

Conyers School

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POSITIVE BEHAVIOUR POLICY

Updated: October 2019

Origin: Student Support Team

Introduction:

This policy is designed to help us to reach our school objectives for student support so that every student achieves their potential. It clarifies expectations to produce a common approach to pastoral care and promote a purposeful learning atmosphere. Strategies seeking to continually improve behaviour are based upon the premise that "there is no performance, however poor, that cannot be made worse by lack of praise". It is equally important that, when approach to work and other behaviours are unsatisfactory, there should be a range of effective sanctions clearly understood by the whole school community.

Sections of the Policy cover:

- * Our expectations
- * Encouraging Good Behaviour - A Rewards System
- * Sanctions and Interventions
- * Action by staff
- * Searching Students
- * Equality Act 2010 in respect of SEND students
- * Allegations of Abuse against staff

Appendices: E-Safety (Online) Policy
Control and Restraint Policy

Annexes: Anti-Bullying Statement
Drugs Statement
Home School Agreement

Policy:

1. **Our Expectations**

As young people grow older they expect to have greater freedom and to be treated in an adult way. However, with freedom come responsibilities and communities have certain expectations of their members. At Conyers all members of our community will excel if they meet the following expectations:

BE READY

BE RESPECTFUL

BE SAFE

There is also an expectation of high standards of behaviour off site, particularly when students are travelling between school and home or on school visits.

*Uniform

Students must comply with the school's uniform policy. Failure to comply will result in the parent/ carer being contacted to bring in the appropriate clothing or the student will be allocated items of uniform by their Pastoral Manager. Failing that the student will be isolated for the remainder of the day.

2. **Encouraging Good Behaviour - A Rewards System**

Students and staff thrive on an encouraging and praise-based ethos. Recognition serves to encourage as well as to teach the behaviour that is expected. Praise to correction ratios of at least 3:1 are recommended and up to 10:1 when "new" behaviours are sought.

General points

- Praise and encouragement should be given by all staff.
- All aspects of school life should be included - punctuality, attendance, effort, academic achievement, progress, extra-curricular achievements, service to the school, acting as a representative.

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- Pastoral Managers and Form Tutors should be informed of notable achievements using the achievement section on SIMS (Electronic Gold Slip). In special cases Pastoral Managers, Director of Care, Support and Guidance or the Headteacher should be involved.
- Tutors and teachers should be encouraged to display work and have a congratulations board for particular achievements.
- Briefings, staff bulletins, newsletters, school website and the local press should be kept informed about special achievements of individuals or groups.
- Assemblies should be used for special praise.
- The student planner should be used to inform parents of achievements. A phone call, postcard, praise note, email or letter should also be used where special praise is justified.
- Pastoral Managers should keep a record of notable successes in their year.

Subject teachers and teams will reward students in a variety of ways including:

- using verbal and non-verbal cues to ensure that every student in every class feels valued;
- personalised positive feedback to written work and suggestions for improvement;
- Year 8-11 students save up reward letters which are informed by reporting data – effort, behaviour and progress;
- Gold slips should be awarded to students who go above and beyond what is expected;
- informing parents through positive comments in student planners or letters home;
- Team systems e.g. postcards home, praise notes (1 praise note per class per week, 1 positive communication home a week)
- Nominate students for Hot Chocolate Friday
- Headteacher's commendations are awarded to students in all year groups.

Students will be rewarded through certificates and/or letters home, for:

- attendance, 100%
- outstanding academic achievement/effort/progress - based on monitoring data;
- acting as year or form representative;
- helping at parents' evenings, taking part in charity work, school productions, teams, etc.

Form Tutors should:

- keep a record of these awards in tutor files

3. Sanctions and Interventions

Effective sanctions result in changes in student behaviour that result in more effective learning for all students.

The establishment phase is crucial if students are to have a framework for their behaviour. All class teachers need to teach what the whole school expectations mean for their classroom and establish with each of their classes basic routines for :

- the start and end of lessons- including meet and greet
- transition between activities;
- seating arrangements;
- whole class discussions and teacher led question and answer sessions.

Sanctions and interventions are then used to maintain the climate by:

- Relentless consistency
- Scripted conversation
- First attention to best conduct
- focussing on learning;
- being non-confrontational and least intrusive;
- reinforcing establishment;
- focussing on primary behaviour;
- giving students choices and take up time;

A hierarchy of sanctions is used and at each stage students are given the opportunity to reflect on their actions and are reminded of the consequences if they choose to continue to misbehave. These are used to promote consistency of approach across all curriculum teams. The steps in the hierarchy which are common to all teams are:

1. Drive by; quiet word/ non-verbal prompt
2. Choice given/ moving the student within the classroom or outside the classroom for no longer than 5 minutes.
3. Break reflection and move seat.
4. Lunch reflection and move seat

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5. Removal from class. Student sent to an appropriate lesson according to the department exclusion timetable.
6. Persistent poor behaviour, failure to attend reflections and serious incidents should be referred to Team Leaders and Pastoral Managers.

Keeping parents and the student support team informed is important. If step 4 is reached then:

- the planner should be used to inform parents;
- the behaviour section on SIMS or Class Charts (Electronic Pink Slip) should be completed to inform the student support team.

If a student continues to misbehave then the team leader will support in a variety of ways including restorative conversations with the student, subject report, telephone call or email or meeting with parents.

Electronic Pink slips will prompt support from the student support team initially through tutor intervention. If the issues continue then the Pastoral Manager will put into action a tiered report system and/or a pastoral support plan.

4. Serious Incidents

4.1 Serious disruption in the classroom

- In the case of serious disruption which prevents the teacher from teaching the class, where a student is abusive or disobedient, or where safety is compromised a reliable student should be sent to the Team Leader or the Student Support Centre.
- The Team Leader and the Pastoral Manager will decide how to respond to the incident. This will include arrangements for reflection if appropriate, the interviewing of students, sanctions and contact with parents.

4.2 Other serious incidents around the school

- All incidents of bullying should be treated seriously and reported to the tutor or Pastoral Manager immediately. (See also Anti-bullying Statement.)
- Serious breaches of discipline should be reported to the Pastoral Manager immediately. If she/he is not available then the Director of Care, Support and Guidance should become involved.
- The student will be interviewed and the parents informed with sanctions as above being applied.
- If there has been a serious injury, if an offensive weapon has been used, or if possession of illegal substances is suspected, all of which could possibly involve police action, then the Director of Care, Support and Guidance must be involved immediately.

4.3 Illegal substances (see also Drugs Education Policy)

- All drug-related activities will be followed up by professional advice, support and monitoring for all students involved.
- Dealing, supplying or selling on school premises should result in permanent exclusion.
- Possession on site should result in investigation and fixed-term exclusion.
- Drug-related activity off site should result in investigation and fixed-term exclusion.

Further incidents may lead to permanent exclusion

Exclusions will only be used in response to serious breaches of the school's behaviour policy, or of the criminal law. These could have taken place in school or on the way to and from school or at home. In general it should be the last resort when all other reasonable steps have been taken. The Headteacher, or in their absence the Deputy Headteacher, must always be involved in any case which merits exclusion.

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends.
- During a fixed term exclusion of 5 or fewer days, work will be set by the school for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.
- Parents/carers have a right to make representations to the Governing Body and Children's Services Directorate, Social Inclusion Officer at the LA as directed in the letter.

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- A 'return to School' meeting will be held following the expiry of the fixed term exclusion and this will involve the student, parent/carer, a member of the Senior Leadership Team and other staff where appropriate.
- During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

Fixed term exclusions over five days

According to DfE guidance school is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer.

The school will consult with the LA officers for any exclusion of more than five days in order that appropriate full time education and transport is arranged.

The school will provide education by working with:

- Pupil Referral Unit
- The Local Authority

The ultimate sanction is for the Headteacher to recommend to the Governors and the LA that a student be permanently excluded.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

MANAGED MOVES

A Managed Move to another school/Academy within the Local Authority may be explored when a student's persistent poor behaviour has led to the relationship with the school becoming irrevocably broken down. If a managed move is not appropriate or not able to be arranged it is likely that the student will face permanent exclusion.

5. Action by Staff

An effective system of student support demands that at all stages the appropriate people are informed of incidents worthy of praise or which are a cause for concern. All staff should use the SIMS Achievement and Behaviour sections (Electronic Pink and Gold Slips) or Class Charts to ensure this smooth flow of information. Pastoral Managers are responsible for ensuring that the behaviour log in SIMS is monitored, noting any contact with the student, letters or phone calls home etc. Other relevant documents should be kept in the student file.

5.1 All Staff

It is the responsibility of all members of staff to see that order is being maintained around the school and most incidents should be dealt with on the spot, whether in or out of the classroom.

5.2 Tutors

Tutors have a key role in maintaining discipline around the school. They will be informed when members of their tutor group are misbehaving and will monitor their progress. They should ensure that the school dress code is enforced and contact parents to seek their co-operation if necessary. Tutors should also check on punctuality and inform parents by a standard letter if students are late on more than a few occasions. If a member of their tutor group is involved in a bullying incident then the Pastoral Manager should be informed so that appropriate action is taken.

5.3 Team Leaders

Heads of Department are responsible for the classroom management and discipline within their subject area. If students are referred by a member of their department they should interview the student concerned, possibly placing him/her on subject report, inform the parents and monitor future progress.

5.4 Pastoral Managers

Pastoral Managers have the overview of all students in their year group(s). They will deal with:

- a) all serious problems which have been reported directly to them.
- b) other problems which have been originally handled by Tutors and Team Leaders but which require further action.

In both cases they will interview the students concerned, inform parents and agree a range of strategies to ensure future progress.

Students who fail to respond to Pastoral Manager interventions will be supported in a variety of ways including

- Monitoring report
- Reflection – lunchtimes, after-school, community service, whole school reflection

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- Behaviour contract
- Pastoral support plan
- Involvement of SENCO and appropriate outside agencies
- Multi-agency assessment
- Behaviour Improvement Plan
- Working with the Bishopton Centre (PRU)
- Alternate provision

The Pastoral Manager will work closely with the Director of Care, Support and Guidance once the need for a behaviour contract has been reached.

5.5 Lunch-time Supervisors

Any problems encountered by the team of lunch-time supervisors should be dealt with immediately and referred to the Pastoral Managers for information or further action.

5.6 The Executive Team

Some serious breaches of discipline will be dealt with directly by the Headteacher and the Director of Care, Support and Guidance, at other times they should be available in a supportive role to offer advice and guidance where necessary, or to deal with particular problems handed on by the Pastoral Managers.

SEARCHING STUDENTS

School staff can search students with their consent for any item.

The Headteacher and staff authorised by the Headteacher to search students or their possessions, without consent, where they suspect a student has a 'prohibited item'.

Prohibited items are:

- Knives and weapons (including items which may be used as weapons i.e. Scissors, screwdrivers etc.)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters and matches
- Fireworks, bangers
- Laser pens
- Pornographic images
- Items containing solvents e.g. liquid glue, aerosols
- Chewing gum
- Permanent markers, corrective pens and fluids.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property

The school can confiscate any of the above items.

Equality Act 2010 in respect of SEND students:

The school acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

Allegations of Abuse against staff:

Allegations of abuse are taken seriously and dealt with quickly and in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an investigation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner. The investigation will be led by the Headteacher or Deputy Headteacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

<p>How it will be monitored:</p> <ul style="list-style-type: none"> • Feedback from staff • Feedback from students via Year and School Councils • Numbers of credits and certificates awarded • Number of students on report • Lateness • Number of pink slips • Number of exclusions • Number of letters of complaint 	<p>By Whom:</p> <p>Pastoral Manager Headteacher, Pastoral Manager Pastoral Manager Pastoral Manager Tutors, Pastoral Manager Headteacher Pastoral Manager, Headteacher</p>
<p>Review Date: Annually, November</p>	<p>Review Assigned to: Student Support Team Local Governing Body's Care, Support & Guidance Committee</p>

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CONTROL AND RESTRAINT POLICY

Updated: October 2019

Origin: Headteacher

Introduction:

Objectives

In all situations, even those that result in physical violence it is the aim of the school to provide the best possible care for all involved. The key objective of this policy is to maintain the safety of students and staff.

Everything will be done to provide early intervention to prevent or defuse potentially violent situations. Physical control and restraint will be used only as a last resort, after all verbal intervention efforts have been exhausted and when the individual presents a danger to him/herself and others, or is in contravention of the behaviour policy.

Policy:

Section 93 of the Education Act 2006 enables school staff to use reasonable force to prevent a student from:

- committing a criminal offence
- causing personal injury or damage to property
- prejudicing the maintenance of good order and discipline at the school, or among any students receiving education at the school, whether during a teaching session or otherwise

The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen, in an emergency, to use reasonable force in self-defence or to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorised to have control or charge of students. Section 93 makes it clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search students, without their consent, for weapons. This search power may be exercised by head teachers, and staff authorised by them, where they have reasonable grounds for suspecting that a student has a weapon. Reasonable force may be used by the searcher. Where resistance is expected, school staff may judge it more appropriate to call the police.

Physical intervention will never be used as a punishment or restriction of freedom, nor will it be used as a means to inflict pain.

Minimising the need to use force

There are a number of ways for schools to help reduce the possibility of force being needed:-

- Creating a calm, orderly and supportive school climate, that minimises the risk and threat of violence of any kind.
- Developing positive relationships between students and staff.
- Taking a structured approach to professional development that helps staff to acquire the skills of positive behaviour management, and managing conflict, as well as supporting each other during and after an incident.
- Recognising that situations which trigger challenging behaviours are often foreseeable and effectively managing individual incidents.
- It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring the student can see a way out of a situation. Strategies might include, e.g. going to a quiet room away from bystanders or other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student.

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- Wherever practicable, warning a student that force may have to be used before applying it.

The Executive team will regularly assess the frequency and severity of incidents requiring use of force that are likely to occur in school. We will also take account of the outcomes of multi-agency assessments carried out for particular students.

Individual risk assessments for students will be made, where it is known that force is more likely to be necessary to restrain a particular student, e.g. a student whose SEN and/or disability is associated with extreme behaviour. An individual risk assessment is also essential for students whose SEN and/or disabilities are associated with:

- communication impairments that make them less responsive to verbal communication;
- physical disabilities and/or sensory impairments;
- conditions that makes them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- dependence on equipment such as wheelchairs,

There is no statutory definition of 'reasonable force'. Whether the force used is 'reasonable' will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified, will depend, in part, upon the context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force will not be justified to prevent trivial misbehaviour.

Staff authorised to use force

All members of school staff are authorised by law to use force. As part of the school induction process we will clearly set out the responsibility of each member of staff in relation to this policy and ensure that all staff know that they have the power to use force, within the terms of the legislation set out above.

Deciding whether to use force

Decisions on whether the precise circumstances of an incident justify the use of force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgement about:

- the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified,
- the seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified,
- the relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified,
- the consequences of not intervening,
- the chances of achieving outcome by other means low risks of not using as opposed to using force.

Using force:-

Before using force staff should engage the student in calm and measured tone, making it clear that their behaviour is unacceptable, and setting out how the student could choose to change their behaviour.

Staff should not give the impression of acting out of anger or frustration, or to punish a student, and should make it clear that they only intend to use physical intervention as a last resort to ensure that the situation is addressed as safely as possible. The use of force must always be proportionate to the level of risk and should always be reduced at the earliest possible time.

In schools, force is generally used - to control students and/or to restrain them. By 'control' we mean passive physical contact (e.g. standing between students or blocking a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back). Control can also mean more forceful action.

'Restraint' means the use of restraint techniques and is usually used in more extreme circumstances, such as when two students are involved in a fight and refuse to separate without physical intervention.

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Where a student is engaged in an activity that presents a high and immediate risk of death or serious injury to the student, or to others, any member of staff would be justified in taking any action, including the use of reasonable force that could reasonably be seen as necessary to alleviate or reduce those risks. Such situations could include preventing a student running off the pavement onto a busy road or preventing a student from hitting someone with a dangerous object such as a glass bottle or hammer. Staff should always consider their own safety, and that of others, in deciding how to act in such situations.

Staff should avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student. Where a student sustains injury, as a result of use of force by a member of staff, the member of staff may be called upon to justify his/her actions. It may be necessary to demonstrate what steps were taken to reduce the need for physical intervention at every stage (or why it was not practicable to take such steps), and to show that the level of physical intervention used was necessary, proportionate and employed as a last resort.

Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct.

Recording incidents

All significant incidents, where a member of staff has used force on a student, must be reported to parents as soon as the incident has been fully investigated. The Headteacher will determine whether an incident is considered significant, taking into account the following factors:-

- An incident where unreasonable use of force is used on a student would always be a significant incident.
- Any incident where substantial force has been used (e.g. physically pushing a student out of a room) would be significant.
- The use of a restraint technique is significant.
- An incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- The student's behaviour and the level of risk presented at the time.
- The degree of force used and whether it was proportionate in relation to the behaviour.
- The effect on the student or member of staff

School staff should also bear in mind, the age of the child, any special educational need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but it forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, we will inform parents.

The member of staff involved in the incident will compile the record. The member of staff with lead responsibility for safeguarding will check the record and that the school will provide the member of staff involved in the incident with a copy of the final draft. This information will be treated in confidence.

All accounts of the same incident will be recorded, including those of the student or students involved. Parents will not be given a copy of the incident record, but they will be told, when and where the incident took place, why it was decided that force had to be used, the strategies used to try to avoid having to use force, what force was used, whether there were any injuries and what follow-up action has been taken in relation to their child. The names of those involved in the incident will not be disclosed in the report. However, the student may give this information to the parent or the parent can request the information from the school. The school should deal with these requests in accordance with the Data Protection Act 1998.

It is advisable that the school's procedure for making a record following such incidents is contained within its policy on the use of force. The record is likely to form part of the student's educational record, which is open to inspection by parents.

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Post-incident support

Members of staff who have been assaulted may want to report the incident to the police. They may also want to seek advice and support from their trade union representative.

Serious incidents involving use of force may result in injuries to the student or to staff. Immediate action should be taken, to provide first aid for any injuries, and to access medical help for any injuries that go beyond first aid. These incidents can be upsetting to all concerned, so it is also important to ensure that staff and students are given emotional support.

School will also:

- a. ensure that relevant multi-agency partners are kept informed
- b. hold the student to account where their poor behaviour has resulted in force being used, so that he or she recognises, and repairs the harm caused, or which might have been caused. The consequences of this behaviour will involve the use of sanctions, which need to be considered in accordance with the school's behaviour policy.
- c. help the student and staff develop strategies to avoid repeating crisis points in future and inform relevant staff about these plans and their roles.
- d. ensure that staff and students affected by an incident have continuing support for as long as necessary in respect of:
 - i. physical consequences;
 - ii. support to deal with any emotional stress or loss of confidence.
 - iii. opportunity to analyse, reflect and learn from the incident

Dealing with complaints and allegations regarding the use of force

In situations where parents and students wish to complain about actions taken by school staff about the use of force, such complaints will be dealt with in line with the schools complaint policy. The Headteacher will respond in writing to such complaints and if complainants are still dissatisfied with the response then the Governing Body will consider the complaint.

Allegations that a member of staff has used force, inappropriately or unlawfully, will be dealt with in accordance with agreed policy and procedure for handling allegations against staff. The degree to which the school's behaviour policy has been followed will be at the core of any investigation. Such complaints may also be investigated under the school's disciplinary procedure.

How it will be monitored: Agenda item annually	By Whom: Headteacher Governors Care, Support & Guidance Committee
Review Date: Annually, November	Review Assigned to: Headteacher Local Governing Body's Care, Support & Guidance Committee

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E-SAFETY (ONLINE) POLICY

Updated : October 2019

Origin: Assistant Headteacher,
Director of Curriculum Systems

Introduction:

ICT in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people are using both inside and outside of the classroom include:

- iPad/ Tablet / Portable IT devices.
- Websites & Social Media
- Cloud Computing
- Learning Platforms and Virtual Learning Environments
- Email and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile/ Smart phones with text, video and/ or web functionality
- Other mobile devices with web functionality

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Conyers, we understand the responsibility to educate our students on e-safety (online) issues; teaching them the appropriate behaviours to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Schools hold personal data on learners, staff and other people to help them conduct their day-to-day activities. Some of this information is sensitive and could be used by another person or criminal organisation to cause harm or distress to an individual. The loss of sensitive information can result in media coverage, and potentially damage the reputation of the school. This can make it more difficult for our school to use technology to benefit learners.

Everybody in the school has a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them.

Both this policy and the Acceptable Use Agreement (for all staff, governors, visitors and students) are inclusive of both fixed and mobile internet; technologies provided by the school (such as iPads, PCs, laptops, personal digital assistants (PDAs), tablets, webcams, whiteboards, voting systems, digital video equipment, etc.); and technologies owned by students and staff, but brought onto school premises (such as laptops, netbooks, mobile phones, camera phones, PDAs and portable media players, etc.). Students will also agree to a Tablet specific agreement in using personalised technology within their education. Whilst students can have mobile phones in school, devices must be switched off and not used in or between lessons. Students take responsibility for bringing personal devices into school.

The school works collaboratively with feeder primary schools that have access to our systems.

Mobile Apps play an increasing role in how students work together using mobile technology.

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Policy:

E-safety (Online)- Roles and Responsibilities

As e-safety is an important aspect of strategic leadership within the school, the Headteacher and governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. The named E-safety co-ordinator in this school is the Deputy Headteacher who has been designated this role as a member of the Executive. All members of the school community have been made aware of who holds this post. It is the role of the e-safety co-ordinator to keep abreast of current issues and guidance through organisations such as Stockton LA, Becta, CEOP (Child Exploitation and Online Protection) and Childnet.

The Executive Team, Trustees and Governors are updated by the Headteacher/ E-safety co-ordinator. All governors have an understanding of the issues and strategies at our school in relation to local and national guidelines and advice.

This policy, supported by the school's acceptable use agreements for staff, trustees, governors, visitors and students, is to protect the interests and safety of the whole school community.

E-safety (Online) in the Curriculum

ICT and online resources are used significantly across the curriculum. We believe it is essential for e-safety (online) guidance to be given to the students on a regular and meaningful basis. E-safety (online) is embedded within our curriculum (ICT and tutorial schemes of work) and we continually look for new opportunities to promote e-safety (online). We also dedicate assembly time for each year group to discuss current e-safety (online) trends and concerns. In addition to this, we actively involve third parties (e.g. Police Community Support Officers) to discuss physical safety of devices, moving between home and school.

The internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. Internet use is a part of the statutory curriculum and is a necessary learning tool for staff and students.

- Staff will preview any web sites, Apps or other digital resources before their use in school.
- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Network Manager can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need.
- If internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work.
- Students are educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation.
- Students are taught about copyright and respecting other people's information, images, etc. through discussion, modelling and activities.
- Students are aware of the impact of online bullying and know how to seek help if they are affected by these issues, or if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Childline.
- School IT systems have report abuse systems integrated within them. This includes school platforms, tablets and email systems. E-Safety (Online) co-ordinators are alerted of reports, where appropriate action is taken.
- As a school, we encourage responsible use over a 'block all' approach. We encourage students to using all digital systems and technology ethically, morally and responsibly; making mature choices when working digitally.

Virgin Media (Aspire) and Smoothwall Filtering provide filtering. The school has a Smoothwall filtering solution and all access is logged. The logs are randomly but regularly monitored and whenever any inappropriate use is detected it is investigated. Pattern matching technologies are used to detect unsafe activity under the PREVENT agenda. Upon triggering of an alert, the relevant Pastoral Manager(s) are informed.

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Managing ICT Systems and Access

The school is responsible for ensuring that access to the ICT systems is as safe and secure as reasonably possible.

- The school uses management control tools for controlling and monitoring workstations or other devices connected to the school systems.
- The school uses a mobile device management system to maintain tablet access to school systems.
- Servers and other key hardware or infrastructure are located securely with only appropriate staff permitted access.
- Servers, workstations and other hardware and software are kept updated as appropriate; in line with teaching and learning demands.
- Virus protection is installed on all appropriate hardware, and it is kept active and up-to-date.
- The school decides the appropriate level of access and supervision students should receive when using the internet.
- All users will sign an end-user Acceptable Use Policy (AUP), appropriate to their age and access.
- Users are made aware that they must take responsibility for their use of, and behaviour whilst using, the school ICT systems, and that such activity is monitored and checked.
- Students access the Internet using an individual log-on, which they will keep secure. Students also access IT systems wirelessly, using a student configured Wi-Fi connection.
- Whether supervised by a member of staff, or working independently, students will abide by the school AUPs at all times.
- Members of staff will access the Internet using an individual log-on, which they will keep secure. They will ensure they log-out after each session, and not allow pupils to access the Internet through their log-on.
- Staff will abide by the school AUPs at all times.
- Out of the interests of child protection, staff will be subject to routine safeguarding checks of school tablets.
- Administrator or master passwords for school ICT systems are kept secure.
- The school will take all reasonable precautions to ensure that users do not access inappropriate material. However it is not possible to guarantee that access to unsuitable material will never occur. The school will provide relevant access to new platforms, where a responsible approach will be taken in their use.
- The school will regularly audit ICT use to establish if the e-safety (online) policy is adequate and that the implementation of the e-safety (online) policy is appropriate.

By using IT facilities or by connecting tablets (own/school) to school systems Conyers will use filtering and monitoring software (whilst on site) to ensure effective learning and for child/staff protection purposes.

Conyers will install device management software to provide school specific configurations such as connectivity settings, application delivery and restrictions (on the school site). This software will be active both on and off site for all school equipment.

Email and Digital Communications

The use of e-mail and digital communications (e.g. instant messaging) within most schools is an essential means of communication for both staff and students. In the context of school, email should not be considered private. Educationally, email can offer significant benefits including; direct written contact between schools on different projects, be they staff based or student based, within school or international. Students are introduced to email as part of the ICT Scheme of Work

- Staff and students should use approved e-mail accounts allocated to them by the school, and be aware that their use of the school e-mail system will be monitored and checked.
- Students are allocated an individual e-mail account for their use in school / classes
- Students are taught when using e-mail about the need to send polite and responsible messages, about the dangers of revealing personal information, about the dangers of opening email from an unknown sender, or viewing/opening attachments.
- Communication between staff and students or members of the wider school community should be professional and related to school matters only.
- Each email provides a method to report abuse in the event of inappropriate content received – this will be dealt with by the E-Safety (Online) Co-ordinator.

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Tablet Technologies

Conyers operates an iPad for Learning Programme; providing access to portable technologies to embed within the classroom. This provides potentially infinite contextualised and personalised learning opportunities.

- All students sign an iPad AUP which they must agree to when using a tablet in school; regardless of ownership status.
- All tablets have a "Report Abuse" facility built in, allowing students to safely report issues which are automatically directed to the E-Safety (Online) Co-ordinator.
- All students will be taught safe use lessons, including E-Safety (Online) specific lessons which govern safe use of Tablet technology.
- Local Police Community Support Officers, will visit students and discuss conduct and safety when using technology on and off site.
- Any misuse of technology is dealt with as a behaviour issue, in line with the school behaviour policy.
- Secure storage is provided on site in all tutor groups, to ensure safe storage of technology when not used.

Conyers Digital Security Protocols for GDPR Compliance (2017)

The following guidance is issued to staff in addition to this overarching policy to support protection of data under the General Data Protection Regulation (2018). These protocols are not exhaustive, and staff should exercise professional judgement in ensuring the protection of student data; consulting with the Director of Curriculum Systems if unsure.

- 1. Never leave your computer/device unlocked and unattended.** Always log off or lock the computer (tip: Windows Key + L is a quick shortcut). Students should not use staff accounts under any circumstances.
- 2. Change your password regularly across all devices.** Passwords should be different and not easily guessable. Passwords should also never be written down. Regularly is defined as at least every 6 weeks. Two factor authentication should be in place on school accounts.
- 3. Google Drive on iPads / personal devices should be secured with a separate passcode.** As should iDoceo or other data storage applications which are decentralised.
- 4. Remove photographs of students on your iPad.** Photos should be uploaded to the "photo archive" of Staff Shared on Google drive and then removed from the device within three days of taking the pictures.
- 5. Never leave your iPad unlocked or unattended.** Staff iPads should have be secured with a passcode at all times. iPads should never be kept unsecured accessible areas (e.g. cars). Students should never use a staff iPad; instead they should access an emergency iPad when required.
- 6. Only school email accounts should be on staff iPads.** Personal email on school provided devices is not permitted.
- 7. Staff must only communicate with students via school approved channels.** Private email addresses or social media is not permitted. Should a student use a personal email, staff should not reply. Any directed communication from students via social media or none school channels, should be reported to a member of the Executive team immediately.
- 8. Never share personal student data via email.** Data should be in a secure area of Google Drive (e.g. Staff Shared or a Team Drive) and an email should direct staff to that file.
- 9. Report lost or stolen devices.** If your iPad or school device is lost or stolen, it must be reported to the school immediately.
- 10. Report concerns immediately.** Should staff be aware of protocols not being followed, this should be communicated to the Director of Curriculum Systems or by following the school's Confidential Reporting (Whistleblowing) Policy.

How it will be monitored: Agenda item annually	By Whom: Assistant Headteacher, Director of Curriculum Systems Local Governing Body Care, Support & Guidance Committee
Review Date: Annually, November	Review Assigned to: Assistant Headteacher, Director of Curriculum Systems Local Governing Body Care, Support & Guidance Committee

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POSITIVE BEHAVIOUR POLICY

ANNEXE: ANTI BULLYING STATEMENT

Updated: October 2019

Origin: Student Support Team

Introduction:

Within Conyers every student matters. We seek to develop a mutually caring relationship between all members of the school community in order to create a secure and safe environment for all.

The school anti-bullying policy aims to

- ◆ *to eradicate or reduce bullying within the school (and, if possible, out of school as well)*
- ◆ *raise awareness of bullying issues within the school community*
- ◆ *ensure that incidents of bullying are efficiently and sensitively managed*

In developing this policy the school has taken into account LA guidance on "Dealing with Racist incidents" as well as the Human Rights Act 1998 and when dealing with any incidence of bullying will take into account any Human Rights issues.

Policy:

The purpose of this section is to define and give examples of bullying behaviour and practical guidance on the actions that should be taken when bullying is suspected or occurs.

Our Expectations

As young people grow older they expect to have greater freedom and to be treated in an adult way. However, with freedom come responsibilities and communities have certain expectations of their members. At Conyers all members of our community will excel if we they meet the following expectations:

BE READY

BE RESPECTFUL

BE SAFE

Bullying is deliberately hurtful or threatening behaviour, often repeated over a period of time.

Bullying differs from teasing or falling out with friends or other types of aggressive behaviour because:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent

Conyers believes that all forms of bullying are unacceptable.

Bullying may be:

- a Physical - pushing, kicking, punching, hitting and any use of or threatened use of physical violence, persistent hiding, stealing, interfering with, the belongings of another person.
- b Verbal - name calling, sarcasm, spreading rumours, persistent teasing, writing awful things about someone, leaving hurtful notes.
- c Emotional - excluding, being deliberately unfriendly, tormenting, racial taunts, threatening or rude gestures.
- d Racial harassment - includes racial taunts, graffiti, attacks on property and people because of their race, nationality or ethnic origins. [see Single Equality Policy]
- e Sexual harassment - unwanted physical contacts or abusive comments (including Transgender/Homophobic) can occur between sexes but also within sexes. There is likely to be more resistance on the part of "victims" to tell because of the sensitive nature of such "attacks".

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- | | | |
|---|-----------------------|--|
| f | Cyber bullying | - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet, Twitter and other social networking sites. Misuse of associated technology i.e. camera and video facilities |
| g | Religious | - because of, or focusing on religious or cultural practices. |
| h | Disability | - because of, or focusing on students with disabilities or with special needs |
| i | Health and Appearance | - because of, or focusing on the appearance of a student (weight, hair, eye sight etc.) |

Certain groups of students are known to be particularly vulnerable to bullying by others: These may include students with special educational needs such as learning or physical disabilities; young carers, Looked after children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Roles and Responsibilities

The Director of Care, Support and Guidance has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, outside agencies.

The Anti-Bullying Senior Leader in our school is: Paul Plows (Director of Care, Support and Guidance)

The Anti-bullying Co-ordinator is: Peter Youll

Who, together with the Anti-bullying Steering Group, their responsibilities are:

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Selecting, training and managing the Anti-bullying Ambassadors
- Managing the reporting and recording of bullying incidents
- Managing restorative programs for both victims and those accused of bullying.
- Coordinating strategies for preventing bullying behaviour
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating Anti-Bullying Week and various Anti-Bullying events during the school year
- Co-ordinating cross-curricular work across most departments.

Strategies for Dealing with Incidents involving Bullying

1 Students

The school expectations make clear the behaviour that is expected of all at Conyers. These expectations are reinforced by tutors during tutorial periods, subject teachers in lessons and during assemblies.

- 1.1 Students are made aware of procedures and encouraged to take appropriate action if they or another student, are the victims of bullying. Information should be conveyed to an adult at the earliest opportunity. All such information will be treated in the strictest confidence.
- 1.2 The following guidelines are given to students during anti-bullying week via tutorial periods to help them deal with, any incidents of bullying.
 - 1.2.1 **Tell yourself that you do not deserve to be bullied, use Report Bullying link on Conyersnet, it is the bully who has the problem.**
 - 1.2.2 Don't keep it to yourself, tell an adult you can trust.
 - 1.2.3 Get your friends together and say no to the bully.
 - 1.2.4 Stay with groups of people even if they are not your friends - there is safety in numbers.
 - 1.2.5 If possible, avoid being alone in places where bullying is more likely to occur.

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- 1.2.6 Try not to show that you are upset.
- 1.2.7 Walk quickly and confidently even if you do not feel that way inside - practise.
- 1.2.8 If you feel in danger, get away.
- 1.2.9 Fighting back may make it worse - seek help.

2 School Staff

All Staff have a role to play in combating bullying whether it is around school or within the classroom.

As a Staff we should avoid offering to students any model of bullying in our relationships with staff and/or students especially in public places e.g. corridors.

2.1 Teachers, both in their role as Form Tutor and as a subject teacher, are expected to watch for possible warning signs - distress, work difficulties, illness, irregular patterns of attendance.

2.2 In suspected or reported cases of bullying Staff should ensure that:

- 2.2.1 the matter is not ignored/dismissed by the member of staff to whom the incident is reported;
- 2.2.2 the matter is investigated;
- 2.2.3 details are recorded and the Tutor and Pastoral Manager are informed this will move onto CPOMS during this academic year.

2.3 Appropriate support should be given to both the victim and the bully:

- 2.3.1 the victim should be listened to - given the opportunity and the time to state exactly what has happened;
- 2.3.2 it often helps to get both the victim(s) and the aggressor(s) to write accounts of what has happened.
- 2.3.3 the victim and the bully should be brought together, care has to be taken that any contact between the bully and the victim is with the victim's consent, to confront the bully with the actions. If the bully sees that the victim will repeat the accusations face to face, then the bully has lost the best weapon they have - the silent victim.
- 2.3.4 a variety of other strategies will be deployed including restorative conversations or the allocation of an older student as a mentor

- * Parents will be involved in any measures taken against those responsible for, or involved in bullying in order to emphasise that bullying is unacceptable in society as well as being contrary to Conyers' Code of Conduct. The measures may include verbal warnings, reflections, meetings with parents, whole school reflection, and exclusion from school as well as the involvement of outside agencies. Parents of the "victim" should be informed of the schools' response.

2.5 All incidents of bullying should be recorded on the "Bullying and Racist Incident form", by the Pastoral Manager and then passed to the Director of Care, Support and Guidance.

3 Health Co-ordinator and Student Support Team

The Health Co-ordinator will support the SST in ensuring that the safety of all students remains a high priority for the Conyers community. Actions will include

Planning tutorial periods

- 3.1 Carrying out a survey of student opinion to identify trends and inform policy
- 3.2 Training staff in anti-bullying methods e.g. Restorative Justice conversations
- 3.3 Training peer mentors
- 3.4 Making it easy for students to report instances of bullying e.g. electronic listening post
- 3.5 Keeping up to date with regional and national developments

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4 Parents

Parents are provided with Anti-bullying guidance at the Year 6 parents' evenings which outlines what they can do to minimise the impact of any bullying.

- 4.1 Parents should regularly remind their son/ daughter of the school's code of conduct, with particular reference to what is acceptable behaviour, in order to reinforce the aims of the school and minimise the chance of their child's involvement in bullying.
- 4.2 Parents should be alert to the signs that their child may be the victim of bullying. Such signs may include: problems with attendance, illness, unusual money requests, missing or damaged equipment, physical injuries.
- 4.3 If parents suspect or discover that their child is being bullied, they are recommended to encourage their child to tell a member of staff, or to inform the appropriate Tutor or Pastoral Manager or a senior member of staff directly. To assist staff in their enquiries, full details of any incident should be given - who, what, where, when.

Keep the school informed

The success of Conyers' Anti Bullying Statement can only arise as the result of the co-operation, understanding and determination of all involved parties.

STUDENTS - PARENTS - TEACHERS - GOVERNORS

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our students we at Conyers School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Promotion of inclusion, positive behaviour and respect across the whole school community
- Rewards trips/ visits
- Opportunities within the school 'whole day' curriculum for promoting an anti-bullying ethos
- Anti-bullying ambassadors on the playground focusing particularly on 'hot spots' for bullying
- Peer mentoring Support
- Extensive staff duty team
- Lunchtime inter-year activities
- Links with external expertise to support anti-bullying
- Assemblies on Anti-Bullying and Homophobia
- Anti-bullying week- assemblies and follow up activities in tutor periods
- Restorative programs
- Counselling support with trained personnel
- All staff attended Anti-bullying whole school inset Pastoral Managers in November 2015
- September 2013 Preventing Homophobic/LGBTQI training for and SLT
- Work with feeder primary schools to raise awareness of anti-bullying issues as part of the transition process
- Regular visits to students on alternative provision to ensure that they are safe
- Anti-bullying ambassadors provide support for vulnerable students on the school buses
- The school website is used to communicate anti-bullying messages and an additional means to report bullying incidents
- Provide support to new starters - meeting with Pastoral Manager on their first day followed by a transition interview after an initial settling in period
- Bullying incidents are recorded to help analyse trends, patterns and bullying hotspots. This is further supported by student surveys
- The Staff Handbook provides an outline for all staff of their role for implementing the Anti-Bullying Policy

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POSITIVE BEHAVIOUR POLICY

ANNEXE: DRUGS STATEMENT

Last update: October 2019

Origin: Director of Care, Support & Guidance
Curriculum, Health Co-ordinator in
consultation with Governors, Teaching Staff,
School Council and the Drug Education Team

Introduction:

This policy has obvious links with the following school policies; Health and Safety; The Administration of Medicines.

This policy reflects local and national aims and priorities expressed within the Government White Paper 'Tackling Drugs to Build a Better Britain' (1998), 'Every Child Matters' (2003) and The Healthy School Programme it also incorporates the key messages contained in Drugs: Guidance for schools.

This policy set out the schools approach to drug education and how the school will respond to drug related incidents within the responsibilities of the school.

Policy:

To whom does the policy apply?

This policy applies to all of the following people when they are on the school premises: Students, staff, parents/carers and visitors. This policy also applies to students and staff when off-site when the staff are acting in loco parentis. So, this includes all educational visits, including those abroad (see education visits policy).

Although the school is not responsible for Students travelling to and from school we will work with parents and /or other agencies should any problems be identified. The school is responsible for Students during break and lunchtimes (except when it has been agreed by parents/carers that Students will travel home for lunch) and this policy applies during these times. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

Definition of a drug

For the purpose of this policy the following definition of a drug will apply:

"a substance people take to change the way they feel, think or behave."

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

Alcohol is not permitted at any time on the school site or during school visits except on special occasions at the discretion of the Headteacher and when staff, are not acting in loco-parentis.

Overall Aims of the Policy

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

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Roles and responsibilities

Governors

As part of their general responsibilities for the management of the school, the governors have agreed this policy. They will continue their involvement through regular evaluation of it. The named lead Governor with responsibility for this policy is Mr Chris Evans.

Headteacher

The Headteacher takes overall responsibility for providing a safe place of work for all staff and students and as such takes responsibility for this policy, its implementation, and for liaison with the Governing Body, parents, the Local Authority and appropriate outside agencies in the event of a drug-related incident. Students who are suspected of being at risk from drugs, and in particular truanting students will be supported and monitored with assistance from relevant agencies such as The CGL Project, Preventions, VEMT Preventions Group, MIND/ Alliance Service, Attendance Officers Child Protection Officers, and police.

Director of Care, Support & Guidance (DCSG)

The DCSG is responsible for ensuring that all students receive appropriate drug education and provides guidance on what should be taught and when. The DCSG and the Health Coordinator are also responsible for the provision of appropriate staff training. (See Appendix 1)

Care Support and Guidance Team

The Director of Care, Support and Guidance is the first point of contact for a drug related incident. The appropriate Pastoral Manager will be responsible for investigating the incident. See Appendix 2 for more details.

All Staff

Drug prevention is a whole school issue. All staff should be aware of the policy and how it relates to them should they be called upon to deal with a drug related issue. The school premises are regularly checked. Any substances or drug paraphernalia found will be reported to the Director of Care, Support and Guidance and dealt with in accordance with Appendix 2 of this policy.

Parents & Carers

Parents and carers are encouraged to support the school's drug education programme. They are responsible for ensuring that guidelines relating to medication in school are followed (see Administration of Medicines Policy).

As a general rule parents will be informed of an incident that could result in potential harm to their child.

Confidentiality

If a child discloses information relating to misuse of drugs then absolute confidentiality cannot be guaranteed.

However, health care professionals (such as the school nurse) are able, under certain circumstances to maintain confidentiality except in circumstances where they have Child Protection concerns.

If rumours of drug misuse are disclosed the Director of Care, Support and Guidance should be informed who should assess the information and decide whether further action is to be taken.

Implementation of the Policy

A copy of this policy is provided in the staff policies section on Google Drive. A copy will be made available to any parent should they wish to see one.

Monitoring and Evaluating the Policy

This policy will next be reviewed every two years by the lead Governor, Director of Care, Support and Guidance, students and other relevant outside agencies e.g. The Drug Education Team and the Police. This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors.

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POSITIVE BEHAVIOUR POLICY

APPENDIX 1: DRUG EDUCATION

Updated: October 2019

Origin: Director of Care, Support & Guidance, the Health Education Co-ordinator in consultation with Governors, Teaching Staff, School Council and the Drug Education Team.

Aims And Objectives Of Drug / Health Education

"The aim of drug education is to provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions". DfE Drugs: Guidance for Schools.

The main aims of our drug education programme are to:

enable each student to develop confidence and self-esteem;

- raise students' awareness of the world of drugs so that they can make informed and responsible decisions about their own drug use in order to reach their full potential;
- encourage a healthy respect for all substances taken into the body;
- enable students to explore their own and other's feelings, views, attitudes, and values towards drugs and drug-related issues;
- to enable any students who are misusing drugs, or who have concerns about the misuse of drugs, to seek help.

A base line evaluation of student's knowledge and understanding around drugs will be undertaken to ensure the programme reflects and meets the needs of the students within the school. Where possible liaison has taken place between this school and its feeder primary schools to ensure a spiraling curriculum is in place and consistency in managing drug-related incidents.

The Education Act

The Education Act places a statutory responsibility upon schools to provide a broad and balanced curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of students at the school; prepares students for the opportunities, responsibilities and experiences of adult life.

The National Curriculum

Key Stage 3 (Science)

The role of lung structure in gas exchange, including the effects of smoking.

That the abuse of alcohol, solvents and other drugs affects health.

How the growth and reproduction of bacteria and the replication of viruses can affect health, and how

the body's natural defenses may be enhanced by immunisation medicines.

Key Stage 4 (Science)

- the effects of solvents, alcohol, tobacco and other drugs on body functions.

Key Stage 3 (PSHE)

- basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risk of misusing prescribed drugs.

Key Stage 4 (PSHE)

- about the risks of alcohol, tobacco and other drugs use, possibly leading to early sexual activity and pregnancy, other risk taking behaviours, different food choices and sunbathing, and about safer choices they can make.

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There are further opportunities available to teach drug education in the Citizenship curriculum within school.

Teaching Programme, Strategies and Resources

Drug Education is currently delivered in Science lessons and through the Focus Days and Period 4.

Drug Education will be assessed in a number of ways including; -

- Student self-assessment and the opportunity for reflection.
- Discussion and peer group reflection.
- Teacher assessment of student attainment by observation and review of student written work.

Monitoring and Evaluation of The Drug Education Programme

Director of Care, Support and Guidance is responsible for the overall monitoring of drug education.

This will include: -

- reviewing samples of students' work;
- teachers making comments on the scheme of work and lesson plans;
- * feedback from teachers involved in the delivery of the programme;
- feedback from students e.g. Year Councils, Year 8, 10, 12 reviews;
- evaluation of Focus Days.

The views of students and teachers are essential for evaluation of the drug education programme. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning and teaching of the programme in light of the evaluation and evidence of best practice.

Resources

All resources for drug education are regularly reviewed and updated in line with the overall education aims of this policy and reflecting Drugs: Guidance for Schools. (DfES/009212004). The Health Coordinator is responsible for keeping resources up to date.

Special Educational Needs

Children registered as having Special Educational Needs have the same right to good drug education as any other student and will be taught alongside all other students. However, teachers must be aware of and respond to their needs in drug education lessons just as in any others, taking account of targets set in the students' Individual Education Plans.

Children Vulnerable to Substance Misuse

Those children who may be viewed as vulnerable to substance misuse are provided with targeted drug education through the appropriate Pastoral Manager. Staff are able to gain additional support and guidance from the Drug Education Team on appropriate resources and educational approaches.

Use of Visitors and Outside Agencies

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

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POSITIVE BEHAVIOUR POLICY

APPENDIX 2: DEALING WITH DRUG-RELATED INCIDENTS

Updated: October 2019

Origin:

Health Education Co-ordinator in consultation with Governors, Teaching Staff, School Council and the Drug Education Team.

This section provides a framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. The school does not condone the use of drugs but will endeavor to support any student with a drug problem in line with its pastoral responsibilities.

Parents/carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the child is deemed 'at risk' and the Child Protection Service has been contacted. In this case, it is up to the CPS to decide the course of action.

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

Unauthorised Substances

No substances are to be brought onto the school premises unless authorised by the Headteacher or through the agreed protocol for the use of medicines on the school premises. This includes alcohol, tobacco, volatile substances and medicines (this list is not exhaustive, other substances may be included at the discretion of the Headteacher). This applies to anybody using the building regardless of age or whether they are staff or students of the school.

Students found in contravention of this section of the school policy, on school premises, will be dealt with in the following way:

- Parents will be contacted, either by letter or phone, by the relevant Pastoral Manager. Parents' support will be sought in stressing to the student how the use of unauthorised substances in school is a serious breach of school rules.
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as whether it is a student's first offence, the age of the student, the circumstances of the incident and whether it affected other students.

The substance and associated paraphernalia such as matches or lighters found in a student's possession in school will be confiscated. They will be placed in a labelled envelope and kept securely until parents arrange for their collection.

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

1. Take possession of the drug/substance and inform the Director of Care, Support and Guidance.
2. In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
3. The package should be signed by the person who discovered it and stored securely in the School Administrator's Office.
4. Police should be contacted and arrangements made to hand over the package to them. Staff should not attempt to analyse or taste any found substance.

In the event of discovering a hypodermic needle

- i. Do not attempt to pick up the needle. Cover the needle with a bucket or other container.
- ii. Contact the Facilities Manager who will cordon off the area.

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- iii. Inform the Director of Care, Support and Guidance.
- iv. Environmental health should be contacted to arrange for collection. Tel: 01642 526575

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

1. Accompany the student to the Student Support Centre ensuring that a second adult witness is present throughout the incident.
2. Hand the student over to the relevant Pastoral Manager; the student should not be left unattended.
3. The Pastoral Manager will ask the student to hand over the relevant article.
4. If the student refuses then the Director of Care, Support and Guidance will ask the student to turn out any pockets and conduct a search of any bags.
5. If the student continues to refuse then parents and the police will be contacted.
6. The student should be placed in reflection from other students until the matter has been investigated.
7. Parents should be contacted as quickly as possible.
8. Identify any safeguarding concerns and consider completing an Involvement Form which will help inform any further intervention / referrals.
9. Further support can be sought from The CGL Project.

What to do when a student is suspected to be under the influence of a drug

Stay calm and accompany the student to the student support centre. Do not leave them unsupervised and seek medical advice from a first aider.

What to do with an Adult on the school site who is under the influence of a drug

The focus of staff should be on the safety of students. The adult should be asked to leave the site but if he/she refuses then the adult should be supervised in a safe place until satisfactory arrangements can be made.

WHEN TO CONTACT POLICE

There is no legal obligation for the school to contact the police. Contacting the police is at the Headteacher's discretion. However the school is committed to working closely with the Police and the Local Authority in dealing with any drug related incidents.

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

DEALING WITH THE MEDIA

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

CONTACT NUMBERS

Press/Publicity Department	Tel: 01642 393939 or 526162
Exclusion Team	Tel: 01642 524975
Environmental Health	Tel: 01642 526575
CGL Project	Tel: 01642 673888
DISC (drug and alcohol misuse)	Tel: 01325 731160

DISCIPLINE

This school does not condone drug misuse. However, in deciding an appropriate sanction must consider the interests of the child balanced against the best interests of the whole school community. This means that whereas exclusion is a possible sanction (fixed or permanent) it but may not necessarily be used in all cases. Exclusion would only be used as a last resort.

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A range of responses may also be considered that may include:

- Detentions, reflection and community service
- A target pastoral support programme
- Referral to an appropriate agency such as Lifeline
- Home-School contract
- Behaviour support plans
- Fixed term exclusion
- A managed move
- Permanent exclusion

Consideration should be given to:

- Whether one student or a group of students is involved.
- The age of the student
- Whether there is evidence of particular peer pressure.
- Whether it is the student's first offence.

In normal circumstances parents will be contacted. If the Headteacher assesses that the situation is a child protection issue then CPS will be contacted in the first instance.

Further help and support is available from the Local Authority Exclusion Team Tel: 01642 524975.

A free drug counselling service for adults, if deemed appropriate, is available through the Addictive Behaviour Service (Drugs & Alcohol issues) **Tel. 01642 802424.**