



TEALBY PRIMARY SCHOOL

Aspire, Believe, Achieve

Behaviour and Discipline Policy

Aligned with the School's Safeguarding & Child Protection Policy

How this policy fits with safeguarding

This policy must always be read and applied alongside the school's Safeguarding & Child Protection Policy (LCC Safeguarding & Child Protection Policy 2026/27).

Behaviour is never dealt with in isolation from safeguarding. Where a pupil's behaviour raises, or may raise, a safeguarding concern (for example possible abuse, neglect, exploitation, child-on-child abuse, sexual violence/harassment, or a child at risk of harm), staff must follow the Safeguarding & Child Protection Policy and report to the DSL/DDSL immediately. Safeguarding procedures always take precedence over behaviour sanctions.

Persistent, escalating or out-of-character behaviour is always considered as a possible sign of an unmet need, trauma, SEND, or a safeguarding concern, not simply approached as a discipline issue.

Named personnel with responsibility for Safeguarding in our school:

- Head Teacher: Zoe Humberstone
- Chair of Governors: Rebecca Blackwood
- Designated Safeguarding Lead (DSL): Zoe Humberstone
- Deputy Designated Safeguarding Leads (DDSL): Christa Haslam & Chloe Brown
- Safeguarding Governor: Rebecca Blackwood
- Designated teacher for Children in Care and Previously in Care: Zoe Humberstone
- SENDCO: Christa Haslam

Lincolnshire Children's Safeguarding Line (Customer Service Centre): 01522 782111

This policy is reviewed annually, or sooner following national or local safeguarding or behaviour-related changes, to keep it in step with the Safeguarding & Child Protection Policy review cycle.

Reviewed: September 2026 Next Review Date: September 2027

Rationale

Sound classroom organisation and support are the prerequisites of an effective teacher. Classes must be well organised and lessons well planned to ensure that all pupils are productively employed when working as part of a class, group or individually. These principles and practices underpin good discipline and the majority of pupils do conform to expected levels of behaviour. However, there are occasionally individuals who, for a variety of reasons, have difficulty conforming. These pupils require a wide range and variety of approaches to help support them in school. It is important to create and maintain a purposeful, orderly and safe learning environment for all pupils, including those with social, emotional, and behavioural difficulties. Best practice focuses on positive approaches to discipline.

In line with our Safeguarding & Child Protection Policy, staff take a considered, proportionate and trauma-informed approach when responding to challenging behaviour, recognising that behaviour can be a form of communication and may signal an unmet need, additional need, or a safeguarding concern that requires a safeguarding response alongside, or instead of, a behavioural one.

Children are expected to behave in a responsible and polite manner to staff and each other. Conduct of pupils needs to be such that the learning of the class is able to move forward, that the physical safety of their peers is ensured and that school and personal property is not damaged.

Pupils are encouraged to have a high standard of behaviour through praise and rewards. In the vast majority of cases this can be achieved by demonstrating mutual respect and co-operation and a spirit of fairness. A clear understanding of behavioural expectations, rewards and sanctions is developed by staff and pupils. The class teacher will be able to deal with most situations within the classroom, always focusing on the behaviour causing concern and not the child.

School assemblies and class circle times provide a focal point for talking about and reinforcing aspects of school ethos. Positive recognition is given to individuals and classes who have achieved success.

Ethos

Tealby Primary School (hereinafter referred to as 'the School') is fully committed to every child receiving 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.

The promotion of pupils' spiritual, moral, social and cultural (SMSC) development within the curriculum positively promotes fundamental British values. 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 understand how they can contribute positively to the lives of those living and working locally 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, encourage respect for other people, and encourage respect for democracy and support for participation in democratic processes.

The School will not tolerate bullying, discrimination, or any form of child-on-child abuse. Any such concern will always be taken seriously and dealt with in line with both this policy and the Safeguarding & Child Protection Policy.

Aims

Our school aims to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our Whole School Behaviour Policy confirms the school's 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 and harassment;
- 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;
- teach children to respect themselves and others and to take responsibility for their own actions and behaviour;
- help staff manage behaviour that can inhibit effective learning, recognising that colleagues and other agencies, including the DSL/DDSL and outside agencies, are available to help;
- help young people understand how behaviour affects others, and develop a strong sense of right and wrong;
- value each and every child regardless of ability, race, gender or religion;
- recognise that behaviour can sometimes be a sign of an unmet need or a safeguarding concern, and respond accordingly rather than through sanctions alone.

Responsibilities

What Pupils Can Expect from Staff

- Arrive at lessons on time and deliver well-planned, engaging lessons.
- Treat pupils fairly, be approachable, and listen at appropriate times.
- Use non-verbal and verbal cues to encourage good behaviour.
- Take seriously any complaints of bullying, inappropriate behaviour, or safeguarding concerns reported to them, and pass these to the DSL/DDSL where relevant.
- Set high expectations, clear boundaries, and use rewards and sanctions consistently.
- Model the behaviours they wish to see.

What Staff Can Expect from Pupils

- Arrive on time, wear correct uniform, and bring the right equipment.
- Follow classroom rules and instructions without arguing.
- Use appropriate language, listen to others, and work co-operatively.
- Tell the truth, learn from mistakes, and care for people and property.
- Accept responsibility for their own behaviour.
- Report to a member of staff any bullying, cyber-bullying, or other behaviour that worries them, or that worries another pupil.
- Behave appropriately outside the classroom and away from school, including online.

- Respect school boundaries and safeguarding measures (e.g. not attempting to breach intercom, exit buttons, or security keypads; not climbing gates, fences, trees or boundary banks; not making threats about absconding).

What Staff Can Expect from Colleagues

- Treat each other with respect and confidentiality.
- Work co-operatively for the good of the school community.
- Use ICT appropriately, in line with the Online Safety Policy and Staff Code of Conduct.
- Raise any concerns about a colleague's conduct, including low-level concerns, in line with the Safeguarding & Child Protection Policy rather than dealing with them informally.

What Staff Can Expect from Parents

Staff and other adults may expect parents to treat all staff, pupils and visitors with respect, behave responsibly on the premises, and support the school's approach to behaviour and online safety. This includes not raising your voice, using disrespectful or threatening language, or sending frequent, demanding or disrespectful communications to staff. Parents are asked not to approach another family's child to discuss or chastise them, not to smoke, vape or consume alcohol/drugs on the premises, and to follow the Parent Code of Conduct (LCC Parent Code of Conduct Policy) at all times.

What Parents Can Expect from Staff

Parents may expect staff to set high standards, deal promptly and consistently with any incidents of bullying, keep them informed about their child's progress and any concerns, and apply sanctions and rewards consistently and fairly in line with this policy.

Celebrating Success

We regularly celebrate success in a variety of ways, including:

- Verbal and written praise, and sharing success in circle time and assemblies.
- Stickers, certificates, and house/team points.
- Head Teacher's award for outstanding achievement, attitude, progress or representing the school.
- Purple slips to share good behaviour/attitude with parents.
- Celebration Assembly (Star of the Week, Values Award, Headteacher's Star of the Week).
- End-of-year rewards, trips and whole-school activity reward days.

School Rules / Expectations of Behaviour

- We respect people and things.
- We move around school quietly using our inside voices.
- We listen to others when they are speaking.
- We are kind and polite to others.
- We take responsibility for our own actions and make the right choices.

Our School Values — CEDRIC the Caterpillar

This policy is underpinned by our six school values, brought to life for pupils through our school mascot, CEDRIC the Caterpillar:

- Courage — being brave enough to try something new, to be yourself, to speak up, or to say sorry.
- Excellence — trying your best and taking pride in your work and your behaviour.

- Determination — not giving up, and bouncing back after a setback or a mistake.
- Respect — for other people, for property, for yourself, and for the school's rules and safeguarding boundaries.
- Inspiration — being a good role model and inspiring others through your actions.
- Compassion — showing kindness, care and empathy, and looking out for others.

CEDRIC gives pupils and staff a shared, positive language for behaviour that sits alongside our rewards, sanctions and PACE approach — values describe the behaviour we want to see; PACE describes how we talk about it.

Using CEDRIC with pupils

Catch pupils showing a value and name it specifically, rather than general praise — e.g. 'That's real Determination — you kept trying' rather than just 'good job'. This links directly to values-based stickers, certificates and the Values Award in Celebration Assembly (see Celebrating Success, above).

Use CEDRIC to redirect behaviour before it escalates — e.g. 'Which one of our CEDRIC values could help you make a better choice right now?'

Use CEDRIC in restorative conversations and reflection — e.g. 'Which value do you think we forgot in that moment? How can we show it now?'

Reference CEDRIC in assemblies, circle time and classroom displays so pupils build a consistent picture of what each value looks like in practice.

Behaviour That May Indicate a Safeguarding Concern

Not all worrying behaviour is a discipline matter. Some behaviour is a sign of abuse, neglect, exploitation or a safeguarding need, and must be treated as a safeguarding matter first, in line with the Safeguarding & Child Protection Policy. This includes, but is not limited to:

- Child-on-child abuse of any kind, including physical abuse, sexual violence or sexual assault, sexual harassment, abuse within a relationship, or the sharing of nude/semi-nude images or videos (including AI-generated images).
- Bullying that is prejudice-based or discriminatory (for example relating to race, religion, gender, sexual orientation, SEND, or a child being adopted, in care or a young carer).
- A pupil carrying a knife or other weapon, or evidence of involvement in gangs, county lines or criminal exploitation.
- Sudden, significant or unexplained changes in behaviour, self-harm, or signs of coercion, exploitation or grooming.
- Any disclosure made by a pupil, however it is phrased.

What staff must do

Do not investigate. Listen, reassure, and record what was said or seen factually and promptly.

Report to the DSL (Zoe Humberstone) or a DDSL (Christa Haslam / Chloe Brown) immediately, before speaking to parents/carers.

The DSL/DDSL will decide whether the Safeguarding & Child Protection Policy, this Behaviour Policy, or both, apply — and will seek advice from the Lincolnshire Children's Safeguarding Line (01522 782111) where needed.

A pupil who has caused harm to another child will still be supported, in line with our trauma-informed approach, alongside any necessary sanction.

Using PACE Language

As part of our trauma-informed, attachment-aware approach (see Rationale, above), staff are encouraged to use PACE language when talking with pupils who are dysregulated, distressed, or struggling to manage their behaviour. PACE was developed by Dr Dan Hughes and is widely used in schools to support pupils with attachment difficulties, SEND, or those who are looked after or previously looked after — though it benefits all pupils. PACE stands for:

- Playfulness — a light, warm tone that keeps an interaction from feeling like a confrontation, helping a pupil feel safe rather than judged.
- Acceptance — unconditionally accepting the pupil's underlying feelings (not necessarily the behaviour itself), so they do not feel shamed.
- Curiosity — approaching behaviour with genuine curiosity about what may be driving it, rather than assuming intent — e.g. 'I wonder what happened just then...' rather than 'Why did you do that?'
- Empathy — showing the pupil that their emotional experience is understood, and that staff are alongside them, not against them — e.g. 'That sounds really hard' or 'I can see you're finding this tricky.'

Using PACE alongside this policy

PACE is a way of talking and connecting — it helps de-escalate and understand behaviour, but it does not replace clear boundaries. Sanctions still apply where behaviour meets the levels set out in Consequences/Sanctions, below.

It is most useful before, during and after an incident: to calm a dysregulated pupil, to open a restorative conversation, and to reflect together afterwards.

It works alongside, not instead of, safeguarding procedures. If a PACE-style conversation reveals a possible safeguarding concern, staff still report to the DSL/DDSL immediately, exactly as set out above.

Example — instead of 'Why did you do that? Go and sit down', try: 'I noticed you looked really cross before that happened — I wonder what was going on for you?' Instead of 'Stop it now or you'll lose your break', try: 'It's OK to feel angry. It's not OK to hit. Let's figure out together what you need right now.' Guidance on PACE is included in staff induction and behaviour training, led by the SLT/SENDCO.

Consequences / Sanctions

Although this school aims to focus on positives at all times, there are occasions when a pupil's behaviour is unacceptable or inappropriate. We encourage pupils to take responsibility for their behaviour through restorative approaches which enable pupils to reflect and make amends; this does not replace consequences. Before applying a sanction, staff will always consider whether the behaviour may be linked to an unmet need, SEND, trauma or a safeguarding concern, applying reasonable adjustments as appropriate.

Level One — warning or break-time detention if behaviour continues

- Low-level disruption in class; repeatedly calling out; chewing/eating in class; passing notes.
- Use of mobile phone or electronic music devices in class (item may be confiscated).
- Misuse of practical equipment; being consistently off-task; persistent graffiti on books, equipment or furniture.

Response: classroom behaviour checks, reminders and warnings; purple slip to show work/attitude below expectation; expectation slip seen by the Head Teacher and loss of one break.

Level Two — leading to parental involvement

- Repeated refusal to follow instructions or repeated disruption to learning; use of inappropriate language; walking out of a lesson without permission; refusal to attend a break/lunchtime detention.
- Undermining, personal or discriminatory comments directed at pupils or staff; selling food or drink for personal gain.
- Disrespecting school boundaries; making threats about absconding; climbing gates, fences, boundary trees or the bank/mobile classroom area without permission; not giving staff/visitors space at the external gate; deliberately trying to breach safeguarding measures (intercom, exit button, security keypad).
- Inappropriate behaviour outside school which brings the school into disrepute.

Response: below-expectation slip seen by the Head Teacher; loss of all breaks for the day and the next; parents contacted; meeting with Head Teacher/SLT and/or class teacher and parent. A behaviour plan will be considered where Level 2 behaviour is persistent, following the Lincolnshire Behaviour Ladder of Support. 'Reasonable Adjustments' will be considered for pupils with additional needs.

Level Three — may lead to suspension

- Direct swearing at a member of staff; violence or intimidation directed at any member of the school or wider community; out-of-control behaviour; persistent Level 2 behaviour.
- Failure to report to after-school detention or to a senior member of staff when sent out of a lesson.
- Bullying or intimidation of any kind directed at a member of the school community, whether in or out of school, where the school has jurisdiction to act under its behaviour arrangements..
- Smoking, vaping, drinking alcohol, or drug use on the premises, or arriving at school appearing to be under the influence of alcohol or drugs.
- Bringing a knife or offensive weapon onto the premises (a criminal offence — see Weapons and Prohibited Items below): the police and DSL will always be informed and the DfE Searching, Screening and Confiscation guidance followed.

'Reasonable Adjustments' will be considered for pupils with additional needs. Where Level 3 behaviour, or a pattern of escalating behaviour, may indicate a safeguarding concern, the DSL/DDSL will always be informed before, or alongside, any decision to suspend..

Weapons and Prohibited Items

Bringing a knife or offensive weapon onto school premises is a criminal offence. Staff will call the police immediately and inform the Head Teacher/DSL. The school will follow the DfE guidance on Searching, Screening and Confiscation, and the LSCP guidance on Banned Items in Lincolnshire Schools, when deciding on next steps. Where a member of staff suspects a pupil may be involved in criminal exploitation, gangs or county lines activity, this is treated as a safeguarding concern and referred to the DSL without delay, in line with the Safeguarding & Child Protection Policy.

Searching, Screening and Confiscation

The Head Teacher and authorised staff may search lockers and other school property without a pupil's permission when looking for prohibited items. Staff may search a pupil's outer clothing, with a witness present and without consent, where a search is believed necessary; personal searches are carried out by a member of staff of the same sex, with a witness of the same sex wherever possible. Pupils should first be given the opportunity to empty their own pockets or bag in the presence of a witness. All searches follow the DfE guidance on Searching, Screening and Confiscation and are recorded.

Restorative Justice / Reflection on Actions

Restorative justice restores relationships where there have been problems, giving both sides the opportunity to explain what happened and agree a solution. A mediator, not involved in the incident, asks three questions: What happened? Who else has been affected by this? What can be done to prevent this happening again? This approach helps pupils take responsibility for their actions, understand the impact on others, and move forward positively. Reflection on actions allows a pupil to consider their behaviour and, where appropriate, write down their reasons and how the behaviour, or their response to it, could be improved.

Restrictive Interventions, Including The Use of Reasonable Force

It may sometimes be necessary to use reasonable force or another restrictive intervention to maintain the safety and welfare of our pupils, as permitted by law and in line with current Department for Education guidance, *Restrictive Interventions, Including the Use of Reasonable Force, in Schools*, and the Equality Act 2010. All staff have a legal power to use reasonable force, which will always be lawful, proportionate and used only for the minimum time necessary, to prevent a pupil from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in behaviour prejudicial to good order and discipline, in the classroom or elsewhere.

Force is never used as a punishment. Medical advice will be sought where appropriate about the safest way to support pupils with specific health needs, SEND or disabilities. Any pupil with a known need for physical support will have this recorded in a Behaviour Support Plan (see below), developed with parents and, wherever possible, the pupil.

Unreasonable Force

The following will never be acceptable: holding around the neck or in any way that could restrict breathing; kicking, slapping or punching; forcing limbs against joints; tripping; holding by the hair or ear; or holding face down on the ground.

Recording and Informing Parents

All significant incidents involving physical restraint or another restrictive intervention are recorded as soon as possible, held centrally in the Behaviour/Pastoral log, and passed to the Head Teacher. Parents will be informed the same day, by phone and in writing, and invited into school to discuss the incident, unless doing so would place the pupil or another person at risk of harm.— in which case the Head Teacher/DSL will report the incident to the LSCP Safeguarding Hub instead. All injuries are recorded in line with school procedures, and appropriate emotional and physical support is offered to everyone involved after any serious incident. The school will also consider whether the pupil's Behaviour Support Plan or other support/risk-management arrangements need to be reviewed.

Other Physical Contact with Pupils

This school does not operate a 'no touch' policy. Physical contact other than reasonable force is proper and necessary on occasions such as: holding a child's hand in a line; comforting a distressed pupil; congratulating or praising a pupil; demonstrating a musical instrument, PE exercise or sensory circuit technique; administering first aid; or applying sunscreen to very young pupils or those with SEND who cannot apply it themselves. Any concern about the appropriateness of physical contact by a member of staff is a low-level concern and is addressed through the Safeguarding & Child Protection Policy, not through this policy (see Low-Level Concerns below).

Behaviour Support Plans (PSP)

A pupil with known challenging behaviour, a medical condition affecting behaviour, or special educational needs, may have a Behaviour Support Plan. This sets out how behaviour is supported and managed on the premises, off-site, and, where relevant, during school transport. Parents are always made aware of the plan and asked to contribute, and the child is involved wherever possible, so that sanctions and rewards are applied consistently in school and at home.

Suspension

We will endeavour to avoid suspension wherever possible. A decision to suspend for a fixed period is taken only in response to very serious or persistent breaches of this policy, where lesser sanctions are considered inappropriate. Before suspending, the school will always consider whether the behaviour may reflect an unmet need, SEND, or a safeguarding concern, and will consult the DSL where relevant. The school will follow the current Department for Education statutory guidance on *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* together with the school's Exclusions Policy.

Permanent Exclusion

Permanent exclusion will only be used in response to serious breaches of this policy, where the statutory requirements for permanent exclusion are met and the Head Teacher considers it to be an appropriate response to the circumstances of the case. It will normally be a last resort after other strategies have been tried. There will, however, be exceptional circumstances where the Head Teacher judges it appropriate to permanently exclude for a first or 'one-off' offence. Parents have the right to make representations to the governing body, and, in the case of permanent exclusion, the additional right to appeal to an independent review panel. The school has a duty to provide suitable full-time education from the sixth school day of any fixed exclusion of more than five consecutive days; the Local Authority has the same duty for permanent exclusions.

Pupil Support

Where a pupil has ongoing difficulty managing their behaviour, a range of strategies is used to support them, including monitoring report cards, increased home-school communication, individual support plans, referral to the school counsellor or mentor, support from the Inclusion Support Team (SENDCO, teaching assistants, mentor), small-group or 1:1 work on self-esteem, emotional literacy or anger management, additional literacy/numeracy support, alternative curriculum provision, a reduced timetable, or referral to outside agencies such as an Educational Psychologist, Mental Health Worker or Behaviour Specialist.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms, including cyber-bullying via text messages, social media or gaming, which can include the use of images, AI-generated images and video. It is often motivated by prejudice against particular groups — for example on grounds of race, religion, gender, sexual orientation, SEND or disability, or because a child is adopted, in care or has caring responsibilities — and may be based on actual or perceived differences.

Specific types of bullying include those relating to race, religion, culture or gender; SEND or disabilities; appearance or health conditions; sexual orientation; young carers, looked-after children or home circumstances; and sexist or sexual bullying. It can take place between pupils, between pupils and staff, between parents and staff, or between staff; by individuals or groups; face-to-face, indirectly, or via cyber-bullying.

Acts of bullying can include name-calling, taunting, mocking, offensive comments, kicking, hitting, pushing, taking belongings, inappropriate messaging or posting online, sending offensive or degrading images, producing graffiti, excluding people from groups, and spreading hurtful or untruthful rumours. Where bullying involves sexual violence, sexual harassment, or the sharing of nude/semi-nude images, this is always treated as a child-on-child safeguarding matter (see Behaviour That May Indicate a Safeguarding Concern, above) as well as a bullying incident.

Cyber-bullying that occurs while pupils are under the school's direct supervision is dealt with in line with this policy. Where it occurs outside school, parents are encouraged to report it to the police, as criminal law may apply, and to the school, which will act in line with this policy where the alleged perpetrator is part of the school community.

Reporting, Recording and Tackling Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are referred to the pupil's class teacher for investigation, appropriate action, and prompt communication with parents. All negative behaviours, including bullying, are recorded on the school's Pastoral Tracker so that patterns are identified in a timely manner, and a log of racist incidents is maintained. All reported incidents of bullying are recorded regardless of outcome.

Strategies include: an open, honest anti-bullying ethos; investigating all allegations; a PSHE programme covering diversity and anti-bullying; anti-bullying week; pupil-led posters and campaigns; assemblies and class discussions; circle time; a worry box; the Acceptable Use Agreement; staff induction and training; and adequate supervision at breaks and lunchtimes.

Where a pupil is found to have bullied another, the response may include a disciplinary sanction (exclusion from class), prompt engagement with parents, restorative justice, one-to-one support, counselling, or work with the educational psychologist or another outside agency. For the pupil who has been bullied, support may include counselling, mediation, out-of-lesson support passes, short-term timetable adjustment, parental involvement, and discussion of self-assertive strategies.

Drugs and Drug-Related Incidents

A drug is a substance which, when taken into the body, changes the way we feel, see things, or the way the body works. This covers medicines, tobacco, alcohol, solvents, novel psychoactive substances, and illegal drugs. Apart from medicines prescribed to an individual, these are all classed as 'prohibited items'. The school does not support the misuse of tobacco, alcohol, solvents, illegal drugs or medicines by any member of the community, and the supply or sale of illegal drugs on site will never be tolerated.

Christa Haslam is the named designated teacher (Y4/5/6) with responsibility for drug-related procedures and drug education, though drug prevention is a whole-school responsibility. All cases of substance use are brought to the attention of the Head Teacher, who will consider both this policy and, in line with the Safeguarding & Child Protection Policy, whether the pupil may be a victim of exploitation (for example county lines activity) or is in need of support or protection. Where there is any indication of exploitation or coercion, the DSL is informed immediately.

Finding a Drug or Suspected Substance

Take possession of the item; in the presence of a witness, package it securely, label it with date, time and place, sign it, and store it securely. The Head Teacher will always involve the school's link community liaison police officer where drugs or illegal substances are suspected. If a hypodermic needle is found: do not pick it up, cordon off the area if possible, inform the Head Teacher/SLT, and dispose of it via a sharps box and a local medical surgery.

Suspecting a Pupil is in Possession

Request that the pupil hands over the item(s); if they refuse, a search may be required, following the DfE guidance summarised in Searching, Screening and Confiscation, above. Extreme care is taken where hypodermic needles may be involved.

A Pupil Suspected to be Under the Influence

Stay calm, place the pupil in a quiet area, do not leave them alone, and seek advice from the school's first aider, who will assess and act appropriately; the Head Teacher/SLT must also be informed. Any suspected substance travels with the pupil if they are removed for treatment. All drug-related incidents are recorded.

Police Involvement and Disciplinary Action

The police will always be contacted where controlled drugs are found, and any decision on disciplinary action takes police advice into account. Controlled drugs are delivered to the police; alcohol, tobacco and cigarette papers are disposed of and never returned to the pupil. Other substances not believed to be controlled drugs (including so-called 'legal highs') are confiscated and disposed of. A drug-related incident may result in a suspension or, in the most serious cases, permanent exclusion.

Drug-Related Incidents Involving Adults

Where a parent or other adult attends the premises, or attempts to collect a child, appearing to be under the influence of drugs or alcohol, or behaves aggressively or threateningly, staff will first try to contact an alternative carer for the child before contacting Social Care and, if necessary, the police. If the adult insists on leaving with the child despite safety concerns, or becomes threatening, staff will contact the police immediately. Any concern that an adult may be supplying drugs on or near the premises, or to pupils, is referred to the police.

Behaviour of Parents and Other Visitors

The vast majority of parents and visitors are supportive of the school. Violence, threatening behaviour, and written, verbal or physical abuse towards any member of the school community will not be tolerated. Staff are expected to behave professionally and seek to defuse difficult situations, involving colleagues as appropriate; all members of the school community have the right to work and visit without fear of violence or abuse. Further detail is set out in the Parent Code of Conduct (LCC Parent Code of Conduct Policy).

Unacceptable Use of Technology

The school takes the unacceptable use of technology by any member of the school community very seriously, and expects parents and other adults to act responsibly online, as set out in the Online/Acceptable Use Policy. Failure to comply may result in a temporary or permanent ban from the school site, and incidents may be reported to the police. Acceptable Use Agreements exist for pupils, staff and governors as part of the Online Safety Policy.

Low-Level Concerns About Adult Conduct

This policy covers pupil behaviour. Any concern — however small — about the conduct of a member of staff, volunteer or other adult towards a pupil (for example being overly familiar, unnecessary one-to-one contact behind closed doors, or inappropriate physical contact) is a low-level concern under the Safeguarding & Child Protection Policy and Staff Code of Conduct, and must be reported to the Head Teacher, not managed under this policy. All such concerns are recorded, kept safe, and reviewed regularly to identify any emerging pattern.

Related Policies

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Staff Code of Conduct / Staff Disciplinary Policy (including Low-Level Concerns)
- Exclusions Policy
- Online Safety / Acceptable Use Policy
- SEND Policy
- Parent Code of Conduct (LCC)

Zoe Humberstone, Head Teacher

Reviewed and amended: September 2026