



# North Leamington School

## Behaviour and Engagement Policy

May 2026

<b><u>Approval and Review</u></b>	
<b>This Policy is reviewed in discussion with staff and governors.</b>	
<b>Effective from:</b>	May 2026
<b>Approved by:</b>	NLS Governing Body
<b>Review date:</b>	May 2027
<b>Review leader:</b>	Deputy Head Teacher

## Introduction - CORE

### COMMITMENT

At North Leamington School we believe that every member of our school community should have an equal opportunity to achieve her or his personal best regardless of ability, race, gender, cultural or socio economic background. As a learning community, our duty is quite simply to address the individual educational needs of all our members. We actively aim to develop a commitment to learning through high expectations and an aspirational approach. We will give students the engagement skills that they need to be successful lifelong learners.

### OPPORTUNITY

We believe that it is the right of all our students to be educated in an environment free from disruption by others, an environment in which the creation of a positive context for learning is an absolute priority. Our approaches to engagement for learning will provide opportunities for all students to be successful and rewarded in different ways as we strive to meet the needs of individuals

### RESPECT

This policy sets out the framework of attitudes, values, behaviours and responsibilities expected of all our community members. A climate of respect is integral to learning at NLS. There will be positive relationships between all groups with empathy and tolerance being promoted.

### EXCELLENCE

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classrooms, raising standards and achievement across the school by developing aspirational, motivated and responsible students. The ultimate aim of our approach to engagement for learning is for all of our students to achieve excellence in what they do. Children are intrinsically motivated and are self aware of achievements.

### Aims

- To reinforce the values of the school and the Code of Conduct
- To enable inclusive practice
- To create a consistently orderly environment both inside and outside the classroom, enabling everyone to work positively and to learn actively
- To reward students for academic progress and achievement, for completing and returning homework, for being properly equipped for school and for behaving well in lessons
- To embed the use of Restorative Practices within all aspects of our school life
- To acknowledge and recognise extra-curricular successes and personal and social development
- To ensure that all members of the school community have a right to be safe and secure at all times from any threat to their personal wellbeing

### Background

The Behaviour and Engagement Policy has three main elements; **Engagement for Learning; Inclusion and Intervention; Rewards**. The policy has a set of principles for each area that will guide practice on a daily basis. Review processes inside school will focus on the extent to which policy is translated into practice. These principles will form the basis for how all staff will work to ensure that all student behaviour is managed

consistently at NLS. This policy sets out the framework of attitudes, values, behaviours and responsibilities expected of all members of our community.

### **Engagement for Learning**

- Teachers create a positive and inclusive climate for learning where students are well mannered, interested and engaged, contributing positively to the lesson
- Students' attitudes and behaviour towards learning and each other are positive through effective classroom behaviour management strategies where children want to engage with learning
- Relationships between are positive and respectful
- Teacher talk/student talk is proportionate to the needs of the lesson and learners
- Students are fully engaged and sustain focus through cooperation and effective collaboration with others
- A positive climate for learning is established and high expectations are maintained through systematic and consistent management of behaviour
- All students are fully committed, positively engaged and curious therefore take responsibility for their learning
- There is a positive ethos and commitment to learning across all areas of the school
- Students take responsibility for their own progress, behaviour and learning

The framework of this policy includes misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student, member of staff or member of the public
- Could adversely affect the reputation of the school

### **Roles and Responsibilities**

#### **Governors:**

To understand the key principles of the policy and to ensure the effective implementation and monitoring of the policy

#### **Senior Leadership Team and Extended Leadership Team:**

- To provide appropriate support, training and resources for all staff
- To monitor and evaluate the impact of the policy
- To modify and update the policy in the light of national developments and the changing needs of the school and the students.
- To be responsible for the coordination of intervention, taking into consideration needs of all students and families in conjunction with the aims and objectives of the policy.
- To monitor and evaluate the impact of the policy at Year group, Faculty and Departmental level.
- To interrogate data produced from tracking and identify and coordinate intervention.
- To provide appropriate support and challenge to team members through CPD and / or coaching.
- To provide day to day support for their teams.

#### **Classroom based staff:**

- To consistently act in line with the principles of the policy on a daily basis

- To implement this policy by ensuring that high quality behaviour management strategies/rewards systems are used consistently on a daily basis.

**All staff:**

- To be aware of the principles of the policy and how all staff contribute to its successful implementation.

**Students:**

- To engage/respond positively within lessons and at all times to enable staff to implement the policy effectively.
- To uphold the CORE values of the school
- To be on time, fully equipped and ready to learn
- To be considerate and allow others to learn
- To engage in learning activities in a responsible and cooperative manner
- To show consideration to others and to their property

Students who keep to lesson expectations will become independent learners, confident individuals and ultimately, responsible citizens.

**Those with parental responsibility:**

- To support the policy of the school, in line with the Home School Agreement and CORE vision, by providing support for students at home, allowing them to continue to develop their learning effectively.
- To support the school in providing rewards and consequences to support engagement in school.

Parents can contribute in the following ways:

- Ensuring their child attends every day
- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Supporting the school's use of Restorative Practice
- Making good use of the Portal and Home Learning facilities
- Monitoring their child's social media usage and discussing this regularly with them

By assuring their child is ready for the school day by:

- Being punctual
- Wearing correct uniform
- Having correct equipment and appropriate school bag

By communicating effectively with staff by:

- Reading and responding appropriately to school letters/communications

- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending Learning Mentor evenings and subject evenings
- Informing the school of absence by telephoning on the first day before 08:30am
- Checking their child's planner regularly
- Signing the Home-School Agreement

### **Behaviour and Engagement principles at NLS – a consistent approach**

The Behaviour and Engagement process at NLS should support our CORE principles.

- Promote good behaviour, self-discipline and respect
- Prevent bullying, harassment or discrimination
- Ensure that students engage positively with learning
- Teaching should aim to inspire a student's passion and enthusiasm for a subject and act as a catalyst for the love of lifelong learning
- Teachers have consistently high expectations of all students and actively seek to engage all students
- Improving social mobility should be an aim of engagement for learning. The different needs of all groups and individuals should be met
- Rewards, relationships and learning should be the main considerations in terms of engagement for learning
- Lessons actively involve students and show, over time, a variety of engaging learning activities which facilitate motivation and commitment to learning
- Lesson planning gives careful consideration to the appropriate balance between teacher led and learner led activities which foster independence and maturity
- Clear and explicit behaviour expectations are made clear
- Learning outcomes are used to support and challenge all students and identify progress.
- Students will know what they need to do to be successful and to make good progress based on clearly defined success criteria
- Engagement strategies are used to ensure that learning begins quickly in lessons and motivation remains high
- Appropriate learning behaviours are developed through lessons and rewarded.
- Students should be given regular opportunities to develop resilience and resourcefulness. They should develop the ability to become 'unstuck' when they are 'stuck'
- Students should be given opportunities to take responsibility for their own learning and also have an input into the learning process
- A climate of dignity and respect should be developed which involves treating students as individuals and recognising their needs to ensure engagement
- Other adults should be deployed effectively to support, engage and challenge students
- Planning should be informed by regular, accurate assessment and aspirational target grades / levels. This should be consistent with whole school policy
- Assessing engagement levels and early intervention should be a regular feature throughout each lesson
- Lessons are well planned but flexible enough to respond to the emerging needs of all students

- Staff are encouraged to innovate and take calculated risks in terms of approaches to engagement for learning and activities
- Groupings and seating plans are used effectively to enhance engagement for learning
- Engagement strategies and techniques are built into planning so that there is less opportunity for low level disruption and as a result lessons are of a high quality and enhance engagement and progress
- We believe that it is the right of all our students to be educated in an environment free from disruption by others, an environment in which the creation of a positive context for learning is an absolute priority.

### **NLS Consequence and Rewards System**

The ultimate aim of all engagement for learning principles is for all students to achieve their personal best, both academically and socially. Part of this aim includes the use of a ‘**consequences**’ system (C0-5), which is used for students whose actions and behaviours fail to comply with the school’s expectations.

The CORE principles behind the **consequences** system are the same as the engagement for learning principles, with the addition of the following:

- To reinforce the CORE Vision
- To create a consistently orderly environment both inside and outside the classroom, enabling everyone to work positively and to learn actively
- To reward students for academic progress and achievement, for completing and returning Learning Beyond the Classroom, for being properly equipped for school and for behaving well in lessons
- To ensure that Every Child Matters Equally is firmly embedded within all aspects of our school life
- To embed the use of Restorative Practices within all aspects of our school life
- To acknowledge and recognise extra-curricular successes and personal and social development.

### **Behaviour and Sanctions**

A clear school consequences system, consistently and fairly applied, underpins effective education. NLS staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times. The behaviour policy should be supported and backed-up by senior staff and the Headteacher.

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

We have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school’s behaviour policy. These will be proportionate and fair responses that may vary according to the age of the students, and any other special circumstances that affect the student.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the consequences system (C0-5).

C0 – Minor infringement of the school policy: note to parents / carers on Go4Schools

C1 – 20 minute after school detention

C2 – 40 minute after school detention

C3 – 60 minute after school detention

C4 – Withdrawal from lessons

## C5 – Suspension or Direction to Learn Off Site

Within the Consequence system, we will have a range of disciplinary measures clearly communicated to school staff, students and parents. These can include:

Students who do **not meet lesson expectations** should expect the following:

- To be issued a C0-C5 under the school consequence system
- A log on Go4Schools with information to parent/carer using Home Notes and School Notes
- Quiet word using affective statements/questions
- A change of seating
- Removal of social time
- Time outside the classroom in a safe space to support with students' emotional regulation
- Detention after school
- Phone call/letter home
- Parent / carer meeting
- Form Tutor/Year Leader/ Faculty/Department report card
- Extra work or repeating unsatisfactory work until it meets the required standard
- A restorative conversation with the relevant member of staff to amend the situation
- Departmental buddy system – removal to another classroom with follow-up reintegration meeting
- A change of class/group in consultation with parents
- Bespoke intervention
- Internal/External exclusion from school
- Placement at another school including off site direction and managed transfer
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or attend the school prom
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring
- Use of our Refocus Room
- Governor Behaviour Panel
- Off-site alternative provision or direction
- Referral to the Ethical Inclusion Team (EIS) for support
- In more extreme cases we may use temporary or permanent exclusion

### **Students' conduct outside the school gates – teachers' powers**

Teachers have the power to impose sanctions on students for misbehaving outside of the school premises “to such an extent as is reasonable”.

School will support with incidents of both criminal and non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the consequences that will be imposed on students.

For every offsite visit, a risk assessment is completed both for the activities to be undertaken and also the students who the visit is aimed at. In some circumstances the school, based on a student's known needs, may

not be in a position to support a student on an educational visit where the potential risk is considered too great. In this instance the school will endeavour to ensure, where possible and related to the curriculum, a similar experience is provided within the school environment.

School may discipline students for:

- misbehaviour when the student is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another student or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour the school will discipline the student on school premises or elsewhere when the student is under the lawful control of the school.

### **Restorative practices principles at NLS – Behaviour strategies and the teaching of good behaviour**

The school embraces **Restorative Practices (RP)** as a means of empowering teachers to be successful and effective practitioners within their classrooms, raising standards and achievement across the school by developing aspirational, motivated and responsible students.

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is achieved by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing perpetrators to make amends for the harm caused. Restorative Practices acknowledge the intrinsic worth of the person and value her/his potential contribution to the school community.

The RP framework will:

- improve attitudes and behaviour
- Support our ethos as a trauma friendly school
- provide explicit tools to challenge unacceptable behaviour, to resolve conflict and to repair harm
- improve relationships and establish rights, accountabilities and responsibilities within the community
- provide a clear philosophical basis for staff, students and parents to share ideas and to discuss issues.

### **Classroom Practice**

The teacher has the right to teach, and students have the right to learn, in a classroom free from disruptive behaviour. A classroom that reflects the teacher's high behavioural and academic standards, creating a positive and respectful climate for learning, empowers students to become responsible, independent and motivated learners.

The effective teacher:

- is a positive role model for their students

- is fully committed to their own professional development
- creates a positive climate for learning, progress and achievement
- inspires confidence in students, thus developing their self-esteem
- feels empowered within the classroom in a safe and respectful environment to challenge themselves to develop their skills
- has the right and responsibility to create a positive learning environment within the framework and philosophy of Restorative Practices.

The teacher aims for:

- a calm but firm, non-confrontational approach
- clarity and consistency of request/instruction
- a positive approach to classroom management, with high expectations and appropriate rewards and sanctions
- explicit practice working within the Restorative Practices framework

In the classroom the teacher will be well-prepared, have stimulating lessons to generate good behaviour and earn respect. This will be achieved by:

- beginning lessons on time; meeting and greeting students in a positive manner
- being fully prepared for lessons, with tasks appropriate to the planned lesson outcomes
- creating a stimulating environment
- extending, motivating and challenging students
- rewarding students consistently using the R1-5 system as well as descriptive praise
- marking work promptly, following the school guidelines
- encouraging active independent learning
- responding to non-compliant behaviour within the framework of Restorative Practices

All teaching staff have a duty of care at all lesson changeovers/movement times to be visible on corridors and designated areas.

### **Inclusion and Intervention Principles at NLS – Student Support**

We believe that it is important to address students' needs as they arise and to provide support to meet those needs. It is with this in mind that we refer to IEN, Individual Educational Needs. These include learning difficulties, physical disabilities, autism, dyslexia, dyspraxia, behavioural, emotional and social difficulties, attachment disorder, medical (including mental health) issues, and attention deficit hyperactivity disorder. We support students who have English as an Additional Language as appropriate.

We agree with the Government's statement, "... that all children and young people with SEN or disabilities reach their full potential in school. They should also be supported to make a successful transition into adulthood, whether into employment, further or higher education or training" (SEND Code of Practice, 2015), and have formed an IEN (Individual Educational Needs) Faculty to ensure this.

The Equality Act of 2010 enshrines in law the rights of students with Special Educational Needs & Disabilities (SEND), having replaced the Disability Discrimination Act. Our Equality and Diversity Policy outlines our response, and should be read alongside this policy.

The ultimate aims of inclusion and intervention in the context of the Behaviour and Engagement Policy are:

- To identify educational needs effectively and provide the support necessary to enable students to make progress
- To involve and communicate with students and parents of students and take into consideration their views
- To make use of outside agencies where necessary as part of a planned and graduated response to individual need
- To work closely with primary schools in order to share detailed information about all children
- To ensure that staff are fully aware of students' needs and understand the provision needed at Waves 1, 2 and 3
- To use assessment, monitoring and recording tools to ensure interventions are effective
- To review student progress termly
- To work collaboratively with all staff to ensure that barriers to learning are removed and students are enabled to achieve
- To evaluate annually the effectiveness of the SEND provision within the school using the school's review and evaluation process
- To deliver CPD and other training to provide and maintain high levels of provision

### **Early Help**

There are other 'external' factors which may impact on a student's behaviour, such as adverse childhood experiences (ACES), challenging home circumstances, low attendance etc. In some cases, these will mean that the student is on the Child Protection Register or registered by the Local Authority as a Child in Care.

It may be appropriate to offer Early Help support to families where a student's behaviour is consistently not meeting the expectations of the school. This could be in the form of an Early Help Initial Assessment (involving other agencies), or through the offer of Early Support strategies developed in school.

Early Support could involve developing agreed procedures to scaffold improved behaviour by initiating a multi agency approach.

### **Rewards principles at NLS**

We believe that praise and rewards are key tools in motivating students to exhibit positive behaviours, take responsibility for their learning, and make better progress.

The ultimate aims of rewards in the context of the Behaviour and Engagement Policy are:

- To deliver high quality staff CPD and build regular opportunities to share good practice within and across the school departments

- To monitor and evaluate the distribution of rewards across the school through a robust quality assurance framework that identifies strengths of the system and provides early intervention
- To work collaboratively with staff and students to ensure reward processes and their impact on teaching and learning are consistently applied
- To continue to develop the range of rewards available through engagement with local businesses
- To increase the opportunities to celebrate successes through the development of: termly college Celebration Assemblies, Celebration Evenings and other events

### **Praise and Recognition – Our Reward System**

We celebrate and reinforce positive learning behaviours in line with our CORE values. The following would be examples of actions for which individuals and groups should be praised.

These are attributed as 'R1' to 'R4' rewards

- Student leadership
- Literacy
- Collaboration
- Excellent Homework
- Progress
- Perseverance – independent learning
- Reasoning – oral or written
- Acts of kindness
- Creativity
- Questioning
- Working above target
- Research
- Helping others – staff and students
- Contribution to the wider community
- Contribution to extra-curricular participation

Praise and recognition by staff can take different forms; depending on the context, any of the following might be both appropriate and effective, however the main vehicle for rewarding is through the school rewards system

- Reward points for working well, and celebrating positive learning behaviours which are communicated verbally to students to reinforce positive behaviour.
- Spoken praise
- Written comment in exercise book or student planner through the Feedback to Feed Forward policy
- Telephone call home
- Praise postcards home
- Display or exhibition of student work
- Celebration assemblies through the Year Group and College system
- Celebration evenings annually
- Displays and publications
- Letters home

- Recognition of students on our parent bulletins or website

## **Detention**

Teachers have a power to issue detention to students (aged under 18).

We will make clear to students and parents that we use detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent
- b. non-teaching days – usually referred to as 'training days' or 'INSET days'

**Parental consent is not required for detentions, however, we will make every effort to inform parents of detentions after school within one working day.**

North Leamington School runs a whole school detention system. Those with parental responsibility are asked to support the use of after school detentions and it is expected that alternative methods of transport are arranged in the event that a child normally uses the school bus.

## **Suspension**

In more extreme cases, schools may use suspension or permanent exclusion. The school believes that the previously mentioned sanctions, with parental/carer support, will be effective in dealing with most of the situations which occur in school. The use of suspension or permanent exclusion as a sanction, would only be considered once the student has proved to be unresponsive to other strategies, or to deal with a serious breach of the behaviour policy.

The decision to permanently exclude a student would be taken "in response to a serious breach or persistent breaches of the school's behaviour policy; where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school" ('Exclusion from Maintained Schools, Statutory Guidance', updated 2024).

All forms of suspension and exclusion will be dealt with in accordance with the Department for Education's statutory guidance. Managing the behaviour of students with special educational needs, including decisions around exclusion, will take account of the school's legal duties under the Equality Act 2010 and the SEND Code of Practice (2014).

In line with statutory guidance, NLS has a ***Suspension and Permanent Exclusion*** policy, available on our website or on request from reception.

## **Use of Reasonable Force**

The use of reasonable force will be dealt with in accordance to the DfE guidance (Updated April 2026)<sup>1</sup> This document aims to help schools proactively minimise the need to use restrictive interventions through early

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

support, prevention and de-escalation strategies, and when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the school's Staff Code of Conduct
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
  - the pupil has SEND or other vulnerabilities
  - any alternative strategies that do not include physical contact can be used

Any such application of force will be recorded and parents will be notified by a member of the Senior Leadership Team. **Schools cannot** use force as a punishment - it is always unlawful to use force as a punishment.

Whole school measures will be used to minimise the need to use restrictive interventions, such as through prevention and de-escalation.

Whole-school measures can include:

- consideration of how the school and classroom environment can support all students to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds

- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- development of working staff-student relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning

Individual approaches can include:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where a student has a disability, we recognise our legal obligation under the Equality Act 2010 to support students with reasonable adjustments, making sure they can benefit from what the school offers
- giving students time, safe spaces and strategies to calm down before their behaviour escalates

## Staff Safety

Staff who consider they have been abused physically, verbally or in any written/image form by a parent/carer/student, will be advised to complete an Accident Form. The form will name the person considered responsible. A decision may be taken to inform the police. Parents/carers who physically/verbally abuse staff will be asked to leave the school site. A letter from the school may follow, banning the perpetrator from the school site. Police action may follow if appropriate. Disciplinary action will be taken when students have been found to make false accusations against staff.

## Safeguarding

We will consider whether the student's behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' **Safeguarding and Child Protection Policy**. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school should consider whether an Early Help assessment is necessary, alongside other supportive interventions.

Religious symbols are not banned by the school. However, any symbol that causes a distraction or poses a health and safety risk to students/staff will not be permitted. The carrying of religious symbols must be agreed to, in advance, by the Headteacher.

## Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students. North Leamington School takes guidance from the following document: *'Searching, Screening and Confiscation, February (updated July 2022)'* by the Department for Education.

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) **Power to search without consent** for "prohibited items" which include the following:

- Mobile phones (where there is reason to do so)

- Other technology which is in breach of the Mobile Phone Policy such as headphones
- Sugary high-energy drinks
- All knives, airguns, fireworks, and any other potentially offensive weapons
- All smoking materials including tobacco products, cannabis, vapes and vaping liquids
- All substances/materials open to abuse/misuse (i.e. drugs, solvents, other hazardous substances)
- Legal highs
- All alcoholic drinks
- Glass bottles/drink cans
- Aerosol cans (including deodorants)
- Large sums of money (over £10) in cash form
- Electronic equipment including iPods and mobile phones
- Any images or content which are in breach of the School's Acceptable Use Policy
- Chewing gum
- Laser pens
- Correction fluid, e.g. Tipp-Ex
- Scooters
- Skateboards
- Any other 'craze' items which are deemed as a distraction to teaching, learning and the safe running of the school
- Mobile phones or mobile technology (if evidence suggests a it has been used in breach of school policy or if on display during the school day)
- Weapons such as knives or any items which may be used with intent to harm

**This is not an exhaustive list.** North Leamington School will not tolerate any dangerous items being brought onto school site. Confiscation of banned items may also result in a referral to Police and/or Warwickshire Safeguarding Children Team. The decision of if/when to return any items will be made by the Designated Safeguarding Lead or senior staff.

### **Mobile Phones and other communication devices**

Please refer to the Mobile Phone Policy (2026).

### **Drugs and Alcohol**

The term 'drug' is defined as unauthorised medicines, volatile substances, alcohol, tobacco, illegal drugs, psychoactive substances and other illegal substances.

Illegal and otherwise unauthorised drugs are not acceptable within the bounds of this policy.

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school will prioritise the safety of the young person and those around them. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. (*Searching, Screening and Confiscation guidance for Headteachers, updated July 2022*)

If necessary it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. In deciding what action to take the school will consider all disciplinary actions including permanent exclusion where deemed necessary.

Students are made aware of the school's internal and external support mechanisms through our PSHE curriculum.

### **Health & Safety**

We take the health and safety of all members of the NLS community very seriously. Any students knowingly putting themselves or others at risk or harm may be subject to severe consequences.

### **Links to other policies**

This policy should be read and implemented in conjunction with the following policies:

- Child Protection
- Suspension and Permanent Exclusion
- Anti-bullying
- Uniform
- Attendance
- Equality and Diversity
- Online Safety and Acceptable Use Policy
- SEND (including Accessibility Plan)
- Mobile Phone Policy