



Behaviour for Learning Policy

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1. Policy Statement

All students within ReEngagEd alternative provision have struggled within mainstream education for one reason or another, many are at risk of being permanently excluded from mainstream secondary schools. ReEngagEd believes that every child's journey through education is unique, therefore we reject a 'one size fits all' approach to education and offer unique pathways for students to succeed and fulfil their potential.

We recognise that all students have different barriers which potentially have a detrimental effect to the development, behaviour and learning of themselves and others. We accept that traditional methodologies for managing behaviour are not always effective and in some cases, have a negative impact on learning and development, so we look to break this cycle. The ethos of this policy is based upon a firm belief; that behaviour can be modified, through developing self-esteem, and offering effective support.

To uphold this belief ReEngagEd aims to:

- Provide a safe and welcoming learning environment, where all students have the means to succeed.
- Break down barriers to learning and development; creating successful lifelong learners.
- Work with agencies and external professionals, to address and support issues underlying non/poor attendance and disengagement from education.
- Reduce isolation, increase engagement, and develop confidence and self-esteem.
- Promote diversity through ensuring equal access and development under the national curriculum for all students.
- Develop positive, tolerant, and successful citizens of the community through a focus on spiritual, moral, social, and cultural education programmes.

2. Rights

In order for all staff and students to work in a safe and effective learning environment, everyone at the ReEngagEd has responsibilities to protect everyone else's rights, and to ensure that these rights and responsibilities are communicated effectively.

Rights
The right to be physically and emotionally safe.
The right to be heard.
The right to make choices and contribute to decision making.
The right to learn.
The right to a school environment that is free of sexual harassment, racial discrimination, and discrimination of any sort on the grounds of colour, size, age, disability, culture, religion or sexual orientation and gender identity.
The right to be treated with respect and dignity.
The right to a welcoming, well-resourced and clean school.

Responsibilities protect core rights and are regularly discussed with students and staff.

Responsibilities are clear, positively phrased, fair, reasonable and unambiguous. When staff are dealing with undesirable behaviour reference should be made to which responsibility has been broken.

ReEngagEd have devised the responsibilities in consultation with staff and students to ensure that all rights are appropriately upheld.

PLEASE TURN OVER FOR A LIST OF RESPONSIBILITIES:

3. Responsibilities

Appendix 1 provides this document as a poster.

1. I will treat other people with respect
2. I will keep myself and other people safe
3. I will look after my own and others' property and respect my learning environment.
4. I will use language that is acceptable for a positive learning environment.
5. I will ask for help, and accept it, when I need it.
6. I will take responsibility for my own actions
7. I will be present and ready to learn at the start of my lesson.
8. I will follow the classroom rules:
 - I will stay in my seat.
 - I will not interrupt others.
 - I will not use a mobile device in class.

4. Routine

Clearly established routines greatly help in the smooth running of the school. Classroom staff should establish routines in the classroom. This may include entry to the room, settling, seating plans, cues for answering/asking questions, movement around the room, fair use of teacher time or support time, clearing up, target setting and reviewing and exit from the classroom.

There are other routines within ReEngagEd and a clear daily routine exists for the following:

- Breakfast and registration (Involving students handing over mobile phones and having a metal detector check)
- Breaks and lunchtimes
- Physical Education
- Target setting and Key Worker time.

5. Vigilance

Staff adapt the degree of vigilance required to maintain good order. In general staff use relaxed vigilance i.e. Staff pay attention to issues that matter. The concept of relaxed vigilance is not an exact science and staff at ReEngagEd regularly give and receive feedback on this issue e.g. in private discussion, debriefing, performance management etc.

Staff need to consider what behaviour to address and what may be best tactically ignored: in other words how vigilant do we need to be?

Overly vigilant	Relaxed vigilance	Insufficiently vigilant
<i>Staff pay attention to including matters of low importance</i>	<i>Staff pay attention to issues that matter</i>	<i>Staff fails to attend to everything, issues some issues that matter</i>
Too many issues to deal with and failure to follow them up	Issues appropriately dealt with and followed up	Undesirable behaviour is left unaddressed
Can lead to too much attention being given to behaviour and not enough to learning	A healthy balance between dealing with behaviour and learning	Too little attention given to behaviour so that learning is difficult
Students feel hectored	Students feel safe	Students are unsure what behaviour is acceptable
Staff can appear over stressed	Staff appears calm	Staff can appear uncaring

6.Motivation

Staff at ReEngagEd believe that motivating students to behave in socially acceptable ways is crucial. An immediate consequence provides feedback to the student. Therefore, ReEngagEd will offer rewards that encourage positive behaviour and sanctions that discourage negative behaviour. Reflecting on a student's achievements will enable them to recognise their progress and build their self-esteem.

Intrinsic Motivation

Intrinsic motivation is the idea that students will possess the self-belief and desire to independently learn and succeed. It is apparent that, due to the complex needs ReEngagEd's cohort present, students often lack the self-esteem and self-belief needed for motivation; the school is passionate about developing students' intrinsic motivation. We believe that students who enjoy safe, supportive and effective education will be more motivated to learn. The following list details the variables the school considers to further develop students' intrinsic motivation:

- Engaging, diverse and effective teaching: The curriculum offer is delivered by passionate educators/support staff who encourage participation and understanding in lessons. The belief is that students' motivation will increase if they are comfortable to engage; students' ability and curriculum access is underpinned by constant intervention, support and assessment which enable us to adapt lessons to appropriately. We offer a diverse curriculum which is enriched by the wider community and external agencies; SMSC (Spiritual, Moral, Social and Cultural) education is heavily promoted throughout the school curriculum.
- School Community: The school works in collaboration with students to deliver an offer which listens and responds to their needs; the approach of ReEngagEd is 'Together' not 'Us and Them'. If students feel happy in school, then they are more likely to be motivated to succeed.
- Relationships: ReEngagEd promotes positive and professional relationships between staff and students. Staff are encouraged to join in activities, show an interest in students and support them with personal, social and emotional development. The school also promotes acceptance and challenges bullying of any form; all students within the school have the opportunity and right to feel safe and happy in their environment. We believe in creating an environment which provides opportunities and activities which enable students to build positive relationships with their peer group.

We believe in a consistent framework which has a balance between encouraging good behaviour and correcting undesirable behaviour, but due to the student's low self-esteem we accentuate the positive.

Positive reinforcement is the action of rewarding desired behaviour to increase the likelihood of recurrence; this approach is a pillar of ReEngagEd's practice. Positive reinforcers come in many forms and staff at ReEngagEd are expected to utilise these constantly to promote positive behaviour for learning; the following lists a range of some extrinsic motivators, and examples of the positive behaviour they may recognise and reinforce:

Motivators	Positive Behaviour
<ul style="list-style-type: none"> • Verbal Praise • Written Praise • Prizes / Gift Vouchers • Extended Breaks • Merit System • Progress/Behaviour champion (weekly) • Wall of Achievement • Collective Rewards • Phone Calls Home • Certificates • Acknowledgement of Progress 	<ul style="list-style-type: none"> • Answering a question in class. • Attempting work. • Participating in an activity. • Clearing up after oneself. • Using appropriate language. • Meeting targets. • Attendance/Punctuality purposes. • Listening to staff. • Reading in class. • Exhibiting a positive action. • Helping staff. • Helping peers. • Improving misbehaviour (post).

We believe that for extrinsic motivators to work, they must be consistent, fair and relevant. Staff are encouraged to use rewards to spur on learning; for example, a student may receive immediate praise for suggesting an answer in class, which in turn will encourage future participation. External motivators are less effective if they are given post activity and not communicated effectively; that is why rewards/praise will always be timely, accessible and clearly displayed within the classroom.

7.School Monitoring System

Behaviour is carefully monitored and scrutinised through the recording of merit points. During every lesson, a student's attitude to learning and behaviour is assessed, and they are awarded merit points to signify their progress, this is on a scale from 1-5 (Appendix 3 is our merits poster).

1	2	3	4	5
A lot of improvement Needed	Some improvement needed	Ok	Good	Excellent

Scores are logged on the schools classroom display via the teacher who facilitated the lesson. Additionally, the Learning Centre Manager assesses behaviour and awards merits to individuals during AM/PM periods, recording this by means of scoring in the same way. E.G if a student participated in all lessons excellently (5 points per lesson), and behaved excellently during the morning and afternoon, then they would achieve the maximum within that day.

Descriptors:

5: Excellent effort and behaviour. Followed all instructions and demonstrated good listening, effort and behaviour.

4: A good attempt to conform to all instructions. Cooperated with staff and attempted all the work set.

3: May have needed support but attempted to conform to instructions. Most work attempted with only minor disruptions.

2: Needed support to regulate behaviour; which was hindering themselves and others. Insufficient amount of work and/or learning completed.

1: Minimum engagement with learning/classwork; may have presented disruptive behaviour which hindered learning. May have been involved in repeated misbehaviour incidents, or a serious instance of misbehaviour.

0: Did not attend class.

Students are rewarded for achieving high scores at the end of the week. The student with the most merits in a week will receive a voucher/prize equivalent to £15; should 2 or more students be joint highest, then a draw will take place to select a winner for the day. In special circumstances, a manager may wish to award two (or more students) the weekly merit award, however this should be a rarity and agreed upon with a member of the SLT. Students will receive a certificate and phone call home upon winning the award.

Students who achieve the Merit Award will be displayed upon the wall of achievement, to recognise and celebrate their success.

Points recognise progress and achievement; **under no circumstances** will any staff use this system as a punishment (such as demerits) as we recognise this is counter to the philosophy underpinning the system.

Parents will be made aware of their child's score, every week.

Champions of the Week

Each week (Friday) there will be two extra awards handed out; these awards are separate from the merits and are used to acknowledge students who have made exceptional progress. One of these awards (progress champion) will receive a voucher/prize equivalent to £10. Students who achieve 70% of their weekly merits will go into a draw for a chance to be named the progress champion.

8. Opportunities and Sanctions

Opportunity Ladder

Parallel praise governs our practice; our educators praise students doing the right thing more than criticising the students who are doing the wrong thing. However, we recognise that there needs to be clear opportunities for students to identify when they are behaving negatively and not upholding their responsibilities, in order for them to quickly rectify their behaviour. ReEngagEd uses an opportunity ladder, which is used to support students in acknowledging their misbehaviour, and improving it; in an environment which looks to break the mould (from past provisions), this system looks to provide opportunities for students to develop an understanding on when they are displaying inappropriate behaviour, and the instant opportunity to modify it.

Opportunity Ladder	Descriptor
Learning Centre Manager involvement.	The Learning Centre Manager will directly supervise/meet the student and devise an appropriate strategy for the rest of the period. Parental contact and contact with the host school will be made. Numerous incidents that lead to this may lead to the student's place being removed and placed back in single registration at the base school.
Opportunity Zone	Student receives a warning and increased support to amend their behaviour.
Positive Recognition!	If a student exhibits positive behaviour, effort and/or attitude, then the centre manager will award them a postcard certificate and a phone call home.

In cases of extreme behaviour such as incidents of violence, vandalism, bullying and severe defiance, a student will lose the right to proceed through the opportunity ladder. Such extreme behaviour requires an immediate sanction, which may remove them from the teaching and learning area. Some cases of extreme behaviour/ or repeated cases, particularly when the health and well-being of others is compromised, may result in a student's place at ReEngagEd being withdrawn.

Sanctions

Where possible staff employ logical consequences in direct response to the student's behaviour. This approach will keep the link between the student's behaviour and the appropriate consequence. E.g. if a student intentionally causes a mess, they will be provided the opportunity to clear it up.

For a sanction to be effective, it must be something that a student does not want, but under no circumstances must it be in any way physically or psychologically harmful. Sanctions will never embarrass or humiliate a student. To further increase the effectiveness of the sanctions, the attention given to the student demonstrating inappropriate behaviour should be limited, while praising those around that are working and behaving appropriately.

Any opportunity or sanction should be transparent; the student should be made aware of what the opportunity or sanction is recognising, and what positive change is expected. Group sanctions should be avoided, as individuals should respond to their own behaviour. It is expected that the opportunity ladder is utilised to tackle most misbehaviour, however, when misbehaviour is persistent or presents a significant risk to the school community, the rapid escalation of this system (Centre Manager Involvement) is expected. It is crucial that at all times the behaviour, not the student, is targeted; the opportunity ladder should be used as a mechanism to provide support for students to understand and rectify their behaviour, rather than be administered as a punishment, therefore, opportunities should be presented to students in a positive light.

E.G Student A is excessively talking whilst the teacher is demonstrating a concept

Opportunity 1: Verbal Acknowledgement

The teacher calmly says, "Student A, you're talking a little too much, and I know you can help me with the next question...."

In instances of significant misbehaviour, staff should record details of the incident via the behaviour for learning log. In any instances of significant misbehaviour (red), the student's parents/carers should be made aware via telephone, that same day.

The following is a list of serious forms of misbehaviour which are expected to be reported:

- Physical Assault against Adult
- Physical Assault against Student
- Verbal Abuse/Threatening Behaviour Adult
- Verbal Abuse/Threatening Behaviour Student
- Bullying
- Theft
- Damage
- Sexual Misconduct/Assault
- Racist Abuse
- Vaping, Drug and Alcohol Related
- Persistent Disruptive Behaviour

9. Restorative Practice

Wherever possible, ReEngagEd will seek a restorative approach to all incidents. This process does not assign blame but encourages the students to look at their own and others behaviours with a view to providing a positive outcome for all involved. A restorative meeting either formal or informal, may then be arranged, at which the student is encouraged to think about the following:

- What happened
- How they felt at the time
- Who was affected by what happened
- How they feel about it now
- Repair and the future
- Accept responsibility

This process may be repeated with as many students as were involved and it may culminate in a group session and / or further sessions involving parents, schools and outside agencies. Everyone is encouraged to contribute to the repair process and by using this approach, students are taught to take responsibility for their own actions

At ReEngagEd, Restorative Approaches are used within everyday practice. Restorative approaches are used in a wide variety of incidents to tackle the types of behaviour displayed within our school.

The Restorative Framework places the systematic and planned development of community at the heart of learning about what is important to others. Daily key worker sessions are essential practice in promoting this.

10. Interventions

Whilst a student is in a placement at ReEngagEd, our staff team work hard to ensure that their individual needs are well understood and supported. This understanding is reached by working closely with, and listening to, students and their parents/carers. Alongside skilful teaching to ensure that students have access to an appropriate curriculum, ongoing assessments are made to identify priority needs in terms of a student's academic and social and emotional abilities. These assessments involve ReEngagEd staff, and may also involve professionals from a range of other agencies such as the Educational Psychology Service, Children and Families Social Care, CAMHS and the NHS. All those involved contribute towards Intervention to enable a student to overcome any barriers they may have to their learning and development.

ReEngagEd frequently uses interventions to enrich its educational offer and support students; most interventions (classroom/post lesson), would usually not need to be tracked and are used to support a student with minimum disruption to their education offer.

All interventions must be purposeful (clear aims), realistic, measured (time-based), reviewed and always serve to improve behaviour for learning.

We hope to ensure that all our students and parents/carers understand the Interventions we are offering, and the impact that they are having on a student's progress and ability to make a positive contribution as an active citizen.

Interventions are diverse and personalised so this list is not exhaustive, below is a reference of common examples, comprising a list of classroom interventions (CI), post lesson interventions (PLI), and long-term interventions (LTI).

Intervention Description	C I	P L I	L T I
Staff Meeting		✓	
One:One Student meeting		✓	
One:One Learning Support	✓		✓
Flexible Timetable			✓
Time Out	✓		
Reduced Timetable			✓
Differentiated Activities	✓		✓
Parental Meeting		✓	
Giving Space	✓		
Reassurance	✓		
Negotiation	✓		
Limited Choices	✓		
Humour	✓		
Logical Consequences	✓		
Tactical ignoring	✓		
Supportive Touch	✓		
Success Reminded	✓	✓	
Simple Listening	✓	✓	
Acknowledgement	✓		
Apologising/Agreeing	✓		
Social Care Referral		✓	✓
Removing Audience	✓		✓

SEND Referral		✓	✓
Literacy Intervention Program			✓
Keyworker Assigned			✓
Change of Venue			✓
42 nd Street Referral		✓	
Strategy Meeting		✓	

If, on such a rare occasion, a student's behaviour becomes so severe that they are unable to benefit from receiving their education in a class group, then they may be placed on an individual education programme or referred for consideration for additional / alternative support. This will be fully discussed with the student and their parents/carers, the school and outside agencies and the student's progress will be reviewed on a regular basis, as per the ReEngagEd intervention strategy.

11. Absconding

Students threatening to abscond from ReEngagEd should be informed of the likely consequences and dissuaded from doing so. Physical restraint should not be used to prevent a student from leaving unless there is a risk of immediate danger. Once the student has left, parents / carers should be contacted after a search of the grounds has been completed. If the student is found, they need to be encouraged to return.

Students will not be chased but will be kept within vision at all times. If they run out of sight and cannot be found, the incident will be reported to the Headteacher and / or Senior teaching team, if they are not already aware of the situation. Staff will contact the police and parents/carers. *Please see the Absconding policy for further details.*

12. Bullying

In all school settings, bullying is an issue that can arise. Because of the nature of SEMH, students may well have complex attitudes towards the expression of personal power. Many of our students are likely to have experienced bullying from both perspectives i.e. they can be victims at times and perpetrators at others. Addressing these issues must begin with the teaching and learning which takes place at ReEngagEd, respect for others being central.

All our students need to feel safe within the school environment and staff need to be vigilant in spotting and preventing potential bullying. Equally, staff need to act to deal with students who are bullying others. Such actions, whilst always containing a core element of cognitive and emotional development, may well entail sanctions and negative consequences for students who bully others. Sanctions to be used should be the same as those employed for other forms of rule breaking.

Bullying in any form is totally unacceptable and all reported incidents, whether they are observed by staff or reported by a student or a parent / carer, will be dealt with swiftly and from the premise that bullying is unacceptable. The Anti-bullying Policy provides more detail and clarity on how we deal with any incidences of bullying.

Parents / carers will always be informed if their child has been physically aggressive towards other students or staff, or if they have been the perpetrator or victim of bullying behaviour.

13.Suspensions

Suspensions will only be issued if there is a serious breach, or persistent breaches of this policy; suspensions are used as a last resort and to prevent/cease an imminent risk which is being posed to the education or welfare of the individual or school community. There will be an expectation that all relevant interventions have been exhausted before considering a suspension. In no circumstances should staff threaten students with a suspension for misbehaviour; this is contrary to the ethos underpinning this policy.

As stated in the Department for Education Exclusion Guidance (2012) document, the headteacher of the school is the only person lawfully permitted to exclude students. The head teacher may not necessarily exclude a student just because a member of staff has requested this; the headteacher will consider all evidence presented to them and make an efficient, fair, and appropriate judgement. Inclusive within this judgement will be considerations of contributing factors, such as the student's emotional well-being at the time of the incident, the risk presented, whether repeated suspensions are proving effective for the student (particularly when approaching the 45 school days limit) etc...

The headteacher will always consider the SEND code of practice; in no circumstances will a suspension be permitted if it is suspected that the behaviours presented are as a result of a student's SEND. The school recognises that misbehaviour may be a result of unmet needs; we expect staff to intervene early to reduce the likelihood of behaviour leading to an exclusion.

Following the issuing of a suspension from the headteacher, the centre manager is expected to complete the following steps:

- 1) Inform parents/carers immediately of the suspension.
- 2) Organise appropriate transport to escort the student from school to home, unless parents have agreed for the student to make their own way home.
- 3) Ensure adequate intervention (supervision/isolation) is in place to minimise further escalation.

- 4) Conduct an appropriate investigation to collect all the information pertaining to the incident/s which led to the suspension and record the incident and details.
- 5) Share details of the incident with the base school
- 6) Consider appropriate interventions/referrals which can be put in place, or proposed to the student, to support them with their behaviour.
- 7) Organise a re-admittance meeting with the student, parent/carers and other appropriate parties.
- 8) Organise an appropriate transition back into school.

In extreme circumstances, the headteacher may decide to withdraw a student's place; the headteacher would only consider a placement withdrawal if all other interventions have been exhausted, or by not doing so would leave the student or school community at a continued risk. Any decision for a placement withdrawal will be done in partnership with the referral school/agency; a full and fair investigation and review would be completed before this decision was made.

14. Special Educational Needs and Disability (SEND)

ReEngagEd recognises that students referred to the school may have underlying special educational needs and disability as defined by the SEND code of practice:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Commonly, we have a broad range of students with behavioural, emotional and social difficulties; we recognise the scope of these difficulties can be substantial and broad. The school is dedicated to providing an equal, diverse and inclusive learning offer which allows all students to flourish; we do this through a clear early assessment and intervention system which allows ReEngagEd to refer, access and develop the appropriate support to maximise progress for students with complex needs.

ReEngagEd recognises that it is unlawful to punish behaviour which is a consequence of a student's SEND; interventions serve to support students in addressing, managing and overcoming personal barriers and difficulties, to develop into successful learners.

15.Reasonable Force

Wherever possible ReEngagEd will always attempt to de-escalate situations using non-intrusive interventions; restraint would only be used in circumstances in which an individual presents an imminent risk to themselves, others or surroundings.

In any circumstance where physical interventions are used, the member of staff involved must report this immediately to the headteacher; the member of staff must complete the following four stages, report the incident to the Head teacher immediately after (as soon as appropriate), complete a statement and send this to the head teacher on the same day of the incident, log the restraint in their centre Physical Restraint book (online) and finally coordinate a meeting with the student (and other parties if necessary) to address the incident and transition the student back into the school community.

Please note that this section is extracted from the Department of Education's (2013) Use of reasonable force guidance.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Schools do not require parental consent to use force on a student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment -

it is always unlawful to use force as a punishment.

16. Searching and Confiscation

Please note that this section is extracted from the Department of Education's (2014) searching, screening and confiscation guidance.

Searching

- The ability to give consent may be influenced by the child's age or other factors
- 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 student may have a prohibited item.

- In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
- knives or weapons
- alcohol
- illegal drugs / drug paraphernalia
- stolen items
- vapes, tobacco and cigarette papers
- Fireworks / explosive / highly flammable items
- pornographic images
- any article that the member of staff 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 student).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Force **cannot be used** to search for any other items, regardless of whether they are banned under the school rules.

If a student refuses a search, parents/carers will be contacted. If a parent/carer is unable to encourage their child to comply with a search, the sanction will be at the discretion of the Headteacher. This may involve a student being isolated with a member of staff until either the end of the school day or a parent attends the school site. The Headteacher may decide that a suspension is necessary.

Referral schools and parents/carer will be contacted if a student has been found with a prohibited item, refused a search, or a suspension is issued as soon as possible. A serious breach may result in the removal of the student’s place at ReEngagEd.

Confiscation

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

In the event staff confiscate a prohibited item, a member of staff must report this to their Line Manager immediately. It is the responsibility of the Line Manager to take appropriate action; items should be locked away in the school safe (handled carefully), reported to Headteacher as soon as appropriate, contact the student’s parent/carers, submit referrals to relevant agencies/parties and complete a full statement which is sent to the Headteacher, who will arrange contact with parents/carers and the

referring school. There could possibly be further actions to this list, but the aforementioned tasks will be conducted in all situations where prohibited items are confiscated.

17.Prohibited Substances

This policy **does not specifically apply** to over-the-counter medications (although it does extend to the misuse of prescribed/over-the-counter medication). If students require prescription drugs to be consumed during the school day, parents and the referring school must make ReEngagEd aware of this at the pre-admittance meeting and the relevant paperwork in advance of the placement commencing.

Prohibited Substances

Prohibited Substances do not just refer to illegal drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances, ketamine, alkyl nitrites and other legal highs.
- All over-the-counter and prescription medicines.

The first concern in managing drugs, alcohol and other substances is the health and safety of the school's community. We recognise that substance misuse can be a symptom of other problems and we will work closely with other agencies to refer, respond and support all individuals.

The possession or use of prohibited substances on a ReEngagEd site is strictly forbidden. Removal of a student's place or suspension is not the automatic response to a substance incident; our response will be balanced against the needs/risk of the individual and school community. The range of sanctions used for rule breaking will be similar to those for other transgressions and will depend upon the nature and gravity of the offence. Removal of a student's place or suspension will only be considered in serious cases and will be in line with the DfE guidance on exclusions (as implemented and discussed in this Policy).

If a staff member suspects a student is under the influence of a prohibited substance, distributing a prohibited substance or witnessed the direct use of a substance then it is their responsibility to immediately alert the centre manager and/or the Headteacher (if on site). The Centre Manager is expected to assess the situation and respond efficiently, in a manner which reduces the risk to the individual and school community; the following is a sample of responses a manager must/could conduct:

- Isolation/close supervision of the student/s by specific staff. **Essential**
- Immediate meeting and assessment of student. **Essential/ If appropriate**
- Suspension and investigation, for acts which demonstrate a blatant refusal of adherence to School policies. **If appropriate.**

Below is a non-exhaustive list of examples:

- Direct use/consumption of prohibited substances on school premises
- Distribution of prohibited substances
- Apparent/obvious sign of misuse of substances outside of the School site which has had a clear impact to the student/s physical, mental and emotional health and wellbeing (other possible actions may need to be taken, see below).
- If any student's health is in question and there is a suspicion they may be 'under the influence' medical help in the form of a paramedic/ ambulance will be sought at once and first aid will be given if required. This is not an appropriate time to question the student. The priority will be the student's safety. **Essential**
- Referral to a relevant agency proposed to any student involved in incidents particularly during their re-admittance programme. **Essential**
- Parent/Carer informed and contacted and suspension guidance (refer to above) carefully followed. **Essential**
- Referral to Manchester Children's Services. **If appropriate.**
- Careful consideration of the Misuse of Drugs Act 1971 and referral to Greater Manchester Police service. **If appropriate.**
- Confiscation of substances/paraphernalia. **If appropriate.**
- Incident report and supporting evidence shared with Headteacher and referring school contact/DSL/DDSL. **Essential**
- ReEngagEd offers a discrete PSHE curriculum which covers substance misuse in considerable. This will be supported by trained, informed staff and/or range of agencies we work in partnership with to enrich and support our educational offer.
- Confiscation of substances and providing these to GMP needs to be carefully considered (please consider the confiscation guidance discussed above). **If appropriate**

The following is extracted from the DfE and ACPO Drug Advice (2012):

- "The police will not normally need to be involved in incidents involving legal drugs.
- In taking temporary possession and disposing of suspected controlled drugs schools are advised to:
 - Ensure that a second adult witness is present throughout.
 - Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.
 - Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff.
 - Notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the student from whom the drugs were taken but it is advisable to do so.
 - Record full details of the incident, including the police incident reference number."

In line with ReEngagEd's philosophy, we will endeavour to support individuals who misuse substances and intervene as early as possible; we recognise that early intervention is essential in supporting students tackling complex challenges. We will work with agencies, parents and students to develop interventions which help support individuals in managing their misuse of substances; all interventions will serve to improve the health and wellbeing of students/families within the school community.

Tobacco/E-Cigarettes

ReEngagEd is a completely **No Smoking Site**. This extends to all staff, students and visitors of the school. We uphold the Health Act 2006 which decrees that smoking is unlawful in any enclosed work or public place; we ensure that ReEngagEd site is smoke free.

The "School Site" (as defined) extends/applies to the following situations:

- All school grounds/centres, inside and outside the designated centre buildings.
- Other designated premises where ReEngagEd may facilitate education.
- Educational trips and journeys.
- Work experience and placements.

We ensure these practices are followed by issuing staff training, publicising no smoking signage and sharing transparent disciplinary procedures should these protocols be broken.

Whilst under no circumstance do we allow smoking on the school site, we accept that some students may have pre-established smoking habits. Suspension or removal of a student's place is not an automatic response for students found to be smoking/vaping. We recognise that our students display complex needs/behaviour which has (often) resulted in a breakdown of a mainstream school placement; we believe that in order to challenge and improve behaviour we must develop constructive, progressive and beneficial interventions/strategies.

Below is a list which highlights the ReEngagEd strategy for supporting the school community in regards to smoking/vaping.

- The school site is a completely smoke free zone (this extends to e-cigarettes).
- Supervised (fixed) break times.
- A PSHE curriculum which is enriched by support from external agencies such as:
 - Dedicated lessons/topics from external agencies.
 - Dedicated resources supplied from external agencies.
 - Paperwork and referral frameworks in place.
 - Staff training from external agencies.
- Work with local partners and health services (GPs/Chemists) to identify opportunities for support and referrals to smoking cessation practitioners.
- Students identified as 'smokers' will receive specific support:
 - Parents/Carers made aware of smoking via telephone/letter.

- Specific incentives and support in place to help students manage their smoking behaviour.
- Lighters and other sources of ignition are strictly banned throughout the ReEngagEd site.

