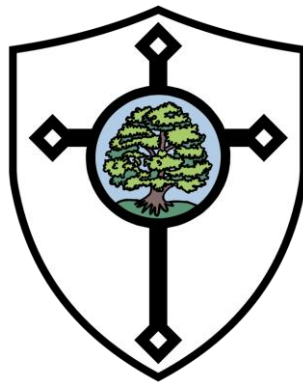


Date of last review:	September 2026	Review period:	Annual
Date of next review:	September 2027	Owner:	Head Teacher

**The New Forest Church of England Primary School
at Landford, Nomansland & Hamptworth**



Behaviour Policy

Learning together through Friendship and Faith

Kindness, Fairness and Hope

Zacchaeus, Luke 19

History of policy changes:

Date	Page	Change	Origin of Change
May 2025	Whole document	Terminology change 'suspension' to 'fixed term exclusion'.	Head Teacher
May 2025	6	KS2 Calm Corner renamed KS2 Nurture Room.	Head Teacher
May 2025	9	Section 5.3. Clarification of wording for process for concerns.	Head Teacher
May 2025	9	Addition of DfE document to Related Government Guidance.	Head Teacher
May 2026	7, 12, 13	Statutory updates to include use of restrictive interventions (Section 4 and Appendix 2).	DfE
Sept 2026	Whole document	New Trust Template	MLP Trust

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The MLP Behaviour policy sets out our ambition to ensure high standards and expectations in all aspects of behaviour. It also outlines our Trust philosophy and approach to developing respectful relationships, and positive behaviour for learning in all our academies and provides the framework for the development of local behaviour procedures and protocols bespoke to our individual academies. It is important that when talking to children and young people about their behaviour that the language used is consistent across the Trust and is underpinned by the philosophy and the culture that the Trust upholds.

Positive relationships with all academy stakeholders are central to the wellbeing of both children/young people and staff and underpin an effective learning environment. Academies play a significant part not only in the formal education of young people but also in developing and supporting their wellbeing. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships, whilst upholding high expectations of behaviour within our academies.

All children and young people should understand how the policy is enacted in each Trust academy. They should be clear about academy behaviour procedures and approaches. These procedures should be clear and concise to aid understanding by all involved. All staff should know what the MLP policy and academy behaviour procedures are and follow them when managing behaviour issues and in developing respectful relationships. They should also be clear on the behaviour curriculum and when positive behaviour is explicitly taught, such as within the Personal Development curriculum.

When behaviours are reported, parents, carers and children/young people and staff should have confidence that incidents will be handled effectively and appropriately within fair, consistent, and well-established guidelines.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy;
- Provide a consistent approach to behaviour management that is applied equally to all students;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Outline how students are expected to behave and consequences of behaviour.

2. Legislation, statutory requirement and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in academies: advice for headteachers and academy staff 2024](#)
- [Searching, screening and confiscation: advice for academies 2022](#)
- [The Equality Act 2010: advice for academies](#)
- [Keeping Children Safe in Education](#)
- [Academy Suspensions and permanent exclusions](#)
- [Use of reasonable force in academies](#)
- [Supporting pupils with medical conditions at academy](#)
- [Mobile Phones in Academies](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

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

3. Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the academy rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour like interfering with clothes;
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Vandalism;
- Theft;

- Fighting;
- Smoking, including vaping or related activity;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying **can** include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, and gender identity)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of each academy's approach to preventing and addressing bullying are set out in each academy's anti bullying strategy which is available in Appendix 3.

5. Roles and responsibilities

The following persons and bodies have a role in ensuring compliance with this Behaviour policy and associated procedures and providing and maintaining the Trust's expectations for behaviour in its academies:

5.1. MLP Director of Trust Safeguarding and Culture

Maintenance of the Behaviour policy is the responsibility of the MLP Director of Trust Safeguarding and Culture and the academy Behaviour procedures the Head Teacher (Appendix 2).

5.2. MLP Trust Board

The MLP Trust Board is responsible for monitoring the overall effectiveness of this Behaviour policy and holding each Academy Governance Committee (AGC) to account for their monitoring of the academy behaviour procedures (Appendix 2) and implementation.

5.3. The Academy Governance Committee (AGC)

It is the responsibility of the AGC and Head Teacher of each academy to ensure that their academy, and its staff, adhere to this Behaviour policy and procedures.

The AGC will support and challenge the Head Teacher to ensure behaviour management is encouraging learning, inclusion and welfare.

5.4. The Head Teacher

The Head Teacher is responsible for:

- Ensuring that the academy environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding and child protection policy to offer students both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1).

5.5. Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students;
- Establishing and maintaining clear boundaries of acceptable student behaviour;
- Implementing the Behaviour policy consistently;
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students;
- Modelling expected behaviour and positive relationships, including through restorative conversations;

- Providing a personalised approach to the specific behavioural needs of particular students;
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations;
- Recording behaviour incidents promptly;
- Challenging pupils to meet the academy's expectations.

The senior leadership team will support staff in responding to behaviour incidents.

5.6. Parents

Parents and carers, where possible, should:

- Get to know the academy's Behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the academy's Behaviour policy;
- Inform the academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (e.g. attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy;
- Take part in the life of the academy and its culture.

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

5.7. Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy;
- That they have a duty to follow the Behaviour policy;
- The academy's key rules and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- The pastoral support that is available to them to help them meet the behavioural standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the academy's Behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. Academy Behaviour Curriculum

The academy has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way;
- Show respect to members of staff and each other;

- In class, make it possible for all pupils to learn, support and promote a disruption free environment;
- Move quietly, and calmly around the academy as directed;
- Care for the academy buildings and academy property;
- Wear the correct uniform at all times, including to and from academy and home;
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices;
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy or online, including travel to and from academy.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our academy are detailed in our academy procedures, see Appendix 2.

6.1. Mobile Phones

Each academy's approach to pupils bringing their mobile phones into academy is outlined in the academy's Mobile Phone policy and/or ICT Acceptable Use policy. Our Academies observe the following DfE guidance: [Mobile phones in academies](#)

7. Responding to behaviour

7.1. Classroom Management

The academy's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged;
- May display the behaviour curriculum or their own classroom rules;
- Will develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Following the academy procedure for dealing with low-level disruption
 - Using the rewards procedures to encourage positive behaviours.

7.2. Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

The Head Teacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the academy will follow the academy's Safeguarding and Child Protection policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.3. Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, academy staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

The Head Teacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's behaviour culture. These will be outlined in the academy's rewards procedures.

The approach used at our academy is detailed in our academy procedures, see Appendix 2 of this Policy.

7.4. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, academy staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free. Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

All staff must take a stance on any form of sexual harassment. It must **always** be challenged. See section 7.10.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The Behaviour procedures for individual academies are shown in Appendix 2 of this policy. Details of more serious sanctions are outlined in Section 8.

Personal circumstances of the pupil will be considered when deciding on consequences and with regard to the impact on perceived fairness.

7.5. Restrictive Interventions

Academies in the Trust will at all times observe the DfE Guidance on restrictive interventions: Use of reasonable force and other restrictive interventions guidance.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

All members of academy staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Damaging property

- Committing a criminal offence
- Causing disorder among pupils at the academy, whether during a teaching session or otherwise.

Restrictive interventions will only be used in a Trust academy where:

- **It is necessary** and all alternative ways to de-escalate and manage the situation and achieve the desired outcome have been considered;
- It is proportionate – the least restrictive intervention for the least amount of time should be used. The individual circumstances of the pupil including age, size, SEND and medical conditions should be considered;
- **The pupil's welfare has been considered** – including the pupil's life events and the need to maintain respect for their dignity.

A Restrictive Intervention must never be used as a punishment.

Seclusion involves keeping a pupil confined to a place away from others and preventing them from leaving. When Seclusion is used, the following requirements apply:

- Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation;
- Seclusion should only be used where the pupil is not acting with intent;
- Seclusion should not be implemented by staff through threat of punishment;
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil;
- The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm is reduced, the pupil should be allowed to leave;
- An incident involving the use of seclusion must be recorded and reported.

Seclusion is not a disciplinary response to deliberate or willful misbehaviour.

Prevention and de-escalation strategies will be used to minimise the need for restrictive interventions. This may include:

- Identifying “hotspots” for behaviour issues, e.g. corridors or particular playground areas;
- Identifying key times of the day when behaviour issues are more frequent and ensuring appropriate staffing is present at these times;
- Adopting an approach that includes verbal warnings and offers pupils a chance to correct their behaviour first;
- Staff training in appropriate strategies.

Following a restrictive intervention:

- Pupil(s) and staff member(s) should be medically assessed and any injuries treated;
- The intervention must be recorded and reported to parents or the Local Authority (see section below). Follow-up conversations will be held with all parties involved;
- The Head Teacher will undertake an evaluation of the incident.

Recording and Reporting Restrictive Interventions

All academies have a duty to ensure that all Restrictive Interventions (including seclusions), are recorded even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Any incident should be recorded as soon as possible after the event (usually on the same day). The member(s) of staff involved in the incident will complete the form.

All Academies must report the incident to each of the pupil's parents / carers as soon as possible, unless telling the parents/carers would likely cause significant harm to the pupil (by any form of abuse or neglect). In such a case, academy leaders must report the incident to the local authority. This requirement to report applies even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan. The report should include at least:

- Time, date, location and duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied and the degree of force
- Details of any physical injuries and post incident support.

Academy and Trust leaders will regularly review and analyse data on restrictive interventions.

7.6. Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Academies \(July 2022\)](#).

7.7. Off-site unacceptable behaviour

Academy staff may apply sanctions where a pupil has misbehaved off-site when representing the academy. This means unacceptable behaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from academy
- Wearing academy uniform
- In any other way identifiable as a pupil of the academy.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy.

The decision to sanction should only be made on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an academy-organised academy trip).

7.8. Online misbehaviour

Academy staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy.

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Head Teacher will report the incident to the police.

When establishing the facts, academy staff will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Head Teacher will make the decision for who makes the report.

If police attend the academy site and question a pupil/pupils as part of their investigation, the Head Teacher will ensure that the pupil(s) is supported by an appropriate adult. Academy staff will not interfere with any police action taken. However, academy staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the Head Teacher will make a tandem report to the children's social care if appropriate.

7.10. Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

Individual academies have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police.

Please refer to the Academy Safeguarding and Child Protection policy and procedure for more information.

7.11. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious sanctions

8.1. Detention

Pupils can be issued with detentions during break, after academy during term time.

The academy will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2. Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, academy staff may remove the pupil from the classroom for a limited time. The approach used at the academy is detailed in the academy procedures, see Appendix 2.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

The Head Teacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3. Suspension and permanent exclusion

The academy will work to create an environment where exclusion from academy is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential,

element of academy behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

The decision to suspend or permanently exclude will be made by the Head Teacher, in accordance with the [DfE Guidance \(*Suspension and permanent exclusion from maintained academies, academies and pupil referral units in England, including pupil movement, 2024*\)](#).

The process of suspension and permanent exclusion will be carried out in accordance with the MLP Suspension and Exclusions Policy.

9. Responding to misbehaviour from pupils with SEND

9.1 .Recognising the impact of SEND on behaviour

The Trust recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, academy staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Head Teachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#));
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#));
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must cooperate with the local authority and other bodies.

As a part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Academies need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of any support being provided.

9.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, academy staff will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- If the pupil is likely to behave aggressively due to their particular SEND?

The academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable

adjustments need to be made to the sanction.

9.3. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, academy staff will liaise with external agencies and plan support programmes for that child. Academy staff will work with parents to create the plan and review it on a regular basis.

9.4. Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Head Teacher will cooperate with the local authority and other bodies.

If academy staff have a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the concerns and if any additional support that might be required. If appropriate, the academy may request an emergency review of the EHC plan.

9.5. Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the academy.

Following removal from the classroom or suspension the academy will consider strategies such as:

- Reintegration meetings
- Contact with the pastoral lead
- A report card with personalised behavioural goal

10. Inducting incoming pupils

Academy staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider academy culture.

10.1. Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, academy staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the academy and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

12. Monitoring arrangements

12.1. Monitoring and evaluating academy behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Behavioural incidents, including removal from the classroom
- Use of pupil support units, off-site directions and managed moves
- Incidents of bullying and discriminatory behaviour
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level
- At academy level
- By age group
- By vulnerable group
- By protected characteristic.

Data will be collected, analysed and reported to the Academy Governance Committee.

The academy will work with the Executive Team at MLP to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

The Head Teacher will use data analysis to decide whether investigation is required to ensure that the academy is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to MLP Board of Trustees.

13. Links to other policies

The following Trust and Academy policies and procedures are directly related to and complement this Policy and Procedure:

- Safeguarding and Child Protection Policy
- MLP Suspensions and Exclusions Policy
- Individual academy's Anti Bullying Strategy (See Appendix 3)
- Drugs and Alcohol Policy (See Appendix 4)

Appendix 1: Magna Learning Partnership Behaviour Principles

The Trust Board of the Magna Learning Partnership believes that its academies have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Magna Learning Partnership as set out in the Procedure.

This Trust Behaviour policy and procedure and any associated academy rules and approaches will ensure that:
In all MLP academies:

- Academies have a consistent approach to behaviour management that is applied consistently and fairly to all pupils;
- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers always set an excellent example to pupils;
- Rewards, sanctions, and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour policy;
- The academy will work to create an environment where removal from class and exclusion from academy is not necessary because pupil behaviour does not require it;
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy;
- Exclusions will only be used as a last resort;
- The Behaviour policy and procedure are understood by pupils and staff;
- Pupils are helped to take responsibility for their actions;
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the academy and pupils' home life.

Appendix 2: The New Forest Primary School and Nursery Behaviour Procedures

**Our school vision of
'Learning together through Friendship and Faith'
is underpinned with the values of kindness, fairness and hope.**

This vision and set of values are demonstrated by everyone in our school.

'When People talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to change behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is there is no alternative to the hard work; building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.'

Paul Dix, author of 'When the Adults change, Everything changes'

1. Strategies to promote positive behaviour

At our school we believe in the importance of positive reinforcement through effective praise of children. We praise and reward children for good behaviour in a variety of ways:

- Each class establish their own routines based upon our School Values;
- These will be clearly displayed within the classroom along with our School Values;
- Teachers regularly review routines with children and remind them of expectations.

House points

- Each child is a member of one of our school house teams.
- Children remain in the same house throughout their time at our school and siblings are in the same house.
- All houses are roughly even in number per key stage and over the whole school.
- House points (HP) are written on work or awarded for good behaviour/values using the DoJos online system.
- House points are awarded as fairly as possible and teachers often discuss their value to ensure consistency.
- House Captains are voted for by KS2 children in the first term after a mini-campaign speech. The House Captains (two from each house) will be responsible for totalling up the house points each week at KS2 and the termly total from KS1 and KS2.
- At KS1:
 - We display the current house points on our 'Rainbow Display' in the hall and our school bear, Bramwell, is dressed in the colour of the leading house;
 - Children receive coloured 'Rainbow' certificates for every 25 House Points collected and the children's photographs are moved to the relevant colour of the rainbow on our display. These are sent home for celebration.
- At KS2:
 - The totals for each house are shared in our Celebration Worship each week;
 - The leading house are awarded the House Point Trophy and their coloured ribbons are tied to the handles;
 - Children receive individual certificates for every 50 House Points. These are sent home for celebration.

Once children have worked through all of the certificates, they simply start again.

Stickers

These are awarded as a teacher/TA sees fit for examples of good work, excellent effort, helpfulness and kindness. Each class awards these stickers according to their own system and the child wears them home.

The Head Teacher will award special sticker for excellence in a range of areas.

Star of the Week

We award Star of the Week certificates to children during our Celebration Worship.

- Our Star of the Week certificates are awarded to those children who have particularly impressed their teacher during the week with their attitude, effort, or specific items of work.
- The number of Stars of the Week are not limited and teachers are free to reward children as appropriate.
- We celebrate the Star of the Week with our whole school community by publishing the children's names in our weekly newsletter.
- Messages are sent home to reward positive behaviour, e.g. Stars of the Week, house point certificates

Reward Time

Each class runs their own unique rewards system to reinforce our school values and praise children's hard work, good behaviour and achievements. These may include:

- Marbles in a jar
- Class treats or Golden Time

End of Year recognition awards

A series of trophies are awarded to Year 6 Leavers in recognition of excellence in curriculum areas and school values.

2. Strategies to resolve negative behaviour

We have high expectations of behaviour based upon our school values. We are mindful of the reasons why children's behaviour might fall below these expectations and we will explore these reasons with them. Staff use strategies such as TED (tell, explain and describe) to help children articulate these reasons. This is often enough to help address low level behaviours.

All members of staff receive training in de-escalation strategies to manage challenging behaviour. The focus of any intervention is de-escalation because we are aware that children may have reasons why they are not behaving as expected. Where children have a recognised need then we will write an Individual Behaviour Plans, alongside children and their parents, to support them to achieve the expectations of the school's values.

However, behaviour that is unacceptable will result in a range of actions. In order to ensure a consistent approach all staff follow an agreed process (see Appendix 1).

Outlined below is a list which, whilst not exhaustive, provides examples of actions to support different levels of negative behaviour.

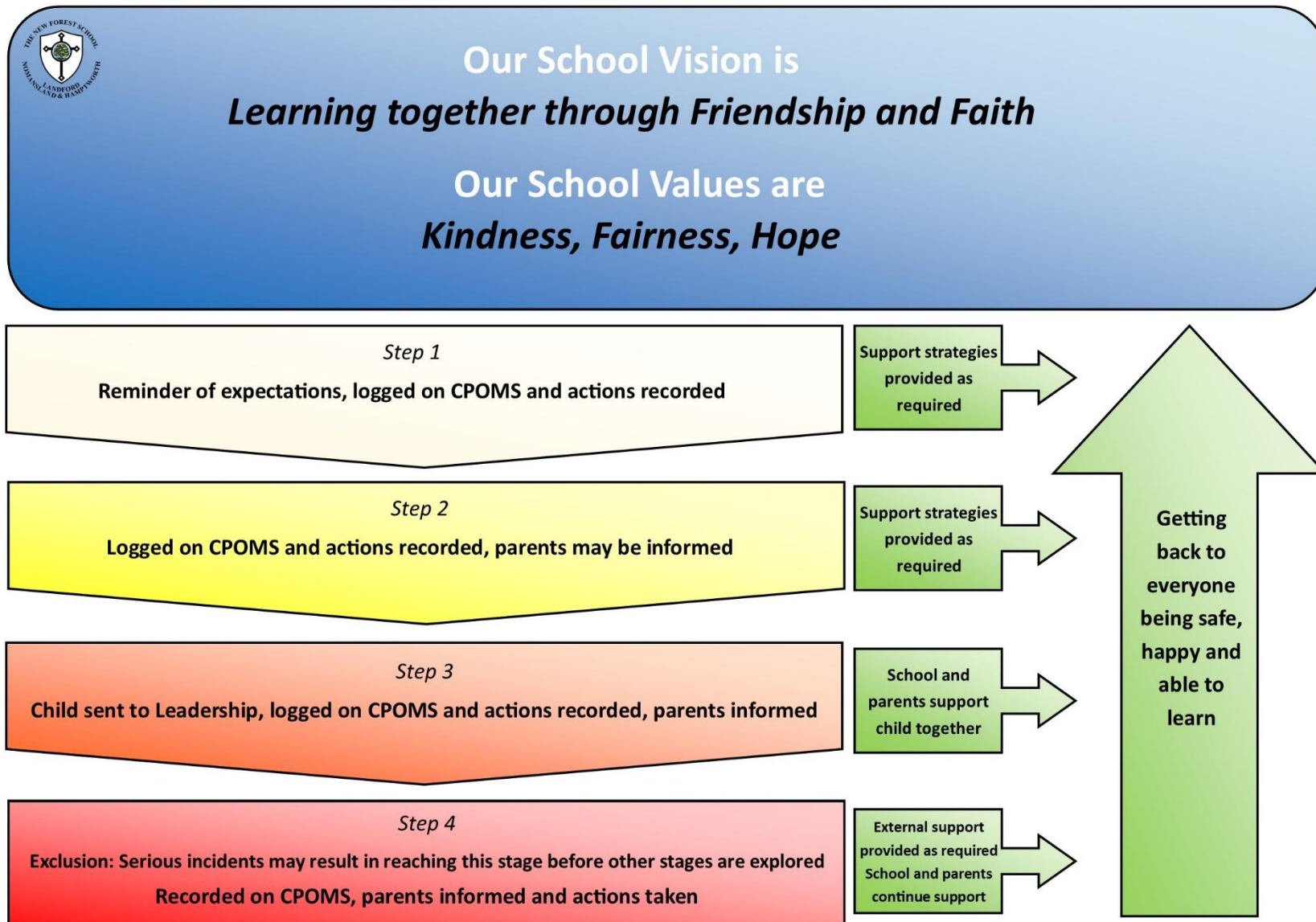
The stages of the Code of Conduct flowchart can be accessed at any level. There must always be an element of discretion, as behaviour must be managed sensitively, with due care of any special educational needs that a child may have.

Actions for resolving negative behaviour	
Step 1: Negative behaviour	
Behaviour examples	Actions
Low level negative behaviour Disruption including: fidgeting, interruptions, distracting others, silly noises and touching Unkind remarks or bad language Misuse of school equipment Hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching) Answering back, e.g. questioning the situation Lack of engagement	Reminder of School Values Positive reinforcement for those doing the right thing Reinforcement of positive behaviour through: PSHE, circle time, SMSC, collective worship and school ethos Miss a portion of playtime or lunchtime play Record on the school behaviour log (CPOMS) Recommendation for ELSA support
Step 2: Persistent negative behaviour	
Behaviour	Actions
Persistent low level negative behaviour Persistent disruption including: fidgeting, interruptions, distracting others, silly noises and touching Being disrespectful Intentional swearing or verbal abuse Misuse of, or damage to, school equipment Improper use of toilets Encouraging other children to misbehave Leaving class without permission Deliberately hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching, throwing) Refusing to work	Child sent to another class Miss a portion of playtime or lunchtime play Discuss and reflect in their own time once the situation has been de-escalated Apology to be given if appropriate Individual Child's Behaviour Chart Damage or loss to school property – letter to parent requesting replacement cost Possible intervention from external professionals Record on the school behaviour log (CPOMS) ELSA referral
Step 3: Escalated negative behaviour or incident	
Behaviour	Actions
Persistent moderate level negative behaviour Persistent and deliberate disruption including: fidgeting, interruptions, distracting others, silly noises and touching Deliberately hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching, throwing) Deliberate misuse of, or damage to, school equipment Discrimination because of looks, colour, race, belief, gender, sexual orientation or disability Leaving the school site without permission Aggression towards adults and peers Bullying (several times on purpose)	Parents will be informed by Senior Leadership Team Where appropriate an Individual Behaviour Plan will be developed with parents and shared with relevant staff Spend playtime and lunchtimes in one day with a member of the Senior Leadership Team Damage to school property – letter to parent requesting replacement cost Possible intervention from external professionals Record on the school behaviour log (CPOMS) ELSA support
Step 4: Serious incident/s	
Behaviour	Actions
Persistent high-level negative behaviour Serious violence with intent against another pupil or member of staff Theft or continued deliberate misuse of, or damage to, school equipment or private property Repeated bullying and persistent discrimination Persistently leaving the school site without permission Carrying an offensive weapon Supplying an illegal drug Sexual abuse or assault	Fixed term internal, external or permanent exclusion Review, evaluate and agree next steps within Individual Behaviour Plan Senior Leadership Team meet with parents Possible intervention from external professionals, e.g. behaviour support, police, social workers Record on the school behaviour log (CPOMS) ELSA support

We have a designated area on each school site where children are able to take time out to reflect and calm down: the Nurture Room at KS2, and in the Nurture Room or school entrance at KS1. These both provide safe areas where children can take time to regulate their emotions.

All negative behaviours are recorded on CPOMs when necessary.

The New Foresty Primary School Vision and Values Flow Chart



Appendix 3: Anti Bullying Strategy

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear or worry. Please see section 4 below, for further information.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (discriminatory remarks)
- indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

The school's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

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1. Statutory duty of schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

1.1. Implementation

1.1.1. Schools

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded on CPOMS which is shared with the Head Teacher;
- The Head Teacher will interview all concerned and will update CPOMS with additional information;
- Class Teachers will be kept informed and if it persists the Class Teacher will advise the Head Teacher;

- parents will be kept informed;
- measures will be used as appropriate in accordance with our Behaviour policy and in consultation with all parties concerned.

1.1.2. Pupils

Pupils who have been bullied will be supported through:

- an immediate opportunity to discuss the experience with the Class Teacher or member of staff of their choice;
- reassurance to the pupil and parents;
- continuous support, both to them and to the parents;
- a programme to restore self-esteem and confidence.

Pupils who have bullied will be helped through:

- discussions as to what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and the need to change;
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- formal warnings requesting to cease behaviour;
- exclusion from certain areas of school premises;
- minor fixed-term exclusion;
- major fixed-term exclusion;
- permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, class time, worship and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Appendix 4: Drugs and Alcohol Policy and Procedures

This policy sets out the academy's approach to drug education and how the academy will respond to drug related incidents within the responsibilities of the academy. This policy has links with the following academy and Trust policies: Behaviour, Safeguarding and Child Protection and Health and Safety.

To whom does the policy apply?

This policy applies to all the following people when they are on the academy premises: pupils, staff, parents/carers and visitors. Breaches of this policy by any of those mentioned will be dealt with by the academy/Trust. This policy also applies to pupils and staff when off-site when staff act in loco parentis, this includes all educational visits.

Although the academy is not responsible for pupils travelling to and from school we will work with parents and / or other agencies should any problems be identified. The academy is responsible for pupils during break and lunchtimes and this policy applies during these times. It also affects the use of academy premises after normal academy hours. Organisers of any after academy 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, legal/illegal drugs (including alcohol and tobacco), volatile substances (see also the Trust's Health and Safety Policy) and all over the counter and prescription medicines.

Overall Aims of the Policy

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

Roles and responsibilities

Head Teacher

The Head Teacher takes overall responsibility for providing a safe place of work for all staff and pupils and as such takes responsibility for this policy, its implementation, and for liaison with parents/carers, Trust, and appropriate outside agencies in the event of a drug related incident. Pupils who are suspected of being at risk from drugs will be supported and monitored with assistance from relevant agencies such as social workers and police.

PSHE Lead

The PSHE Lead together with the Head Teacher, has a responsibility for supporting other members of staff in the implementation of this policy. The PSHE Lead will provide a lead in the dissemination of information relating to drug education. They are responsible for identifying and providing good quality resources and in-service training.

The Head Teacher, or in their absence either of the Assistant Head Teachers are the first point of contact for advice/support in dealing with a drug-related incident.

Parents and Carers

Parents and carers are encouraged to support the academy's drug education programme. They are responsible for ensuring that guidelines relating to medication in academy are followed.

Parents / carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Head Teacher will consider if there are any special circumstances which may temper this right. The child protection service may be contacted in the first instance and advice sought (see Safeguarding and Children Protection Policy).

Staff

Drug prevention is a whole academy issue. All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them should they be called upon to deal with a drug related incident. This includes lunchtime supervisors and the site manager and cleaning staff. If they have any queries or training requirements these should be made known to the PSHE Coordinator or to the Head Teacher. The caretaker regularly checks the academy premises – any substances or drug paraphernalia found will be recorded and reported to the Head Teacher and dealt with in accordance with this policy.

Equal Opportunities Statement

Drug education will be provided to all pupils with consideration of any particular needs (see Equal Information).

Drug Education

Aim of Drug and Alcohol Education

The aim of teaching children and young people about alcohol and other drugs is to support them in making informed choices, delaying first substance use and preventing the development of harmful patterns of substance use in adulthood. This can impact upon an individual's quality of life and future aspirations. Effective teaching about alcohol and other drugs through PSHE and science education is one key element of prevention work. However, to achieve its aims, this teaching should be implemented as one aspect of a wider whole-academy approach. (PSHE Association Evidence Review on Effective drug and alcohol education).

What Drug and Alcohol Education looks like in our academy

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use.

At our Academy, alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe. Teaching about drugs and alcohol is integrated within a planned PSHE education curriculum (see PSHE curriculum), where it enhances – and can be enhanced by – teaching in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help. Drugs and alcohol education is also part of the statutory science curriculum.

Teaching programme, strategies and resources

Drug education is delivered through the PSHE programme by class teachers in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via one off events such as, assemblies delivered by PCSOs and via the science national curriculum. The PSHE Co-Ordinator / Curriculum Lead will review the drug education provision on an annual basis through discussion with the teachers involved with the delivery of the programme.

Where the teaching and learning includes issues, which may be sensitive staff and pupils will work within clearly understood and applied ground-rules from the PSHE Association Guidance.

Special Educational Needs

Children registered as having Special Educational Needs have the same right to good drug education as any other pupil and will be taught alongside all other pupils. However, teachers must be aware of and respond to their needs in drug education lessons just as in any others.

Children Vulnerable to Substance Misuse

Staff can gain additional support and guidance from Connect Wiltshire Young People's Substance on appropriate resources and educational approaches.

Use of visitors and outside agencies

Visiting facilitators can enhance the delivery of drugs education and some pupils 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 expertise, an approach or pupil 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 academy.

Dealing with Drug-Related Incidents

This section provides a framework for dealing with incidents surrounding the use, suspicion of use, and finding of drugs and substances. 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 Wiltshire Children's Services has been contacted. In this case, they will decide the course of action.

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

Unauthorised substances

No substances are to be brought into the academy premises unless authorised by the Head Teacher or through the agreed protocol for the use of medicines on the academy premises. This includes alcohol, tobacco (including vapes), volatile substances and medicines. This applies to anybody using the building regardless of age or whether they are staff or pupils of the academy.

Pupils found in violation of this section of the academy policy, on academy premises, will be dealt with in the following way:

- Parents will be contacted by the relevant teacher. Parents' support will be sought in stressing to the pupil how the use of unauthorised substances in academy is a serious breach of academy rules;
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as the age of the pupil, the circumstances of the incident, whether it is a pupil's first offence and whether it affected other pupils;
- The substance and associated paraphernalia such as vapes, matches, or lighters found in a pupil's possession in academy will be confiscated. They will be placed in a labelled envelope and kept securely until parents are able to collect them.

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

1. Take possession of the drug/substance and inform the Head Teacher, or if not available a senior member of staff.
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 in a secure place.
4. Police should be contacted immediately, and arrangements should be made to hand the package over to them. Staff should not attempt to analyse or taste any found substance. In the event of discovering a hypodermic needle the incident should be recorded, and the following procedure should be followed in order to protect all persons:

EXTREME CARE SHOULD BE TAKEN

1. Do NOT attempt to pick up the needle.
2. Cover the needle with a bucket or other container.
3. If possible, cordon off the area to make it safe.
4. Inform the Head Teacher or senior member of staff or DSL.
5. Contact Environmental Health.

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

6. Request that the pupil hand over the article(s). Staff can ask pupils to turn out pockets or bags but cannot demand that this happens.
7. Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
8. Pupils should be placed in isolation until the matter has been investigated.
9. Parents should be contacted as quickly as possible.

If a pupil refuses to hand over articles a search may be required – it should be noted that:

- Teachers can search academy property, i.e., cupboards and trays without permission;
- Teachers should not search pupils or personal possessions.

Procedures for dealing with a child suspected to be under the influence of a drug or substance

Stay calm, place child in a quiet area. Do not leave them unsupervised; seek medical advice from a First Aider. If the child is drowsy or unconscious place them in the recovery position, loosen tight clothing and attempt to establish what the child has taken. Any suspected substances should travel with child if removed for treatment. Vomit should be safely collected where possible and also taken with the child (for analysis).

Procedures for dealing with parents/carers under the influence of drugs on the academy premises

Staff should attempt to maintain a calm atmosphere. If staff are concerned regarding discharging a pupil into the care of a parent/carer attempts should be made to discuss alternative arrangements with the parent/carer, for example requesting another family member to escort the child home. The focus of the staff must be the maintenance of the pupil's safety and welfare, as opposed to the moderation of the parent's behaviour.

Where the behaviour of the parent/carer immediately places the child at risk of significant harm or repeated behaviour places the child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

The Head Teacher or DSL must complete a drug related incident CPOMS record detailing the nature of the incident and the subsequent action taken by the academy.

When to contact the police

There is no legal obligation for the academy to contact the police when a drug incident or offence has been discovered. Contacting the police is at the Head Teacher's discretion. However, the academy has established close liaisons with our local police and any information about illegal sales of drugs including alcohol and tobacco will be reported to them. In the event of a drug-related incident in the academy, the academy would cooperate with the police should they wish to search premises.

In the event of a serious incident the police may request to interview pupil(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 Trust will be informed. Advice will be given by the Trust on dealing with enquiries from the media in order to protect the interests of the child and the academy.

Discipline

In normal circumstances parents will be contacted. If the Head Teacher assesses that the situation is a child protection issue, then Wiltshire Children's Services will be contacted in the first instance. This academy 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 academy community. Whilst exclusion is a possible sanction (fixed or permanent) it would only be considered as a last resort. A range of responses may also be considered that may include:

- a pastoral support programme
- referral to an appropriate agency
- home-academy contract
- behaviour support plans
- alternative provision
- fixed term exclusion
- permanent exclusion.

Consideration should be given to:

- the age of the pupil
- whether one pupil or a group of pupils is involved
- whether there is evidence of particular peer pressure
- whether it is the pupil's first offence.