



Ullswater Community College

BEHAVIOUR & ANTI-BULLYING POLICY

THE CLIMATE FOR LEARNING

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Signed:	
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REVIEW SHEET

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POLICY STATEMENT

1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

Wherever the term 'Headteacher' is used this also refers to any Senior Leader with the equivalent responsibility for children.

2. Introduction

In their document 'Behaviour and Discipline in Schools – advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils, and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Part 3 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE [Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs](#).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles', which is a statutory document (DfE – [Statutory policies for schools and academy trusts](#)). Headteachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules. Whilst the statutory duty to produce a statement of principles and publish it on a school's website does not apply to academies, the DfE would encourage them to do so

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

The procedures which support the Climate for Learning and Anti-Bullying Policy must include measures to prevent all forms of bullying among pupils.

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

- Safeguarding and Child Protection Policy
- UCC Anti-Racism Policy
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Whistleblowing procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements

- Attendance procedures
- Complaints procedure
- Positive Handling, Support, and Intervention procedures
- Code of Conduct for Staff and other Adults
- Educational Visits procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)

3. Ethos

Ullswater Community College (hereinafter referred to as ‘the school’) is fully committed to the promotion and implementation of our values, “Ambitious, Caring and Equal”. We are committed to ensuring that every child receives the very best education and to ensuring that all pupils reach their full potential. To achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that the school is a positive and safe place to be.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils, and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

Through the promotion of pupils’ spiritual, moral, social, and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values and Character education. To achieve this, we will:

- enable pupils to develop their self-knowledge, self-esteem, and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. We do however appreciate that individual circumstances can be unique to a particular student and we endeavour to meet individual students’ needs and will therefore aim to apply our behaviour policy and protocols with ‘flexible consistency’. However, our expectation is that students’ behaviours around the school should be calm and respectful to others; every lesson should be characterised by a relentless focus on learning, free from distractions.

This policy aims to:

- Provide a model of ‘flexible consistency’ in our approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and child on child abuse
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

The school will not tolerate bullying, child on child abuse or intimidation of any description. A complaint of bullying will always be taken seriously.

4. Aims

The values of the school, to be 'ambitious, caring and equal' underpin our approach in managing behaviour.

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Behaviour and Anti-Bullying Policy, Anti-Racist Policy and associated procedures are designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe, and secure.

This whole-school Behaviour and Anti-Bullying Policy and Procedures confirms the school commitment to:

- ensure that each child can develop and achieve their full potential, educationally, morally (and spiritually);
- provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately adapted to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own actions and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school, and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, race, gender, or religion;
- maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.
- The aim of this Policy and supporting Procedures is to determine the boundaries of acceptable and unacceptable behaviour, introduce rewards and sanctions and determine how they will be fairly applied.

To achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements and praise positive behaviour and Attitude to Learning.
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability, or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;

- intervene early to challenge undesirable behaviour;

5. Communication

The School Governors are required to ensure that this Policy and procedures is published on the school website. A copy of this Policy and Procedures is also available on request.

PROCEDURES

1. Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

1.1 Core expectations:

Core expectations of subject teachers

- Use praise and positive relationships when working with children
- Have a consistent but appropriately flexible approach with clear routines and expectations
- Apply the basic teacher standards
- Develop relationships with parents using telephone calls
- Follow-up with students who are withdrawn from lessons by working with the Heads of Department and the Pastoral Team contacting parents and gaining the voice of the child to develop relationships and gain further understanding of each child's needs.

Core expectations of middle leaders

- Use behaviour data to inform strategies and interventions with their subject teachers at department level
- Communicating/meeting with parents,
- Using subject-level interventions to support student behaviour.
- Engage in restorative practice and work with subject teachers to ensure all staff engage in restorative practice.
- Ensure appropriate work is provided for students who are withdrawn from lessons as requested.

Core expectations of Pastoral Leaders

- Plan and deliver appropriate interventions for students who accrue negative behaviour points.
- Ensure that sanctions are applied fairly and that students are compliant.
- Communicate planned interventions/responses with class teachers/subject leaders.
- Meet regularly with the SENDCO to identify any students whose SEND needs may be a barrier to learning and plan appropriate intervention.
- Meet regularly with the Attendance team to identify students where attendance may be a barrier to learning and plan appropriate intervention.
- Provide support for Heads of Department with students, where behaviour remains a barrier to learning despite departmental intervention/support.

Core expectations of senior leaders

- To be a presence around the school, drop into lessons where required and respond to any calls for assistance.
- Intervene during critical incidents.
- Ensure that the behaviour policy is applied fairly and consistently by all staff and provide support to staff where behaviour is a cause of disruption in lessons.

1.2 What staff can expect from pupils

Staff should expect pupils to follow the UCC 10 Golden Rules (see Appendix A).

1.3 What staff can expect from parents

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils, and visitors to the school with respect;

- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g., PE kit, reading book;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies and strategies, and to follow the Golden Rules;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with school staff in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Headteacher's express permission.

1.4 What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- provide a balanced and ambitious curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance, or behaviour;
- support the child's homework and other home-based learning activities.

2. Celebrating success

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents, and staff during the academic year.

Recognising students' achievements and celebrating success play a huge part in the life of UCC. All students are encouraged to succeed academically and to take part in extra-curricular activities.

2.1 Praise and Rewards at UCC

Positive behaviour will be rewarded with:

- **Praise:** at UCC we believe that the power of praise cannot be underestimated and subject teachers, Form Tutors, Pastoral and Senior Leaders make giving praise to students' part of everyday conversation.
- Students can achieve positive ACE points through good attendance, demonstrating the school values and by playing a positive part in school life. Students can achieve Bronze, Silver, Gold, Platinum and Diamond awards. Certificates recognising these awards will be sent home
- **Learner of the Week:** subject teachers will nominate students each week for a Learner of the Week Award for excellent effort in their subject area. Heads of Year recognise this achievement in the weekly Rewards Assembly.
- **Tutee of the Week:** Form Tutors will nominate a member of their Form Group each week for making an excellent contribution to the tutor group. Heads of Year will recognise this achievement in the weekly Rewards Assembly.
- **sUCCESS Awards** are awarded each term to students in recognition of their academic achievements and their personal endeavours. Headteacher's Awards will be awarded to students whose attitude to school life demonstrates our core values.
- **UCC Golden Tickets:** Students who go above and beyond in their lessons, in relation to their learning or their attitude or actions in support of others may be awarded a Golden Ticket. Each term there is a prize draw in which all students with Golden Tickets are entered, multiple entries for students with multiple tickets. Prizes range from entrance to high profile events locally, ipads, air pods and many other smaller prizes.

3. Sanctions and Support

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative practice approaches and interventions which enable pupils to reflect on their behaviour and to rectify and modify behaviours through choice and decision. This facilitates pupils' abilities to develop emotional intelligence as well as a self-awareness of their actions and encourages pupils, through restorative practice, to hold ownership over their own 'Attitude to Learning'. This process does not, however, replace consequences/sanctions. At our school, we know that 'flexible consistency' is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are clear expectations for positive behaviour and that there may be consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Pupils, who are identified as showing behaviours which regularly do not meet our expectations, including vulnerable children, those with social worker involvement or children who may have an Education, Health and Care Plan, will have a personalised Learner Profile that all staff will be familiar with. This will support staff with the identification of the individual needs of these children and allow them to adapt their approaches to teaching and learning based on the pupil's Learner Profile. The school will work in partnership with other agencies such as the Local Authority, health services and others to coordinate approaches to ensuring all children are supported in managing their behaviour.

Where behaviour is a barrier to learning and causes disruption to others, one or more of the following approaches may be used:

- Students whose behaviour is poor may be issued with ACE points and/or sent to "Withdrawal".
- Accruing negative points may trigger a student being put on ACE Behaviour Report. reports will be monitored by appropriate members of the Pastoral Team
- Students who do not follow the Golden Rules during lessons will be sent to "Withdrawal", where they may remain for the remainder of the lesson, or the duration deemed appropriate by a member of the Pastoral Team.
- Students who are sent to Withdrawal repeatedly may be placed in the ISU.
- Where a student is removed from a lesson by On Call, they will be excluded from lessons and placed in the Internal Support Unit (ISU). The duration of time a student may be detained in the

ISU, will be decided by the ISU manager and/or Pastoral Team Parents will be notified that their child has been detained in the ISU via Arbor, or if this is a pre-arranged sanction, parents will receive and email the previous day

- Detention in the ISU may also be used as a sanction for students who are involved in any other breach of our behaviour policy/expectations.
- Detentions take place during the school day at lunchtime or break time. The School may require attendance at detention after school, on Fridays. Parents will be notified of any after school detention at least 24 hours beforehand.

3.1 #notinourschool

Our Pledge at Ullswater Community College is to establish a safe environment in which all members of our school community feel valued and demonstrate respectful behaviours. We recognise that in our community, as in society as a whole, sexualised behaviours and language and insulting behaviours and language which make people feel unsafe or uncomfortable does sometimes take place and is experienced by individuals in our community. We will work hard to eradicate such behaviours and where there are issues, we will deal with them robustly. Education through UCC RESET and our sucCess curriculum will be our primary tools to ensure acceptance with regard to all aspects of society, including age, disability, gender reassignment (trans community), marriage and civil partnership, neurodiversity, pregnancy and maternity, race, religion or belief, sex and sexual orientation, which includes: lesbian, gay and bisexual+ orientations. UCC has a zero-tolerance culture towards breaches of respectful behaviour and any instances of identity-based prejudice and racism.

ALL students and staff at UCC will challenge such behaviours and call it out.

Our Approach

- All students and staff and members of the UCC community will know and understand our expectations for respectful behaviour/language.
- Through education on terminology ALL members of the UCC community will have increased understanding why certain language and actions are disrespectful and inappropriate.
- All students and members of the UCC community will feel confident approaching the safeguarding team using email notinourschool@ullswatercc.co.uk, or or by discussing concerns with any member of staff..
- All staff and members of the UCC community will work hard to ensure that respectful behaviours are consistently encouraged and embedded inside and out of the classroom.
- All students will feel confident that there is a member of staff they feel comfortable approaching and talking to about their concerns about respectful behaviours.
- Students who are not demonstrating respectful behaviours will be logged on Arbor and this data will be regularly reviewed and students put through the RESET Programme.
- The sixth form and Equality, Diversity & Inclusion (EDI) group and Sixth Form Leadership Team will represent all individuals' needs and interests in our school community and be a voice for any member of the community who is reluctant to speak out, and will contribute to the RESET programme every half-term and feedback to the Senior Leadership Team

Protocol

- Everyone is vigilant and prepared to challenge disrespectful or prejudicial behaviour. ALL members of the UCC community will challenge such behaviours in the same way by saying:
- *I believe I have just heard / seen disrespectful language / behaviour and this is not tolerated at UCC.* These behaviours will result in a student receiving a negative GR10 and if appropriate a RESET entry on Arbor. This will be a negative behaviour point for being disrespectful or unkind to others.
- Students who show racist or otherwise prejudicial behaviours towards others, even when not directed at any individuals will be referred to our RESET programme and will receive letters home; they may receive referrals to external agencies for additional support or in very serious cases internal or external suspension.

- Positive ACE points will be given to students who show kindness, care, respect and inclusivity to other members of the UCC community.

3.2 UCC RESET

Rationale

One of the core values of UCC is “equality”. As a fully inclusive school, we pride ourselves on ensuring that all students experience equity of opportunity and feel that UCC is a safe place in which they can fulfil their potential, irrespective of their background, ethnicity, race, biological sex, sexual orientation or gender identity, which includes members of the LGBT+ community.

However, as with any school, we acknowledge that from time to time individuals may behave in a way that is at odds with these core values. We recognise that child-on-child abuse (as described in Keeping Children Safe in Education (KCSiE) 2025) could happen at UCC and will take a zero-tolerance approach if it does. If such behaviours are brought to our attention we may use the UCC RESET Programme to address the issues and support students.

The UCC RESET Programme is intended to help students understand the significance and impact of their behaviours and to supplement the education provided in PSHE and RSHE. It is not intended to be a punitive approach, though such behaviours may also warrant a separate sanction in line with our behaviour policy.

What behaviour will RESET be appropriate for?

- KCSiE 2025 gives examples of child-on-child abuse, including:
- discrimination or bullying which is racist, including indirect comments
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- discrimination on grounds of sexuality, including LGBT+ phobia and gender identity

How will RESET work?

If incidents involving the behaviours outlined above occur, the Pastoral Team will decide if RESET is the appropriate response and refer the student to RESET.

A member of the Pastoral Team will inform parents about the referral to the RESET programme.

The programme may include all or some of the following:

- One or more RESET sessions
- A meeting with the EDI Inclusion Group or Sixth Form Leadership
- A meeting with the PCSO (these will happen once each half-term). This may be a group meeting, or individual session.
- Reparation towards the victim as appropriate.

3.3 Healthy Food and Drink

Rationale

UCC is committed to providing an environment that promotes healthy lifestyle choices and optimises student focus. High-sugar, high-caffeine, and high-fat foods are proven to cause fluctuations in energy levels and concentration, which can lead to disrupted learning. Furthermore, certain items pose significant risks to school property and student safety.

Prohibited foods

The following items are not permitted on school premises, including during break times, lunchtimes, and school-sanctioned trips:

- Chewing gum: Prohibited due to the permanent damage caused to school flooring, furniture, and student uniforms.
- Energy drinks: Any drink with a high caffeine content (typically 150 {mg/l} or more) or high sugar content (e.g., Red Bull, Monster, Prime).
- Confectionery: Large "family-sized" bags of sweets or chocolates intended for sharing.

Permitted Alternatives

- Hydration: Students are encouraged to carry a reusable water bottle. Only still water or diluted fruit juice is permitted in classrooms.
- Snacks: Fruit, vegetables, plain crackers, or rice cakes are the preferred options for mid-morning snacks.

Confiscation and Sanctions

The school reserves the right to enforce this policy under the Education and Inspections Act 2006, which allows staff to confiscate prohibited items.

- First instance: Prohibited food/drink will be confiscated. Consumables (e.g., energy drinks or opened bags of sweets) will be disposed of.
- Repeat offences: Will be categorised as Persistent Defiance, under the school's behaviour policy, resulting in possible school sanctions such as detention.
- Environmental damage: Any student found using chewing gum may be required to participate in a Community Service such as litter picking.

3.4 Screening, Security and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "[Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies](#)."

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs and drug related paraphernalia
- Alcohol
- Fireworks
- Tobacco and smoking paraphernalia including vapes and e-cigarettes
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - to commit an offence,
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can search a pupil for any item (with permission of the pupil).

Headteachers and authorised staff can also search (without the permission of the pupil) for any prohibited item as specified above.

UCC does not permit the use of mobile phones during the school day. If a student chooses to bring their phone to school they do so at their own risk and the School will not be responsible for any loss or damage.

During the school day, mobile phones should be switched off and kept in bags. This is a Golden Rule.

If a student is found to be using their mobile phone during the school day, they will be sent to Withdrawal and may be placed in the ISU. The phone will be confiscated and returned to the student at the end of the school day or given to parents.

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils can bring these to school on the understanding that they remain switched off and in bags during lessons and other-directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Pupils found with tobacco and/or cigarette papers and vapes or e-cigarettes will have these confiscated and destroyed whether they are found to be smoking or not. They may also be issued with a sanction. Pupils may also receive sanctions for smoking or vaping near the school and on their way to and from school.

Where items are ‘prohibited’ as outlined above, these will **not** be returned to pupils or parents and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Headteachers, staff and Governing Bodies’. Pupils must not bring any of the items listed above onto school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have ‘prohibited’ items in school. In certain circumstances, this may lead to permanent exclusion.

3.5 Detention

After-school detentions are used when a pupil receives a high number of negative behaviour points or refuses to attend a lunchtime detention. Staff may also issue their own break and lunchtime detentions to resolve inappropriate behaviour from pupils. During detentions pupils are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour.

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parental consent** although consideration should be given to whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

After-school Detention will take place on Fridays from 3.30pm - 4.15pm.

3.6 Suspension

Official suspension is a direct responsibility of the Headteacher. It is worth noting that the DfE expects suspension to be kept to a minimum, in frequency and length, and that permanent exclusion is to be used as a “last resort”, although in exceptional circumstances it can be used as a “one off”. Each case will be looked at individually, and the list below is not prescriptive and all decisions made regarding suspension will be with reference to the current legislation, Children and Families Act 2014, Disability Discrimination Act 1995, Equality Act 2010, but in general the following guidelines apply:

Fixed-term suspension of one or more days

Appropriate for: Incidents of verbal abuse, swearing or blatant defiance, bullying, fighting, damage, theft, smoking or repeatedly not following the Golden Rules.

Fixed-term suspension of more than 5 days

Appropriate for: Several/more severe incidents as above.

Permanent exclusions

Appropriate for: Violent and unprovoked behaviour causing significant injury; assaults of a sexual nature; consumption, possession or supply or distributing illegal or dangerous substances; persistent and serious misbehaviour which the school has made every effort to manage over an extended period of time; bullying behaviours which the school has made efforts to address without success; a severe “one off” offence that threatens the discipline and well-being of the school community.

[Note that the examples given above are not exhaustive]

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school’s Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in English, Including Pupil Movement \(September 2022\)](#) .

4. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to meet the needs of the individual.

The school’s special educational needs co-ordinator 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, we will liaise with external agencies and plan support for that child. We will work with parents to create the plan and review it on a regular basis.

5. Attendance and punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Pupils who are late and are recorded as late on a regular basis may be given a lunch time or an after-school detention.

If pupils are late or do not attend:

- parent should telephone the school in the morning on the first day of their child’s absence;
- any absence needs to be explained, by a letter or phone call from the parent;
- parent should contact the school again if an absence is more than three days. If they do not, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

On return to school, it is the pupil’s responsibility to seek advice on completing any work missed. If a pupil is late to class they must catch up on work missed.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Headteacher is not able to grant any leave of absence during term time unless there are ‘exceptional’ circumstances. Absences taken without the authorisation of the Headteacher will be recorded as ‘unauthorised’, and may result in a fine being imposed.

6. Pupil conduct and misbehaviour outside the school premises

6.1 What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the school may issue sanctions for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a pupil 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 pupil or member of the public; or
 - could adversely affect the reputation of the school.

6.2 Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good behaviour on all transport (including public transport) to and from school, educational visits, or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

7. Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term suspension or in very serious cases, permanent exclusion.

8. The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - [Use of reasonable force: advice for head teachers, staff and governing bodies](#) and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful, and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs, and disabilities.

8.1 Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Support Plan or Learner Profile.

8.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event, or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom, where allowing him or her to do so would risk their safety or lead to disruptive behaviour.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Any use of reasonable force will follow government advice which is outlined in '[Use of reasonable force: advice for head teachers, staff and governing bodies](#)'

9. Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the [whole school or college approach](#) by Public Health England (PHE) and DfE, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

Staff should be aware of the guidance from DfE [Mental health and behaviour in schools](#).

10. Child on child abuse (aka peer on peer abuse)

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is generally referred to as child on child or peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Guidance on dealing with cases of child-on-child abuse is included in our Child Protection and Safeguarding Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#) 2022 and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nudes and semi-nudes being shared.

10.1 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

11. Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stages. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum

and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a zero-tolerance in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school. All members of the school community will uphold the principles and protocols of #notinourschool as set out in paragraph 3.1 above.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual’s body;
- taking, displaying, or pressuring individuals into taking photos of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading, or uploading pornography
 - Sharing pornography via the internet, email, or mobile phones i.e., consensual and non-consensual sharing of nude and/or semi-nude images/videos
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

Sanctions/consequences for incidents of sexual violence or sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve the Police where it is determined that a crime has been committed.

Further advice on sexual violence and sexual harassment is outlined in Part five of the DfE statutory guidance [Keeping Children Safe in Education 2023](#) and [Sexual Violence and sexual harassment between children in schools and colleges](#).

12. Bullying

In addition to the sections below, we have a section on Child-on-child abuse in our Child Protection and Safeguarding Policy and Procedures. Our Child Protection Policy and Safeguarding Policy also contains additional information on reporting and responding to reports of sexual violence and sexual harassment.

12.1 What is bullying?

UCC Golden Rule 10 is “Be kind and show respect to others”.

Bullying will not be tolerated at Ullswater Community College. All members of Ullswater Community College are valued with equity and all School members have a duty to show respect and consideration for others.

Bullying is addressed frequently by the Pastoral Team in a variety of ways:

- In Year Group Assemblies and by Form Tutors in form time
- By the School Council by raising any concerns of the student body about bullying
- As part of the RSHE curriculum
- By PSHE and Pastoral staff who conduct Student Voice each term to investigate bullying and act upon findings and through UCC Against Bullying communication boxes.
- By the UCC RESET programme and #notinourschool
- By the Equality, Diversity and Inclusion Group
- By peer mentoring and wellbeing champions

According to the DfE document '[Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies](#)', bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying (cyber-bullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion, culture, or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying and sexual harassment.

It can take place between pupils, between pupils and staff, parents, and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images/videos);
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derives from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and

misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyber-bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber-bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber-bullying occurs while pupils are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

Note: A difficult issue for pastoral staff is genuine "falling out among friends". Often this is temporary and can be addressed in the first instance by the Form Tutor or pastoral team staff. Such situations require a more subtle response than instances of bullying.

It is doubtful that any school exists where no bullying ever takes place. If bullying occurs, UCC is committed to treating all incidents seriously and responding quickly.

Any student who is bullied should report this to a member of staff with whom they feel comfortable, ideally the Form Tutor or a member of the pastoral team.

Students who witness others being bullied should report this to a member of staff.

Any member of staff who receives a report of bullying should pass on the information to the appropriate member of staff.

All reports of bullying will be taken seriously and the following action taken:

- Provide support to the victim of bullying
- Listen to the student who feels bullied
- Interview any other student(s) involved separately and take statements
- Ascertain as far as possible the relevant facts and agree a course of action with the victim of bullying and the bully.
- Approaches to dealing with bullying will depend upon individual circumstances but may involve meeting students together to attempt reparations, sanctions being imposed and / or parental meetings.
- In instances of serious bullying, the Governors may choose to exclude a student.

Where parents of the victim of bullying wish to involve the police, the school will provide information and support with any investigation.

Although schools are not directly responsible for bullying that occurs off school premises, UCC will provide support to any student who experiences bullying outside school and assist as far as possible in resolving problems.

The Governors reserve the right to exclude a student for behaviour which constitutes bullying outside School.

12.2 The law

The school endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions, and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

13. Drugs and drug-related incidents

13.1 General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, vapes/e cigarettes, alcohol, solvents, illegal drugs, and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

13.2 Responsibilities

The Headteacher has responsibility for supporting other members of staff in the implementation of these procedures.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident. The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Headteacher and Senior Leadership Team and dealt with in accordance with these procedures.

13.3 Dealing with drug-related incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol, vapes and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g., safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

Tobacco/Vapes

In line with legislation, the school operates a 'No Smoking' and 'No vaping' policy in the building and on the school site. This applies to the use of e-cigarettes.

Alcohol

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

Illegal or illicit substances must not be brought to school or used on school premises.

13.4 Discovering a drug or suspected illegal substance

1. Take possession of the drug/substance and inform the Headteacher/Senior Leadership Team member who will inform the Headteacher at the first available opportunity.
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. The Headteacher will always involve the school's link community liaison Police Officer in the case of suspected drugs or illegal substances in school.
5. In the event of discovering a hypodermic needle, the incident should be recorded, and the following procedure should be observed to protect all persons:
 - 5.1 Do **NOT** attempt to pick up the needle.
 - 5.2 If possible, cordon off the area to make it safe.
 - 5.3 Inform the Headteacher/Senior Leadership Team member.
 - 5.4 The needle should be placed in a sharps box or other secure metal box by a person authorised and equipped to do so, and disposed of via a local medical surgery.

13.5 Discovering or suspecting a pupil is in possession of a drug/drug paraphernalia

1. Request that the pupil hand over the article(s).
2. Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
3. **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Headteacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present, without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

13.6 Dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Headteacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment, if required.

13.7 When to contact the Police/disciplinary action

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration. Further advice on this subject can be found in the NPCC guidance document [When to call the Police – Guidance for schools and colleges](#).

- Where controlled drugs are found, these will be available to hand over to the Police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers, vapes and e-cigarettes will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so-called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would cooperate with the Police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term suspension and in the most serious of cases would result in permanent exclusion.

14. Behaviour of parents and other visitors to the school

The school encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. Most parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document [A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community](#) and DfE non-statutory guidance [Controlling access to school premises](#).

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

14.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation, e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats

- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g., slapping, punching, or kicking
- Spitting
- Racist, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

14.2 Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated, and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that they are banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately, and the person will be instructed to leave the premises. Further action may be taken by the school.

The school will take action where behaviour is unacceptable or serious and breaches this Climate for Learning and Anti-Bullying Policy and procedures.

14.3 Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using online technologies. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable Use Agreements exist for pupils, staff and governors of the school and form part of our Online Safety Policy and procedures.

Appendix A: UCC's 10 Golden Rules – Years 7 to 13

UCC's 10 Golden Rules



1



Enter lessons calmly

2



Sit where you are asked to sit

3



Complete the *Do It Now* task in silence

4



Be silent when the teacher is talking

5



Be engaged in your learning

6



Wear the correct uniform

7



Be punctual to school and lessons

8



No mobile phones

9



Walk calmly on the left in school

10

Be kind and show respect to others - follow the UCC STEPS

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