

**Positive Learning and Behaviour Policy
incorporating Anti-Bullying, Exclusions,
Drugs and Alcohol, Possible Restorative
Approaches and Uniform**

January 2021



**ARCHBISHOP
SENTAMU
ACADEMY**

Church of England

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Archbishop Sentamu Academy

Christian Vision

To lead the best life possible.

Our distinctively Christian vision is that everyone will be able **To lead the best life possible**, now and in the future. It's underpinned by the words of Jesus in John 10:10 which says *I have come that you may have life in all its fullness*.

This promise of life in all its fullness is lived out through our academy values of:

Respect

Rooted in the 'Golden Rule', promoting strong and positive relationships, where all are included and valued, and can discover their unique worth as children of God, are essential for our students and staff to flourish.

Community

Rooted in the Parable of the Good Samaritan, serving others, in the classroom and beyond, is second nature. Our academy community is committed to serving the local and global community through learning, advocacy, charity and broader engagement.

Courage

Rooted in the Parable of the Lost Son, our academy is a place where everyone can build perseverance and resilience, in a culture where confidence can grow amongst students, and the courage to face and learn from failure and mistakes becomes a natural point of growth.

Wisdom

Rooted in the Parable of the Wise and Foolish Builders, our academy is a place where thoughtfulness, reflection and acquisition of knowledge is expected of everyone, regardless of their starting point.

Archbishop Sentamu Academy

Positive Learning and Behaviour

1. Statement of Policy

The behaviour policy is rooted in the Christian principles of forgiveness linked to agreed changes of behaviour, with students given the opportunity at all times to make positive choices and repair damaged relationships. Achievement and faculty-based teams of staff will systematically reflect on barriers to learning and will take responsibility for developing innovative ways of better matching learning arrangements to students' individual needs. However, students who persistently refuse to abide by the agreed standards of expected behaviour will be subject to the procedures detailed in the relevant Academy policies which will include fixed term and, in exceptional circumstances, permanent exclusion from the Academy.

2. Statement of Policy Review

The Local Governing Committee has agreed that this policy will be reviewed on an annual basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review.

3. Introduction

Archbishop Sentamu Academy is committed to removing barriers to learning by providing an environment in which every student can safely access all the learning opportunities provided by the Academy and in which effective teaching and learning can take place.

Archbishop Sentamu Academy is also committed to improving opportunity in and for the wider community by encouraging students to develop the skills and behaviours that will allow them to take a positive, pro-active role outside as well as in school. This policy determines the boundaries of what is acceptable behaviour, outlines how those boundaries will be fairly and consistently applied and describes the system of rewards and sanctions related to acceptable and unacceptable behaviour.

4. Positive Learning

Archbishop Sentamu Academy wants its students to be ready to take up the challenge of being excellent citizens and workers, able to adapt and apply their skills in ways that will make them truly useful members of society.

Positive Learning is about personal development, with a focus on individual learners and their ability to develop the kinds of behaviour and skills that will allow them to respond effectively to the ever-changing world in which they live. Positive Learning is the fulcrum for all teaching and learning within the Academy and involves a commitment to developing the following attributes in students: **respect**, **courage**, and wisdom through **self-reflection**.

To support **respect**, staff will start every lesson with the "lesson ready" routine. They will model appropriate behaviour and language, showing what it means to be an effective learner, rewarding achievement and encouraging the removal of barriers to learning. They will, wherever possible, use the language of 'choice' to de-escalate and depersonalise potential conflicts, emphasising positive messages about learning, rather than having negative discussions about behaviour.

To support **courage**, teachers will promote praise of resilience when grappling with challenge, select activities and arrange the learning environment to provide an interesting, stimulating, challenging, engaging and exciting curriculum experience, with a range of levels, learning styles and pathways to choose from. A commitment to planning for this must be evident in every lesson (see Teaching and Learning Policy).

To support **self-reflection**, staff will encourage students to learn about learning; helping them understand how their learning habits can change, and supporting them to do so. They will routinely convey messages about learning through formal and informal language during everyday activities and interactions. They will use the language of learning to aid students' understanding of the links between behaviour and learning.

5. Barriers to Learning

Barriers to learning include:

- Entering the learning environment unready to learn;
- Preventing others from managing distractions;
- Allowing frustrations to damage learning;
- Adopting ideas, attitudes and behaviour inappropriate for a learning environment, in particular, contempt or disrespect for others' opinions, beliefs, background, race, religion, gender or sexual orientation; and
- Spoiling or regularly detracting from team learning.

5.1 Dealing with Barriers to Learning – using the language of “choice”

On identifying a barrier to learning, the staff member present will use exact language with the student concerned to describe the specific behaviour or poor choice made, and will advise about the good choice that should now be made. After a verbal warning this will be reinforced by the visible 'phase recording system' on display in the classroom.

If that advice is acted upon within a reasonable time and a good choice is made, the member of staff will praise the student appropriately. At this stage, students should be made aware of the consequences for not co-operating.

If the advice is not acted upon within a reasonable time or it is not appropriate for the student to be offered further opportunities to modify their behaviour, the member of staff should make a relevant note in the student's planner, and send them to the Named Removal Teacher along with relevant learning materials for that session. The Named Removal Teacher will not challenge the student in question but will invite them to sit at an appropriate desk and complete the work with which they have been provided.

Where the student refuses to go to the Named Removal Teacher (NRT) or, having gone there, continues to maintain barriers to learning, a member of the Pastoral Team or Senior Staff will be called.

If a student has had to be so removed, the Head of Year will consider the need to convene a parental meeting and book the student in for a period of internal exclusion. If a student continues to put up barriers to learning whilst in such a session, they will be referred to the Director of Behaviour or a pastoral Senior Leader to consider the next steps.

Where a student is alleged to be responsible for serious misconduct, whether inside or outside the Academy in circumstances where Archbishop Sentamu Academy may be brought into disrepute, the misconduct will be brought immediately to the attention of the Assistant Vice Principal to consider what action should be taken. Whether or not the reported circumstances

amount to serious misconduct will be a matter for the Assistant Vice Principal's professional judgement, as will the relevance of any sanction to be imposed.

Serious Misconduct includes, but is not limited to:

- Physical violence or assault against a fellow student or staff member;
- Threats of violence or assault against a fellow student or staff member
- Foul or abusive language towards a staff member
- Bullying against a fellow student
- Theft on school premises
- Serious damage to school property
- Racist behaviour
- Smoking
- The use of, or being under the influence of alcohol or drugs on academy property
- Refusing school discipline; and
- Deliberately presenting a Health and Safety risk, whether to themselves, fellow students or staff members.

6. Parental Involvement

No student will be excluded from the school without prior arrangements for their safe conduct being agreed with the relevant parent or carer. In our Academy it is EVERYONE'S responsibility to make contact with home. We encourage this to be done at the first instance of concerning behaviour (i.e. repeated disruption/phases) by Tutors or 'in-department' in the first instance.

A meeting with parent / carers (a reintegration) will be convened in every case of exclusion before the student is allowed to return to the School.

7. Internal exclusion

If a student continues to misbehave in spite of other interventions tried, a senior member of staff may decide to take him or her to the isolation room / RED to allow a period of reflection, and access additional support.

Individual members of staff may not send students to the isolation room.

8. Monitoring, Evaluation and Review

A behaviour log on Edulink is to be completed for all students causing disruption, and this will be picked up by both admin and pastoral staff at the earliest opportunity for monitoring purposes. Form tutors pick up on this through their computers at registration each day, enabling them to play a pro-active role in encouraging their tutees to make positive choices. Any safeguarding concerns must be logged on CPOMS.

The Behaviour Leadership Team and Assistant Vice Principal will monitor adherence to this behaviour policy through regular Team Leader meetings, reviewing individual cases with Senior Staff members and each term, with the Principal, evaluate its effectiveness in supporting organisational strategy and objectives.

9. Key Message:

The Positive Discipline Policy is only one aspect of increasing student motivation. High quality teaching and learning, a relevant curriculum, an inclusive and supportive pastoral system and effective communication with parents are also essential.

The success of the Positive Discipline Policy relies on:

Restorative Practice

Restorative practices aim to build our community and to repair and strengthen relationships within our community. Archbishop Sentamu Academy embraces Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible students.

We believe that strong relationships between all staff and student underpin good behaviour. Students and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and students. The students and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences. Restorative circles are encouraged as the first point of call and can be instigated by children and adults (See Appendix D)

Consistency

Everyone needs to understand the importance of using rewards and sanctions consistently. This will be supported regularly through drop-ins, learning walks and analysis of the behaviour data. Positive Discipline is intended to build on existing good practice and by having a clearer and more consistent approach.

10. Expectations of Student Behaviour

An effective behaviour management policy must have clear expectations. **The expectations must be made explicit to all students by all staff.** Students are expected to arrive at school on time, in correct uniform and with their planner, conduct card and equipment.

10.1 Uniform

- Students who are not in uniform (See Appendix E) at registration should be sent to their Head of Year (HOY) / Student Liaison Office (SLO). They should have a note in their planner, in the 'permission to leave the lesson' section with the time they left the form room.
- The HOY or SLO will contact home. Parents will be told that their child is out of uniform. Every attempt will be made to resolve the uniform issue in School so that the disruption to learning is as minimal as possible.
- If it is not possible to resolve the issue or contact home the student will be removed from lessons and will work either with their tutor or under the supervision of a senior member of staff.
- Only in exceptional circumstances will students be allowed into lessons if they are incorrectly dressed. If this is the case, they will be provided with a note from the HOY.

10.2 Planners

- Students who do not have their planner should be issued with a temporary planner by their Form Tutor and issued a negative in their conduct card.

10.3 Punctuality

- Students who arrive late to school will receive a 30-minute lunch time detention.
- Student Services will record this on the school system.
- The Pastoral Team will contact home for students who are repeatedly late to school.

10.4 Classroom Expectations

Expectations of behaviour are in the student planner and displayed in classrooms. Staff should use these to explain to students at the beginning of term what is expected of them and as reminders when students are failing to adhere to the rules.

- Arrive to lessons on time and line up quietly in single file
- Do as you are told by staff first time, every time
- Sit in the seating plan as directed by your teacher
- Put your planner on your desk and be ready to work at the start of every lesson
- Be responsible for your own learning; take an active part in lessons
- Complete all work to the best of your ability; have pride in your work and ask for help if needed
- Put your hand up and wait to be asked to speak
- Always listen attentively to the teacher or student who is speaking
- Respect yourself and the learning of others
- Always use appropriate language

10.5 Around School Expectations

- Keep to the left, walk quietly
- Do as you are told by staff first time, every time
- Be polite and respect other people's feelings
- Wear your school uniform properly at all times
- Respect others and their property
- Use respectful, appropriate language
- Eat and drink only in the designated places
- Put litter into bins and respect the environment

11. Recognition and Rewards

The Positive Discipline Policy is based on the belief that the majority of students behave well most of the time. All staff should have high expectations in terms of work and behaviour. When students meet staff expectations this should be recognised and praised / rewarded. Through the **consistent** application of praise and rewards good behaviour is reinforced and inappropriate behaviour marginalized.

- Staff should approach each lesson in a positive frame of mind.
- Lessons should be varied, interesting and challenging.
- Students should be told when they are doing well.
- Praise should be used frequently and consistently.
- Criticism should be constructive and include advice on how to improve.

The Rewards System within the Positive Discipline Policy reinforces the informal praise and rewards that all staff use as part of the teaching process.

11.1 Positive Referral - Merits (smilies)

All teaching staff will have access to Edulink and can award merits when they see fit. Relevant staff are informed automatically on Edulink regarding positive and negative incidents. Edulink can also be accessed via mobile phones or mobile devices.

11.2 In lessons

- In every lesson staff should award merits to students who have displayed excellent behaviour and progress. Students who fail to adhere to academy rules will receive Demerits (Phases).
- Merits are collected and form part of the House Competition System.

12. Sanctions for Misdemeanours in Lessons

The Phases Behaviour System is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. The Phases system is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

All lessons should start promptly. It should be made clear to students by subject staff that they must be on time for lessons. The formal start to the lesson **MUST** be followed in all classrooms:

- Students should sit in the seating plan drawn up by the teacher.
- They should have their planner on the desk.
- They must work in silence while the register is taken.

If a student arrives after this, unless they have a note giving an acceptable reason for their lateness a negative will be put in their conduct card and recorded on the register.

Any student who is without the equipment needed for the lesson will receive a negative in their conduct card.

12.1 Role of the teacher – before applying the phases system

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on positive aspects of behaviour.

'When students behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately'.

Setting the scene for positive behaviour is key.

Strategies for managing behaviour and learning – teachers should use strategies to de-escalate poor behaviour, to re-engage, to avoid disruption and to prevent students stopping others from learning and entering the Phases system (i.e. prevent Phase 1, Phase 2 etc.). The Phases system is not an alternative to the techniques teachers use in their teaching and behaviour management.

Positive role model – teachers will be at the door, smile, and be enthusiastic about working with the students and about the content/context of the lesson. When students are having difficulty, teachers will discuss how successful learners deal with the frustrations and create a calm atmosphere. Consideration will be given to Spiritual, Moral, Social and Cultural

issues and how developing the 'big picture' with students allows them to think outside the box.

Giving achievements and praise – teachers will aim to apply achievements and praise with care – being sure to have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each lesson / day with a clean slate – teachers will make sure that incidents have been dealt with from prior lessons.

Be consistent – teachers will use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. Teachers will state the facts when they describe behaviour. They will not invite discussion by phrasing their comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, Phase 1". Teachers will ensure that students know it is their priority to maintain the pace of the lesson for the benefit of all students.

The Phases system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the Phases system is only necessary for a minority. Pace, challenge and positive reinforcement should sustain and enthuse the majority of students.

Key questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted students at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

The Phases Consequence System in the classroom

Teachers will use various strategies to ensure that students do not disrupt the lesson or distract others and that they work to the best of their ability. If, despite these strategies, a student's behaviour does not meet expectations of the teacher, the following system will be used:

Each classroom has a Phases board structured as follows:

Name	Phase 1	Phase 2	Phase 3

A student's name appears on the Phases board if they reach Phase 1, as per the following system:

Verbal warning / rule reminder

Phase 1 – First strike on the phases board: Additional warning

Phase 2 – Second strike on the phases board: Final warning

- Restorative conversation with the Class Teacher at the end or after the lesson

Phase 3 – Third strike on the phases board: Named Removal Teacher (NRT) removal in another classroom

- **Phase 3a:** 30-minute HOY detention (Successful removal)
- **Phase 3b:** 60-minute HOY detention (Additional support required / failure to fully meet expectations)

Serious incidents / continued defiance:

Phase 4 – Isolation followed by the detention

- **Phase 4a:** Half day in isolation (11:50pm – 4:10pm)
- **Phase 4b:** Full day in isolation (9am – 4:10pm)

Phase 5 – RED (Restorative Education Development) placement

Phase 6 – Fixed Term Exclusion

- Followed by a reintegration and Isolation / RED placement

Phase 7 – Permanent Exclusion. See appendix B

When do I call for further assistance? If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff / another student, or repeated defiance, then a senior member of staff or an SLO must be contacted.

Students can be placed directly into Isolation / RED by the Director of Behaviour for:

- Repeated defiance
- Fighting / Violent behaviour
- Bullying
- Racial or sexual harassment
- Handling stolen goods
- Deliberate damage to property
- Offensive language

Fixed term exclusions will be used for students who have completed all the other levels of sanction and continue to disrupt the learning of other students.

Depending on the nature of the incident a student may miss out on other Phases and move straight to a Fixed Term or Permanent exclusion. These incidents may include:

- Threatening or intimidating behaviour to staff
- Unprovoked serious assault on a student
- Possession of or being under the influence of illegal substances. See appendix C
- Possession of a weapon on school premises
- Throwing item(s) off a balcony or down a stairwell
- Sexual harassment

The length of the fixed term exclusion will depend on two factors:

- I. The seriousness of the offence

2. The number of previous exclusions. Students will be given a longer exclusion on their second and third offences.

The Student Liaison Officer or Head of Year dealing with the incident will complete all investigations. A decision about how to proceed is then taken. The decision to exclude is the Principal's.

Once this decision has been taken parents will be contacted. Confirmation in writing, giving details of the incident and the length of the exclusion will be sent as soon as possible. Parents must be informed of their legal rights. Copies of the documentation must be sent to the LEA. The Principal's P.A. is responsible for the letter production and circulation.

A reintegration meeting involving the student, parent or carer and Assistant Vice Principal / Director will take place before the student returns to school.

- Details of the timing of the meeting will be contained in the exclusion letter.
- Prior to the meeting the office will produce a pack of information (attendance certificate, conduct log, most recent teacher assessments).
- The meeting should review the reasons for the exclusion, set targets for behaviour and agree any additional support.
- On their return to school students will complete at least one day in isolation/RED.

Permanent exclusion from school is a last resort when all attempts to modify a students' behaviour have failed, he/she will not conform to school rules and their behaviour is having a serious impact on the learning of others. Prior to this action being taken the school should have involved a number of outside agencies.

Permanent exclusions could also be used for one off serious incidents such as:

- Dealing in illegal substances. See appendix C
- Bringing drug-related paraphernalia onto academy premises
- Assault on a member of staff
- Bringing a weapon onto school premises.
- Verbal abuse towards staff
- Sexual harassment towards staff
- Racist incidents

This decision can only be made by the Principal and then has to be ratified by the Governor's Discipline Committee. Detailed information regarding exclusions can be found in Appendix B of this document.

13. Sanctions for Misdemeanours outside of lessons

Students need to have it made clear to them how they are expected to behave around school – on the corridors, in the dining room, outside in the yard and on the field. This should be done at the beginning of the year in Form Tutor time and assemblies. There should be regular reminders throughout the year.

The Academy operates a Conduct Card System to encourage positive behaviour around the Academy. Students accrue negatives for not meeting expectations and positives for going above and beyond normal expectations. If a student receives 5 positives in their conduct card, they will receive 5 smiles. If a student receives 5 negatives, they will receive a 30-minute whole school detention.

Tutors will check conduct cards during every tutor session. Once a conduct card is full (with 5 positives or 5 negatives) the Tutor will file the conduct card and issue the student with a new card.

The conduct card system is only for minor issues. Serious incidents outside of lessons are dealt with the same as serious incidents inside lessons, i.e. a phase 4, 5, 6 or 7.

Archbishop Sentamu Academy

ANTI-BULLYING POLICY – Appendix A

I. Statement of Policy

The aim of this Anti-Bullying Policy is to ensure that students learn in a supportive, caring and safe environment at Archbishop Sentamu Academy without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the Academy.

The Academy is committed to providing a caring, friendly and safe establishment for all of our students so they can learn in a positive and secure environment. Bullying of any kind is unacceptable in the Academy. If bullying does occur, all students should be able to inform staff and be confident that incidents will be dealt with promptly and effectively.

At Archbishop Sentamu Academy we do not discriminate against any child or adult on the grounds of the following, which include but are not limited to race,

- Disability;
- Gender;
- Age;
- Gender reassignment;
- Pregnancy;
- Maternity;
- Religion or belief;
- Sex;
- Sexual orientation.

We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

I.1 The aims are:

- To prevent the occurrence of bullying;
- To create a positive and safe learning environment;
- To develop individuals' self-esteem and respect for others;
- To have a complete and consistent method for dealing with incidents of bullying;
- To resolve bullying by means of reconciliation, support, or sanctions, this is directly linked with our Positive Handling Policy and Equality Policy.

I.2 And that:

- All members of the Academy community share an understanding of what is defined as bullying;
- All staff share a consistency of response;
- Staff and students recognise the benefit of taking a stand against bullying;

- Governors, parents and other members of the local community are aware of the Academy's policy on bullying;
- A high level of awareness of the Anti-Bullying Policy and its aims is maintained through INSET (in-service training), PSHE, and the wider curriculum.

2. What is Bullying?

Bullying is a "wilful, conscious desire to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim". Bullying may include:

- Physical harm - pushing, kicking, punching, pinching, any form of violence;
- Verbal abuse - name-calling, sarcasm, spreading rumours, persistent teasing;
- Cyber bullying - sending harmful or cruel text or images using any area of the internet or mobile phones;
- Emotional abuse - tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty looks, spreading rumours, demanding money;
- Homophobic abuse - unwanted physical contact, abusive comments, particularly related to sexuality;
- Sexual abuse - unwanted physical contact, abusive comments, particularly of an inappropriate sexual nature;
- Racist abuse - racial taunts or "jokes" graffiti, gestures, making fun of customs, accents, refusing to work with someone of a different cultural background.
- Peer on peer abuse- this is a wider term that encompass bullying but also sexual harassment, physical or sexual assault and sexting.

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. Minor incidents may include:

- Name calling;
- Looks;
- 'Borrowing' equipment;
- One student intimidating another in order to copy homework;
- Spoiling another student's work;
- Pushing in at the dinner queue;
- Groups of students isolating another by not letting him or her join in;
- Forcing students to give up their place at a computer.

Bullying takes many forms and can be motivated by prejudices against particular groups. This can include but not limited to;

- Race;
- Culture;
- Religion;
- Gender;
- SEN;
- Sexual orientation.

2.1 Cyber bullying

Cyber bullying is a different form of bullying and can happen any time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can be individual or group behaviour that includes hurtful texts, sharing

inappropriate images via text/ social media, spreading rumours through social networking sites and obtaining false identity to cause harm or mischief. Prevention is better than cure, therefore, we embed good safe IT practise into all our teaching and learning. Please refer to the Academy's E-Safety Policy.

2.2 Sexual Harassment

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.

Sexual Harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Sexual Harassment is likely to: violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any report of Sexual Harassment at Archbishop Sentamu Academy will be taken seriously, and the Academy will utilise appropriate sanctions, as outlined in the behaviour policy.

2.3 Signs and symptoms

There are a number of possible signs and behaviours which might indicate a student is being bullied which may include:

- Withdrawn, isolated behaviour;
- Unwillingness to come to the Academy;
- Stops eating;
- Is afraid to use the internet or mobile phone
- Complaining about missing possessions;
- Begins to truant;
- Feels ill in the morning;
- School work begins to deteriorate;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other students;
- Refusal to talk about the problem;
- Easily distressed;
- Damaged or incomplete work;
- Refusing to work in a group or with another student.

Whatever the intensity of the bullying, staff should intervene. All staff should be vigilant at all times. Staff will report all incidents of alleged bullying so all incidents can be fully investigated and support put in place.

2.4 Safe Havens

Students must be aware of places to which they can go during non-teaching time where they feel safe. Students can go to; the SLO office if they need sanctuary. They should be aware of whom they can contact for support at any time during the day. This can be any member of staff or a member of the Pastoral Team.

3. Procedures

- The priority is to give protection and support to the victim;
- Staff must make it clear that the bully's behaviour is totally unacceptable - it is important that disapproval is explained in a calm and rational way;
- It is vital that alternative behaviour is discussed with the bully in order that long term behaviour can be improved;
- Appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate), should be carried out;
- Any incident of bullying must be logged on CPOMS and reported to a Student Liaison Officer or the Anti-Bullying Coordinator. A full investigation will then take place. Upon investigation a meeting will take place with the students concerned and the relevant Pastoral staff. In this meeting, grounds will be established to ensure that all parties feel that the issue has been resolved and that the victim of bullying feels safe. In the unlikely event that the issue can't be resolved, the Anti-Bullying Coordinator will seek further assistance from external agencies.
- Victims of bullying may end up believing that they deserve to be bullied – they feel powerless and vulnerable - self-esteem can be badly damaged and so it is essential that self-confidence is re-established;
- Investigations into bullying incidents will be thorough and involve the bully, the victim and any witnesses;
- The bully will be supported in recognising their unsociable behaviour and offered support to modify that behaviour;
- Sanctions, if appropriate will be decided on the individual incidents and circumstances;
- Parents will always be informed of the incident and the outcome;
- After the incident has been dealt with each case will be monitored by the Anti-Bullying Coordinator to ensure repeated bullying does not take place.

3.1 Serious Bullying Incidents outside the Classroom

- Appropriate intervention is vital;
- The victims must be given support and protection;
- Names or recognisable features of those involved should be obtained;
- The victim should be allowed to leave or be taken away from the scene - it may be appropriate to take them to the medical room for First Aid;
- If necessary, help should be obtained from the Head of Year or Senior Staff;
- A record must be entered on CPOMS in the first instance; and
- If a bullying incident is severe, it may be helpful to seek the advice and support of the Police Community Support Officer - this must be done through the Head of Year and Anti-Bullying Coordinator.

3.2 Serious Bullying Incidents in a Classroom

If a serious bullying incident occurs in a classroom, when a teacher needs assistance, initially Subject Team Leaders or Heads of Year should be used. Sensitivity towards the victim must be exercised in order that he or she is not further embarrassed in front of his or her peers. Similarly, the bully should not be given the opportunity to become a 'hero'.

3.3 Serious Bullying Incidents outside of the Academy

The Academy has statutory powers to discipline poor behaviour outside the Academy. Students should be identified as such by wearing the Academy uniform. Students who experience such bullying can report it to Academy staff including their Form Tutor, a Student Liaison Officer (SLO) or Heads of Year (HOY).

If a bullying incident is severe, it may be helpful to seek the advice and support of the Police Community Support Officer - this must be done through the Anti-Bullying Coordinator in the first instance. The Anti-Bullying Coordinator will collaborate with necessary personnel i.e. SLO, HOY, Director of Behaviour and where necessary the Senior Leadership Team. In some cases this is reported to the Police directly from the parent or carer, but we do ask to ensure the correct support and actions are taken within the academy that parents or carers notify the Pastoral team in good time in order for the academy to log and ensure the following,

- The victims must be given appropriate support and protection;
- Names or recognisable features of those involved should be obtained;
- If necessary, help should be obtained from the Head of Year or Senior Staff;
- Relevant departments should be informed where appropriate for example Form Tutor;
- Liaison with parents or carers to ensure updates and new information is delivered or obtained;
- Liaison with outside agencies where necessary for example the Police Community Support Officer;
- A prompt record must be entered on Edulink and updated where appropriate.

3.4 Peer on Peer Abuse

At Archbishop Sentamu Academy, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse, which may occur between peers including:

- All forms of bullying
- Being coerced in sending sexual images (sexting)
- Physical or sexual assaults
- Child sexual exploitation
- Sexual harassments

These behaviours should never be tolerated, passed off as ‘banter or horseplay’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration given to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice will be sought from either Humberside Police and/or Hull City Council EHaSH.

- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the Academy's policies.
- Where there is no risk of significant harm, parents of all children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in these policies, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges 2017)

4. Roles and Responsibilities

4.1 Governing Body

The Academy's governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The Governing Body will:

- Support the Principal and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Appoint a member of the Governing Body to have a specific responsibility for bullying.

4.2 Principal

The Principal is responsible for implementing the Anti-Bullying Policy and will ensure that:

- Bullying is addressed as an issue in the curriculum;
- All staff receive training that addresses bullying behaviour;
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying;
- A senior member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

4.3 Senior Leader

The Anti-Bullying Coordinator is responsible for compliance in regards to anti-bullying within the academy. The Anti-Bullying Coordinator will meet with the Pastoral Team on a regular basis, in order to discuss students who have not responded to the academy's strategies accordingly. It will be discussed and agreed where necessary to submit referrals; having first undertaken some preliminary work with the student/family. Where the anti-Bullying Coordinator is not the DSL, they will liaise with the DSL regarding bullying incidents.

The Anti-Bullying Coordinator is responsible for managing and monitoring the following;

- Ensure compliance within the whole academy and Pastoral Teams;
- Meetings with students internally in regards to bullying to ensure the concern has been resolved;
- Parental meetings where necessary;
- Ensure that the policy is communicated to students, staff, parents/carers and Governors;
- Ensure detailed and accurate records are regularly collected and used to implement strategic planning on attendance matters;
- Report to Governors on bullying matters;

4.4 Pastoral Teams

To monitor the welfare of their year group effectively the following responsibilities and duties include;

- Induct new staff in the year team on anti-bullying procedures;
- Monitor students welfare regularly, setting targets for improvement as appropriate;
- Monitor the performance of individual tutor groups, following up with individual tutors regarding incidents that are not being effectively addressed;
- Regularly put bullying concerns onto the agenda of Year meetings;
- Ensure that contact is made with students / parents / carers with concerns surrounding bullying;
- Good record keeping of incidents on the academy systems (CPOMS and Edulink).

4.5 Parental Involvement

Following any incident, parents of both bullies and victims should be made aware of the situation and how their actions could help. The Pastoral Team should involve parents at an early stage whenever it appears that there may be a problem.

We want Parent/Carers to feel confident that everything is being done to make sure their child is happy and safe at the Academy. We expect that parents/carers will:

- Understand and be engaged in everything that is being done to make sure that their child enjoys and is safe at the Academy, and,
- Support the Academy in helping us meet our aims.

4.6 Students

We expect that students:

- Will support the Principal and staff in the implementation of this policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied, usually either a member of staff or parent/carer.
- Will prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.
- Students must recognise that being a 'bystander' is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

5. Related Policies, Guidelines and Legislation

This policy should be read in conjunction with:

- Positive Handling (Care and Control) Policy;
- SEN Policy;
- Attendance Policy;
- Child Protection Policy;
- E-Safety Policy;
- Complaints Procedure;
- Equality Policy.

EXCLUSIONS POLICY – Appendix B

1. Aims

Our academy aims to ensure that:

- The exclusions process is applied fairly and consistently;
- The exclusions process is understood by governors, staff, parents and students;
- Students in school are safe and happy;
- Students do not become NEET (not in education, employment or training).

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude students:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

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

3. The decision to exclude

Only the principal, or acting principal, can exclude a student from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student, either permanently or for a fixed period, the principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events

- Consider if the student has special educational needs (SEN)

4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

5.1 The Principal

Informing parents

The principal will immediately provide the following information, in writing, to the parents of an excluded student:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the student may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend
- The principal will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the time for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The principal will notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the student missing a public examination

For a permanent exclusion, if the student lives outside the LA in which the school is located, the principal will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay. For all other exclusions, the principal will notify the governing board and LA once a term.

5.2 The governing board

Responsibility regarding exclusions is delegated to the local governing committee who delegate this to a designated sub-committee consisting of at least 3 governors.

The dedicated committee of the local governing committee has a duty to consider the reinstatement of an excluded student (see section 6).

For a fixed-period exclusion of more than 5 school days, the local governing committee will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

5.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Considering the reinstatement of a student

The sub-committee of the local governing committee will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination

If requested to do so by parents, the sub-committee of the local governing committee will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, the sub-committee of the local governing committee will consider the reinstatement of the student before the date of the examination. If this is not practicable, the sub-committee of the local governing committee will consider the exclusion and decide whether or not to reinstate the student.

The sub-committee of the local governing committee can either:

Decline to reinstate the student, or

Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, the sub-committee of the local governing committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The sub-committee of the local governing committee will notify, in writing, the principal, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the sub-committee of the local governing committee's decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded student has recognised SEN, parents have a right to require the LA/academy trust to appoint an SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7. An independent review

If parents apply for an independent review, the academy trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the sub-committee of the local governing committee of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the principal category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or principals during this time
- Principals or individuals who have been a principal within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member/director of the academy trust, or governing board of the excluding school
- Are the principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a principal at another school)
- Have, or at any time have had, any connection with the academy trust, school, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1a for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

8. School registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a reintegration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

10. Monitoring arrangements

The Assistant Vice Principal, monitors the number of exclusions every term and reports back to the Principal. The Principal will liaise with the local authority to ensure suitable full-time education for excluded students. This policy will be reviewed by the Assistant Vice Principal annually. At every review, the policy will be shared with the governing board.

Appendix 1a: Independent review panel training

The trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making;
- The need for the panel to observe procedural fairness and the rules of natural justice;
- The role of the chair and the clerk of a review panel;
- The duties of principals, governing boards and the panel under the Equality Act 2010;
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

Archbishop Sentamu Academy

DRUGS AND ALCOHOL POLICY – Appendix C

1. Statement of Policy

The Principal, Governors and Staff of Archbishop Sentamu Academy are aware of the growing problems in society regarding the availability of and use and misuse of drugs. It is our intention to keep our Academy drug-free environments.

Whilst we recognise the importance of supporting the individual, it is our aim to make the safety and welfare of all the students in the Academy our priority.

2. Definition

- Archbishop Sentamu Academy defines a drug as a substance which, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and non-prescribed medicines.
- A list of Drug Categories and Definitions is shown in Appendix C1a.

3. School Policy and Sanctions

3.1 Medicines

- Archbishop Sentamu Academy has a separate policy for the administration of medicines that must be followed for everyone's safety.

The following apply to offences by students when under Academy responsibility:-

3.2 Illegal Substances/Other Substances (listed in Appendix C1a)

- Any student possessing or dealing drugs, **or a substance they believe to be drugs**, and/or bringing them in to school will be permanently excluded.
- Any student **using** (injecting, snorting, smoking - including taking a 'drag' - or ingesting in some other way) drugs Class A, B or C will be permanently excluded.
- If a student smokes a cigarette (an activity forbidden in the Academy) that subsequently turns out to contain cannabis or any other Class A, B or C drug, then he/she also will be permanently excluded.

3.3 Alcohol

If a student is caught in the possession of alcohol or is deemed to be under the influence of alcohol, he/she can expect to receive a fixed term exclusion as a minimum. The school will advise a referral to the appropriate support agencies and parents will be asked to follow this through.

3.4 Tobacco (to include vaping)

If a student is found to be in possession of tobacco or vaping products or is caught smoking or vaping the substances will be confiscated and the student will receive an internal exclusion. Parents will be contacted by the Pastoral Team and support for the student will be discussed.

4. Procedure for dealing with a drug related incident

- Immediate attempts to contact parents/carers will be made if it is clear a student has drugs or has used drugs on academy premises.
- Any student who is suspected of having used or being in possession of or dealing any substance will be isolated and questioned, by at least one member of the Senior Leadership Team, in the presence of a supportive adult witness. The supportive adult witness can be a member of the Academy's pastoral team or a member of staff the student feels comfortable with.
- All discussions will be recorded in writing, in note form, and the student will be asked to give their account of the situation.
- Any illegal substance confiscated must be locked away. It may be passed to the Police or destroyed. If the school is asked to destroy this, then this must be treated as clinical waste, disposed with a witness present and the facts recorded.
- The Academy reserves the right to ask a student to empty bags, pockets or lockers where there is any suspicion that the student has a drug in his/her possession. Such searching will be carried out by a member of staff of the appropriate sex in the presence of a senior member of staff. Where possible, an attempt will be made to have parents present prior to such a search taking place. If a parent cannot attend at that point there will be an emergency contact present or supportive adult witness present.
- For academy visits all of the above will apply and the party leader will contact the Principal and inform of any incident. Parent(s) will be requested to make appropriate arrangements to collect the student.
- Parents will be invited to seek medical advice, where appropriate, and school will provide the appropriate contacts.
- Information relating to the possession and/or supply of illegal substances will be passed to the Police.
- Information relating to the activities of anyone outside school connected to the incident will be passed to the Police.

Appendix C1a

Examples of Drugs and other substances that apply under this policy

Definition of a Drug - 'A drug is any substance that changes the physical or psychological aspects of the body.'

Classes and Types of Illegal Drugs:

Class A

Class B

Class C

Heroin, Methadone, Opium

Amphetamines

Mild Amphetamines

Cocaine, Crack Cocaine

Barbiturates

Tranquillisers

L.S.D.

Codeine

DFI 18 (painkillers)

Ecstasy

Cannabis Resin and Grass

Processed Magic Mushrooms

Any Class B Drug that is injected

Common Names:

Heroin: H, Smack, Skag, Horse, Junk Brown, Ecstasy: E Echoes, Doves, Biscuits

Magic Mushrooms: Mashies, Happies, Sillies, Shrooms

Speed (Amphetamines): Speed, Uppers, Whizz, Amph, Sulphate

Crack: Rock, Wash, Stone

Cocaine: Coke, Snow, Charlie, C

Cannabis: Grass, Blow, Weed, Spliff, Ganja, Dope, Hash

Ketamine: Kat Valium, Kat tranquiliser, K, Special K, Super K, Vitamin K, Purple, Jet, Kit Kat

LSD: Trips, Acid, Tabs, Microdots

Tranquillisers: Valium, Librium, Ativan (not illegal to use with prescription or to possess in medicinal form – illegal to give/sell for non-medical use).

Other Substances:

Solvents: Gases, Glues and Aerosols

Anabolic Steroids: Deca-Durabolin, Dianabol, Stanozolol

Poppers (Alkyl Nitrites): Liquid Gold, Amyl, Rush, Nitrites

Miaow Miaow (Khatt)

New psychoactive or volatile substances, including drugs formerly known as "Legal highs" such as Spice, Black Mamba, or Clockwork Orange

Any so called new "legal highs", including any not yet covered by general legislation around New Psychoactive Substances (NPS – see above)

This list is not exhaustive.

POSSIBLE RESTORATIVE APPROACHES – Appendix D

Listed below are some examples of the affective statements which all staff can use with students at the initial stage of the behaviour process;

Statements

I was very disappointed when you did that to John.
I am upset and angry by what has just happened.
I feel that all the work I have done has been wasted through your actions.
I feel that (describe the action) was very disrespectful.
I feel disrespected and angry when you ignore me.
I am sorry that I misunderstood the situation...
I feel really proud of you when I heard...
I feel really pleased and encouraged that you made the right choice.
I respected your honesty and thank you.
I want to thank you for your cooperation.

Restorative Questions To be used by adults and children to support situations where harm has been done

Questions

What happened? – followed by: What were you thinking about when you did that?
How did your actions affect...?
How do you think...felt about what you did?
How do you feel about what you did?
How do you feel about what you did and the affect it had it had on me?

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the student's age. We should always ensure that we are targeting the right student(s).

Remember it is the behaviour which is unacceptable, never the student.

EQUIPMENT AND UNIFORM – Appendix E

Uniform Expectations

- Academy blazer with logo
- Academy tie with logo clearly visible
- Academy Black trousers with ASA Logo** (skinny fit trousers are not permitted)
- If worn, belts must be plain, black, and they may not exceed 1” [2.5cm] in width
- White shirt (must have a collar button)
- Black socks (No ankle socks) for both boys and girls, girls may wear black or skin/beige coloured thin tights (brightly coloured or white socks will not be allowed under any circumstances)
- Royal blue Academy V-neck pullovers and royal blue cardigans are optional – they may not be worn in place of the blazer**
- Plain black shoes with no logos or other visible colours
- (Rockport or Timberland type boots are not allowed; trainers or trainer-style shoes are not allowed; sand shoes are not allowed).

All items indicated with ** must be purchased from Steady School Wear

P.E. Kit Expectations

For PE lessons, all students are expected to wear:

- Blue/white reversible rugby shirt OR
- Royal blue short sleeved polo shirt depending on the season
- Black shorts or tracksuit bottoms
- Royal blue sports socks
- Appropriate trainers or football/rugby boots depending on events taking place

All PE items, excluding footwear, must be purchased from Steady School Wear

29 Holderness Rd,
Hull,
HU8 7NA

01482 322982

<https://steadyschoolwear.co.uk/>

Equipment Expectations

- All academy students are expected to bring the following to school every day;
 - Academy planner, pen, pencil, ruler, eraser, pencil sharpener, some coloured pencils.
 - Students are required to carry their equipment in a plain school bag

Students may purchase items of equipment from the Student Services Office if required

The following are not allowed at the academy under any circumstances:

- Jewellery, other than a single, small gold/silver, plain, stud in each ear lobe (no bigger than 4mm in diameter)
- Body modification piercings
- Coloured nail varnish
- Eyeliner, mascara, lipstick or any other form of make-up. Light foundation to cover up skin blemishes will be allowed.
- False eyelashes
- Mini skirts
- Thick woollen tights/leggings
- Over-the-knee black socks/leggings
- Fashion belts
- Patterned or coloured t-shirts that are visible underneath a white shirt
- Dyed hair of an unnatural colour i.e. pink, purple, green
- Mohican or other extreme fashion haircuts such as ‘tramlines’ or symbols cut into hair
- Chewing gum
- Facial piercing is strictly prohibited under any circumstances.

*** The use of any electronic equipment in any lessons is prohibited unless specifically allowed by a member of staff. Items issued by the Academy can be used. Students ARE NOT allowed to use mobile phones, MP3 players or other electronic devices in the Academy. If any student is found using a mobile phone it will be confiscated by a member of staff until the end of the day.

Parents will be required to collect the phone from the Main reception (9am – 4pm Monday to Thursday, 9am – 3:30pm on a Friday).

The Academy will not be responsible for the loss or damage of these items under any circumstances.



