and discipline in schools' guidance).

### **3) Consequences**

C3 and cards accrued by pupils are monitored and analysed by the Senior Leadership Team and the Inclusion teams on a regular basis.

To support pupils and address any behavioural concerns The Trust uses a progressive system. This may include:

1. A meeting with the class teacher, child and parents
2. A meeting with the Learning Mentor, child and the parents
3. A meeting with a Senior Leader, child and parents

Such meetings will be recorded onto the CPOMS system. Parents will be requested into one of these behaviour meetings at the discretion of the SLT / Inclusion Team.

## **Appendix 2 – Internal Support / isolation**

The Trust schools will use internal support when pupils’ behaviour negatively impacts on the learning and/or safety of pupils. This is as a result of a severe incident, or a continuation of persistently poor behaviour, where the safety/learning of the child in question, other children or adults in school is compromised. This should be seen as a ‘final resort’ prior to exclusion.

Pupils may only be placed in internal support following consultation with the Head of School.

Appropriate measures will be taken to safeguard both pupil and adult in order to keep all parties safe – examples might include two members of staff present who have the recognised training in positive handling.

This will be for a specified amount of time, in a designated room/location with a designated member of staff acting in a supervisory capacity. All pupils placed in isolation must be supplied with class work.

### Appendix 3 – BfL flowchart

<p><b>Verbal Warning</b>          Poor behavior dealt with swiftly at source so lesson can continue uninterrupted</p>
<p><b>Chance to change C1</b>          Disruption to own or others learning. Final reminder to reverse disruptive poor behavior. Lesson proceeds with minimal disruption.</p> <p><b>Action to be taken</b></p> <ul style="list-style-type: none"> <li>• No recording on boards</li> <li>• No consequences</li> <li>• No reduction in class points</li> </ul>
<p><b>Chance to change C2</b>          Continued disruption to own or others learning, through any of the following: continued talking, being disrespectful, wasting time in lessons, poor attitude etc.</p> <p><b>Action to be taken</b></p> <ul style="list-style-type: none"> <li>• Record name on board</li> <li>• 2 points deducted from class total</li> <li>• Lesson may need to temporarily paused to remind the pupil(s) of expectations and realign behavior.</li> <li>• Last chance to change before a detention is issued</li> </ul>
<p><b>Chance to change C3</b></p> <p><b>Action to be taken</b></p> <ul style="list-style-type: none"> <li>• Record name on board. Record on CPOMS</li> <li>• 3 points deducted from class total</li> <li>• Lesson paused to address behavior more formally</li> <li>• Pupil may need 5 minutes out of lesson with an SLT member or LSA where appropriate</li> <li>• 10 minute detention at lunchtime in KS1 with class teacher</li> <li>• 15 minute detention at lunchtime in KS2 with class teacher</li> <li>• Parents informed</li> </ul>
<p><b>Red Card</b></p> <p><b>Actions to be taken</b></p> <ul style="list-style-type: none"> <li>• All of C3 except</li> <li>• 4 points deducted from class total</li> <li>• 20 minute lunchtime detention with SLT member</li> </ul>

**Behaviour for Learning**
**Behaviour by type and area:**

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3
C2 (-2)		Att (5-1)		Att (5-1)		Att (5-1)
C3 (-3)		Uniform (5-1)		Uniform (5-1)		Uniform (5-1)
Red Card (-4)		CBG (5-1)		CBG (5-1)		CBG (5-1)
<b>Week 1 Total</b>						
<b>Net</b>		<b>XX</b>		<b>XX</b>		<b>XX</b>

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## Appendix 4 – Exclusions and alternatives to exclusions

**‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Head of School in using exclusion as a sanction where it is warranted.’**

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

### 1) Fixed Term Exclusions

The School will use Fixed Term Exclusions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Fixed Term Exclusions will also be used when the good order of The Trust is threatened and/or pupil behaviour could potentially damage the reputation of The Trust.

The Head of School may exclude for the following reasons:

- Serious breaches of The Trust rules (for example – see Appendix 4).
- Repeated breaches of The Trust rules.
- Refusal to engage with internal support.
- Repeated disruption whilst in internal support.
- Five occasions in internal support.

The number of days pupils are excluded for will be at the discretion of the Head of School.

Fixed Term Exclusion data is closely monitored by the Head of School and the Inclusion Team. It is the responsibility of the Inclusion Leader to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the School and on the majority of pupils involved in the process.

The Trust is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual’s ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single incident in the process.

No pupil will receive greater than 45 days’ exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Head of School also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days. In addition, the Head of School retains the right, at any time, to permanently exclude those pupils who persistently cause disruption to the learning of others.

### 2) Permanent Exclusion

**‘A decision to exclude a pupil permanently should only be taken:**

- **in response to serious or persistent breaches of the school’s behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.’**

(DfE ‘Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Head of School will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Carrying an offensive weapon (see definition below).
- d) Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of The Trust community.

The Head of School may also permanently exclude a pupil for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- An offence which is not listed but is, in the opinion of the Head of School, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

### **3) Partial Timetable**

As an alternative to exclusion the Head of School in consultation with the Inclusion Team / outside agencies may, in limited circumstances, make use of a partial timetable to support a pupil. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by the School and parents. An example of a Partial Timetable Agreement between The School, pupil and parent/carer is shown on the following page.

**Partial timetable agreement**
**PARTIAL TIMETABLE AGREEMENT BETWEEN SCHOOL, PUPIL & PARENT/CARER**

Pupil Name:..... DoB.....

School .....

Clear objectives of Partial timetable:

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- 
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Start Date of Partial timetable	
End Date of Partial timetable	
Review Date of Partial timetable	

**LEGAL GUIDANCE REGARDING THE USE OF A PARTIAL TIMETABLE**

*“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the school is trying a partial timetable as an ‘alternative measure’ prior to an exclusion in the context of a behavioral support plan (BSP) or as part of a planned re-integration package. In such cases, schools should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- **have clearly defined objectives**
- **be for a specified and limited period of time;**
- **not, other than in very exceptional cases, be implemented without written parental agreement.**

*Once tried as an ‘alternative measure’ it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the ‘alternative measure’ would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of SENCO as well as the parents/carers. Schools need to be mindful that decisions to place pupils on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their pupils’ right to receive efficient full-time education.*

All parties to sign below to evidence they are aware of the legal guidance and responsibilities where a pupil is on a partial timetable. This document and a copy of the timetable should be retained by The Trust and a copy of both issued to the parent/carers.

Pupil name..... Date.....

Pupil signature .....

Parent/carers name ..... Date.....

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Parent/carer signature .....

Staff name ..... Date.....

Staff signature ..... Staff title.....



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## **Appendix 5 – Confiscation Guidance**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff should hand the confiscated item to the relevant member of support staff (SLT, Pastoral Staff, Main Reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.

Items confiscated by The School (other than mobile phones) can be collected by parents/carers except where The School has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters, matches.

The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The Head of School will use their discretion to confiscate, retain and/or destroy any item found as a result.

Electronic equipment, jewellery and other expensive items will be confiscated and held by The Trust for a period of one year. If, at the end of the year, the item has not been reclaimed then The Trust reserves the right to destroy the item.

Where alcohol has been confiscated The Trust will retain or dispose of it. This means that The Trust can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the student).

Where The School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head of School thinks there is a good reason to do so.

Where The School finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs', laser pens, replica weapons, energy drinks. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Head of School thinks that there is a good reason to do so.

Where a member of school staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that The School can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.