THE LATYMER SCHOOL

BEHAVIOUR POLICY

The Behaviour Policy Includes The 'Exclusion Policy and Governor's Behaviour Written Statement'

STATUTORY

Policy presented to Governing Body	Chairs Action – February 2026 Full Governing Body Meeting - March 2026
Policy circulated	March 2026
Review policy	March 2027

Contents

1. The Behaviour Curriculum 3
2. Legislation and Statutory Requirements 4
3. Roles and Responsibilities 5
4. Rewarding Positive Behaviour 7
5. Behaviour for learning 7
6. Sanctions of repeated misbehaviour and serious breaches of conduct 11
7. Responding to misbehaviour from students with SEND 19
8. Confiscation and searches 20
9. E-Safety 23

Appendix 1: Aims and goals of the school 25
Appendix 2: Searching, screening and confiscation advice for schools 26
Appendix 3: E-safety policy 36
Appendix 4: Social media policy 49
Appendix 5: Uniform policy 55
Appendix 6: The Latymer Code of Conduct 57
Appendix 7: Home school agreement 59
Appendix 8: Student acceptable use agreement – Using school technology 60
Appendix 9: Online safety infringement 62
Appendix 10: Routines and procedures (school rules) 65
Appendix 11: Child-on-child sexual abuse: risk and needs assessment and version record 73
Appendix 12: Responding to concerns or allegations of child-on-child abuse 76
Appendix 13: Protocol for online teaching and learning 90
Appendix 14: Detentions 93
Appendix 15: The management of drugs incidents and substance abuse 95
Appendix 16: The Latymer School's consequence ladder 108
Appendix 17: Microaggressions 110

At The Latymer School, we strongly believe in maintaining a positive learning environment in which every student makes the most of their education. Our mission is to develop lively, inquiring minds and to aid young people to reach their full potential. At the Latymer School, we aim to continue our tradition of academic excellence and aspire to send all young people into the increasingly interconnected world with the relevant knowledge and wide range of skills necessary to succeed. The purpose of this policy is to support the school's mission: to provide students with a first class, liberal education, and to produce young people who are confident in their abilities, and considerate in their attitude. We welcome and actively seek the support of parents/carers in educating students to conduct themselves in a manner that they can be proud of, as we believe that good discipline is essential to learning.

We have carefully considered and analysed the impact of the following behaviour policy and procedures on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. The Behaviour Curriculum

The Behaviour Curriculum aims to develop a student's:

- Responsibility (for learning and their own actions).
- Emotional resilience and positive mental health.
- Confidence and self-esteem.
- Understanding of the importance of healthy relationships.
- Understanding of what unacceptable behaviour is (including bullying and discrimination).
- Understanding of how to stay safe.

Our behaviour system is based on the need for good choices to be made by students within the school environment and in the wider community. Students are expected to:

- **Be Respectful:** Use appropriate language, engage in appropriate interactions with others and be considerate of the learning and emotions of other members of the community.
- **Be Responsible:** Direct and take control of their learning and their relationships with others.
- **Be Safe:** In the choices that they make, both for themselves and those which impact on other members of the community (make healthy choices).

This can be demonstrated by students:

- Behaving in an orderly and self-disciplined way.
- Always showing respect and consideration towards all members of the school community.
- Developing positive relationships with all members of the school community.
- Avoiding the use of discriminatory language (prejudicial and derogatory words).
- Demonstrating positive learning habits in lessons which enable all students in the class to learn.
- Moving quietly around the school.
- Treating the school buildings and school property with respect.
- Wearing the correct uniform at all times.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school into disrepute, including when outside school.
- Respecting the feelings and rights of others both on and offline, in and out of school. This includes not producing, participating in, or passing on explicit, offensive, harmful or hurtful videos/content and/or posts/messages on social media of students and staff.
- Developing resilience and strategies to prevent, manage and respond to risk online.
- Taking responsibility for keeping themselves and others safe online .

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

2. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Promoting good behaviour and discipline

The Legal Framework

We are guided by our statutory powers set out in the Education and Inspections Act 2006. In applying the policy and particularly the sanctions of detention there is an expectation that staff adopt an approach that is both reasonable and appropriate to the circumstances.

What the law allows:

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that student.[1]

Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

a) The decision to sanction a student is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher
b) The decision to sanction the student and the sanction itself are made on the school premises or while the student is under the lawful charge of the member of staff; and

[1] Section 91(3) of the Education and Inspections Act 2006.

c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.[2]

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.[3]

The headteacher may limit the power to apply particular sanctions, or to sanction particular students or types of students, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

3. Roles and Responsibilities

Roles and responsibilities of the school, students, and parents in ensuring an orderly climate for learning:

We aim to encourage appropriate and positive behaviour by the acceptance of all adults, students and parents involved in the school of a common responsibility for maintaining good discipline and promoting and implementing the school's 'Code of Conduct[4]' and 'Home School Agreement[5]'. The Code of Conduct is the guiding document for establishing good behaviour in the school. The Home School Agreement is the basis for the establishment of a three-way partnership between student, parent and school. All students starting in Year 7 (and at any other time) and their parents will be asked to read and sign the Home School Agreement. All students will be reminded of this agreement at the start of each year together with the Student Acceptable Use Agreement[6].

The Governing Body:

The governing body is responsible for reviewing this behaviour policy in conjunction with the headteacher. They will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing body is also responsible for reviewing and approving the written statement of behaviour principles.

The Headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

The Senior Leadership Team (SLT)

- Monitoring that the policy (rewards and sanctions) is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

[2] Section 91 of the Education and Inspections Act 2006.
[3] Section 91(6)(b) of the Education and Inspections Act 2006.
[4] Appendix 6: The Latymer Code of Conduct
[5] Appendix 7: Home School Agreement
[6] Appendix 8: Student Acceptable Use Agreement

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

The Latymer school staff:

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and carers:

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Respect the school's decisions regarding behaviour management and support staff in upholding school policies
- Communicate with school staff in a calm, respectful and constructive manner, in line with the school's Parental Communication Policy

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

Students:

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key routines and procedures

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. At the Latymer school, we aim to support students in developing an understanding of the school's behaviour policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

4. Rewarding Positive Behaviour

At The Latymer School, we believe that a comprehensive system of recognition and reward of positive behaviour, effort and contribution to school life is a pre-requisite for achieving outstanding behaviour. Similarly, students who consistently demonstrate the ability to apply the aims of the school[7] should receive positive referrals which would contribute to a more significant reward. There is currently a wide range of rewards that include the following:

- Verbal praise
- Written praise on work
- Notes in planners
- Positive referrals via Edulink
- Merits
- Subject or Year Postcards sent home from individual teachers/Heads of Learning
- Telephone and letters home to parents and carers
- Special responsibilities/privileges
- Invite to special events/trips Head of Year Awards
- Jack Petchey Award
- Head teacher's Commendations
- Acknowledgement at Year Celebration Assemblies (certificates and awards)
- Whole School Awards Assembly (once a term)
- Annual School Awards Evening

5. Behaviour for learning

At the Latymer School, we believe that every student has the right to learn and no student has the right to prevent others from learning. All staff, parents and students have a role to play maintaining excellent behaviour.

The school will share both positive and negative behaviour referrals with parents and carers via Edulink. These updates can be accessed through the student's Edulink profile and are intended to celebrate achievements, recognise positive contributions, and ensure transparency in relation to a student's behaviour. While this information is shared to keep parents informed and engaged, referrals are recorded as part of the school's internal behaviour management processes and are not subject to consultation or appeal. We encourage parents to use this information as a means to support their child's development and to maintain a constructive dialogue with the school.

Rewarding Positive Behaviour

At The Latymer School, we believe that a comprehensive system of recognition and reward of positive behaviour, effort and contribution to school life is a pre-requisite for achieving outstanding behaviour.

[7] Appendix 1: Aims and Goals of the Latymer School

Similarly, students who consistently demonstrate the ability to apply the aims of the school[8] should receive positive referrals which would contribute to a more significant reward. There is currently a wide range of rewards that include the following:

- Verbal praise
- Written praise on work
- Notes in planners
- Positive referrals via Edulink
- Merits
- Subject or Year Postcards sent home from individual teachers/Heads of Learning
- Telephone and letters home to parents and carers
- Special responsibilities/privileges
- Invite to special events/trips Head of Year Awards
- Jack Petchey Award
- Head teacher's Commendations
- Acknowledgement at Year Celebration Assemblies (certificates and awards)
- Whole School Awards Assembly (once a term)
- Annual School Awards Evening

Bullying

- The Latymer School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form
- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Behaviour categories and responsibility

We categorise behaviour incidents in four ways:

1. Behaviour in the classroom
2. Social behaviour
3. Trends of misbehaviour
4. Serious misbehaviour

Responsibility:

Behaviour in the classroom	Subject teacher, Head of Department
Social behaviour	All staff
Trends of misbehaviour across subjects	Head of Learning, Head of Department
Serious misbehaviour	Head of Learning, Head of Department, SLT

Behaviour in the classroom

[8] Appendix 1: Aims and Goals of the Latymer School

Everyone has the right to learn but no one has the right to stop others from learning. If a student is disrupting the learning of others, then their behaviour should be addressed by the member of staff.

Misbehaviour in the classroom is categorised into three levels:

- Level 1: Low level disruption
    - Late arrival to lesson
    - Failure to bring equipment
    - Minimal effort in class
    - Talking/distracting others
    - Chewing gum
    - Eating in class
    - Incomplete or no homework (see above – go straight to consequence 2/3 depending on length of homework)
- Level 2: Persistent disruption
- Level 3: Failure to respond to level 1 and 2

Class teachers are encouraged to respond to behaviour incidents as they happen by using our consequence ladder[9]:

Behaviour incidents	Examples of sanctions
Level 1	• Warning and Edulink negative referral • Breaktime detention • Lunchtime detention
Level 2	• Removal from lesson • Subject report • After school detention
Level 3	• Meeting with parent • Subject report (HOD, SLT) • After school detention (45 minutes)

Class teachers will ensure that their classroom is a positive learning environment that has clear routines and expectations. Teachers are encouraged to:

- Use the consequence ladder when dealing with any challenging behaviour (Appendix 16)
- Deal with an issue as it occurs.
- Take account of individual needs, age, understanding and circumstance.
- Log the incident on Edulink if appropriate, ensuring that the student is aware of the action and why it is being recorded.
- Make clear they are sanctioning behaviour, rather than making a judgement about the person.
- Avoid early escalation to severe sanctions, reserving these for the most serious or persistent misbehaviour.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Never issue a sanction that is purposefully humiliating or degrading.
- Use sanctions in a calm and controlled manner.

Social Behaviour

[9] Appendix 16: The Latymer School Consequence Ladder

Social behaviour applies to:

- Behaviour before school
- Behaviour between lessons
- Behaviour during morning break and during lunchtime
- Behaviour after school
- Behaviour on the way to school and on the way home from school

Poor behaviour during any of these times will be challenged and an appropriate sanction will be issued in line with our consequence ladder. We believe that all staff have a responsibility to ensure that our school's behaviour policy is consistently applied.

Any of the following sanctions may be used in school as appropriate for misbehaviour outside the classroom (this list in not exhaustive):

- SLT/HOL detention
- Research/essay or equivalent to address misconceptions/reflect
- Imposition of a task
- Community Service to the school
- Loss of privileges
- Withhold participation in School Trips
- Mobile Phone: confiscation and Mobile Phone detention (30 or 60 minutes after school)
- Uniform detention (30 or 60 minute after school)
- Lanyard & ID Card detention (30 or 60 minute after school)
- SLT supervision

Students on their way to school or on their way home from school, as well as during school trips, are ambassadors of the school. We believe that students are always representing the school and are always therefore responsible for the reputation of the school.

Trends of misbehaviour across subjects

Students who are not adhering to our expectations across subjects, once they have been challenged by their class teacher and Head of Department, will be challenged Head of Learning. To maintain excellent behaviour, Heads of Learning will work closely with the Assistant Headteacher (Behaviour) to sanction the student in a manner that takes the following into account:

- Individual needs of a student
- Age
- Previous incidents
- Student's attitude
- Circumstance

Any of the following may be used as appropriate by Heads of Learning for trends of misbehaviour across subjects (this list in not exhaustive):

- Target setting
- Subject report
- Head of Learning report
- Head of Learning detention
- Meeting with parents
- Removal from lesson for one week
- Withhold participation from school trips

Serious misbehaviour

At the Latymer School, we have very high expectations of behaviour for learning, and serious misbehaviour will be dealt with appropriately by the students' Head of Learning and members of SLT. Serious misbehaviour is defined as the below (the list of not exhaustive):

- Repeated breaches of the school rules
- Any form of bullying
- Sexual misconduct
- Sexual violence or assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes
    - Products containing nicotine
    - Fireworks
    - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Any of the following sanctions may be used in school as appropriate for serious behaviour breaches (this list in not exhaustive):

- Research/essay or equivalent to address misconceptions/reflect
- Imposition of a task
- Assistant Headteacher Report and Monitoring
- Withhold participation in School Trips (SLT)
- SLT Supervision
- Suspension
- Permanent Exclusion

6. Sanctions of repeated misbehaviour and serious breaches of conduct

Sanctions are essential for students who consistently behave inappropriately and choose not to follow the school's expectations. We believe that it is our responsibility to both sanction and support those students so that they can make better choices in the future. As such, Latymer staff and students are expected to use the consequence ladder to address and/or resolve the issues that have led to the inappropriate behaviour. On deciding the appropriate sanction, the school needs to:

- Take account of all sides in issues between students

- Carry out an appropriate investigation, taking statements when necessary
- Consider any mitigating factors/reasonable adjustments which the student or member of staff believes need to be made
- Act on the balance of probabilities as to what has happened
- Apply the principles of restorative justice where possible and appropriate
- Apply what the school believes to be the most appropriate sanction to obtain the desired outcome
- Recognise the need to make reasonable adjustments based on specific needs and circumstances of an individual when deciding the most appropriate sanction.

Examples of sanctions used for repeated misbehaviour and serious behavioural breaches (the list is not exhaustive and other sanctions may be used, taking into account the individual's needs and circumstances):

6.1 Detentions

This policy makes it clear that The Latymer School will use detentions as a sanction. Detentions will take place during the school day (at break or lunchtime), after school (during the summer months when it is light outside) or during an evening school event. For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.

Any member of staff may give a detention in which students are set extra work/made to reflect on poor behaviour/lack of application etc.

When detentions are set, parents are informed via Edulink/SIMS so arrangements can be made for the child.

6.2 Withhold participation in school trips

Latymer is an inclusive school, and all reasonable adjustments will be made to enable students to access educational trips and visits. There is, however, a clear distinction between different types of trips and therefore the reasonable adjustments made by the school would depend on whether they were essential to the curriculum.

The school has the right to withhold from students their participation in a school trip or any other activity or event that is not an essential part of the curriculum. This action can be taken if the student repeatedly displays poor standards of behaviour in school and it is considered that this behaviour would pose a serious Health and Safety risk on other children, young people, or staff supervising/leading the trip.

Should the school trip or sports event be an essential part of the curriculum, an alternative means of fulfilling the relevant curriculum requirements will be offered by the school.

Where the school withholds a student's participation in a trip after deposits for trips have been made and the school has incurred unrecoverable expenses, the school reserves the right to retain the deposit paid.

6.3 SLT supervisions

In serious cases of disruption, unacceptable behaviour, or persistent breaches of school rules, it is possible to withdraw a student from some lessons; or to exclude a student from all lessons for all or part of a school day (the time a student spends in Internal Supervision is used constructively - work is set and provision is made for the student to eat and use the toilet). Students will be supervised by members of the SLT team.

This sanction will only ever be arranged by the Assistant Headteacher (Behaviour, Attendance and Enrichment), a Deputy, or the Headteacher. In these cases, parents will be contacted and given reasons for the withdrawal from lessons, and a reintegration meeting will be held with the Head of Learning once the sanction has been completed.

Reintegration following SLT supervisions

The student will be asked to reflect upon the incident and the SLT Supervision, and the meeting will be used to establish whether the student is ready to return to school and accept the students Code of Conduct and adhere to the school's behaviour policy. The student will be asked to make a commitment to future positive behaviour and be made aware of the possibility of more severe consequences (suspension, increased number of days of suspension and permanent exclusion) if the behaviour is repeated.

Heads of Learning will share the reintegration form with parents via email to ensure that there is transparency, and to ensure that parents are able to support the student to achieve their commitments.

6.4 Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour. Only the Headteacher of a school can suspend or permanently exclude a student on disciplinary grounds[10]. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

The Headteacher must take account of their legal duty of care when sending a student home following an exclusion. Headteachers should also take the student's views into account, considering these considering their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

6.4.1 Duty to inform parents about a suspension or a permanent exclusion:

The Headteacher will inform parent/carers in writing and without delay of:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this
- parents' right to request alternative provision for their child if the suspension exceeds five school days, to ensure continuity of education during the suspension period
- how any representations should be made
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a student if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend
- the days on which they must ensure that the student is not present in a public place at any time during school hours (these days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

6.4.2 Informing social workers and Virtual School Heads about a suspension or a permanent exclusion:

[10] Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (September 2022)

If the student has a social worker or is a looked-after child, the Headteacher will also inform their social worker or Virtual School Head, as applicable.

6.4.3 Informing the governing body about a suspension or a permanent exclusion:

The headteacher will, without delay, notify the governing body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the student)
- any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term
- and any suspension or permanent exclusion which would result in the student missing a public examination or national curriculum test.

The Headteacher will report suspensions and exclusions to the full Governing Body on at least a termly basis.

6.4.4 The governing board's duty to consider a suspension or a permanent exclusion:

Parents/carers have the right to make written representations to the Governing Body if:

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous exclusions, will take the pupil's total number of days out of school above 15 for a term. This includes suspensions that total 15.5 days.
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test.

For a suspension of 5 days or less in a term if the parent/carer submits representations, the Governing Body must consider them. The Governing Body can agree to a meeting if the parent/carer wants to meet but no meeting is required.

For a suspension of 6-15 days in a term, if the parent/carer makes representations and requests a meeting, a panel of governors will meet to consider representations within 50 school days after receiving notice of the suspension.

For suspensions of more than 15 days in a term, a hearing of a panel of governors will be called. The parents (and, where requested, a representative or friend) and the student (if over the age of 18) will be invited to attend the hearing and will be allowed to make representations or share information.

Parents/carers can request that a meeting be held via the use of remote access (carried out by electronic means, e.g. live video link).

Meetings can also be remote in unforeseen or extraordinary circumstances.

For example, school closure due to:

- Floods
- Fire
- Infectious illness / disease

Where these extraordinary circumstances don't apply and parent/carers don't request a remote meeting, then the meeting must be held in person.

Social workers and virtual school heads (VSHs) can join the meeting remotely, even if the meeting is held in person, as long as they can contribute effectively.

The following parties must be invited to a meeting of the governing board and allowed to make representations or share information:

- parents (and, where requested, a representative or friend);
- the pupil if they are 18 years or older;
- the headteacher;
- a representative of the local authority (in the case of a maintained school or PRU);60
- the child's social worker if the pupil has one; and
- the VSH if the child is LAC.

6.5 Suspensions

All suspensions from School will follow the guidelines and procedures laid down by the DfE in their Suspension and Permanent Exclusion from Maintained Schools guidelines (August 2024) and will adhere to the Equality Act 2010.

6.5.1 Nature, purpose and length of suspensions

A suspension is where a student is temporarily removed from the school. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day.

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where a student is repeatedly involved in incidents of a similar nature, the school will apply a stepped approach to suspensions. After the first suspension for a specific type of behaviour, any repeated incident of the same nature will result in an increased suspension length—typically extended by an additional two school days. For example, if a student receives a one-day suspension for a particular behaviour and then repeats that same behaviour, the next suspension will usually be for three days.

This graduated response is designed to reinforce the seriousness of repeated behaviours and encourage lasting improvement. However, where the nature of the incident is different from the previous one, this incremental approach will not automatically apply. Each incident will continue to be considered on its individual circumstances, in line with DfE guidance.

In cases where suspensions are becoming a regular occurrence, the school will also review whether suspension remains an effective strategy and consider additional support or interventions to address the pupil's behaviour more holistically.

6.5.2 Reintegration after suspensions

Work is set for the student during the period of suspension. Upon their return to school, the student will attend a reintegration meeting to support their successful return to the school community. The student will be asked to reflect upon the incident and the suspension, and the views/attitude of the parents/carers will be sought. The meeting will be used to establish whether the student is ready to return to school and accept the students Code of Conduct and adhere to the school's behaviour policy. The student will be asked to make a commitment to future positive behaviour and be made aware of the possibility of more severe consequences (increased number of days of suspension and permanent exclusion) if the behaviour is repeated. The meeting will explore the possibility of action to address any support which the student may require to help them behave better in the future (internal options as well as external agencies).

- Following a first suspension, the student will meet with their Head of Learning for a reintegration meeting.

- If the student is suspended a second time within the same academic year, parents/carers will be invited to attend a reintegration meeting with the Head of Learning and the Assistant Headteacher for Behaviour.
- In the case of a third suspension within the same academic year, the reintegration meeting will be led by the Assistant Headteacher for Behaviour and the Headteacher, and parents/carers will be expected to attend.

At each stage, appropriate support strategies will be discussed and put in place to help the student thrive, and these will be clearly communicated with parents/carers.

6.5.3 Examples of actions that could lead to suspension

As a school we hold that the most important right is to always be safe and secure. Behaviour likely to undermine that right is consequently regarded as a serious breach of discipline. A student may be suspended after being involved in a single or 'one off' incident that is a serious breach of the behaviour policy. The list below is not exhaustive but indicative of the type of actions/incidents/behaviours that may warrant a suspension or permanent exclusion:

Category (listed alphabetically)	Examples
Abuse relating to disability	• Derogatory statements or swearing about a disability • Bullying related to disability • Disability related graffiti, • Disability related taunting and harassment
Abuse against sexual orientation and gender identity	• Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) • Homophobic, bi-phobic and transphobic bullying • LGBTQI+ graffiti • LGBTQI+ taunting and harassment • Swearing that can be attributed to LGBTQI+ characteristics
Bullying	• Verbal • Physical • Cyber bullying or threatening behaviour online • Racist bullying • Sexual bullying • Homophobic • Bi-phobic and transphobic bullying • Bullying related to disability
Drug and alcohol related	• Possession of illegal drugs or substances • Inappropriate use of prescribed drugs • Drug dealing • Smoking or vaping • Alcohol abuse • Substance abuse
Disruptive behaviour (Persistent)	• Challenging behaviour • Persistent breaches of school rules • Persistent disobedience • Persistent disruption of the learning environment

Damage to property	• Damage includes damage to school, private or personal property belonging to any member of the school or wider community • Vandalism • Arson • Graffiti
Inappropriate use of social media or online technology	• Sharing of inappropriate images (of adult or student) • Cyber bullying or threatening behaviour online • Organising or facilitating criminal behaviour using social media
Physical assault against adult	• Violent behaviour • Wounding • Obstruction and jostling
Physical assault against a student	• Fighting • Violent behaviour • Wounding • Obstruction and jostling
Racist abuse	• Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
Sexual misconduct	• Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti
Theft	• Stealing property • Stealing personal property (student or adult) • Stealing when wearing school uniform • Stealing from local shops on a school outing • Selling and dealing in stolen property
Use or threat of an offensive weapon or prohibited item	• Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns • Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property • Use of an offensive weapon
Verbal abuse / threatening behaviour against an adult	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation • Homophobic abuse and harassment • Carrying an offensive weapon
Verbal abuse / threatening behaviour against a student	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation • Homophobic abuse and harassment • Carrying an offensive weapon

6.6 Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently is a serious one and the strongest sanction available to a school.

The decision to exclude a student permanently[11] should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Permanent Exclusion is often the final stage in a process of dealing with disciplinary incidents after a range of other strategies have been tried without success. There will however be exceptional circumstances where in the Headteacher's judgement, it is appropriate to exclude a student for a 'one off' or first offence.

Examples of actions that could lead to a Permanent Exclusion:

This list is not exhaustive but indicative of the type of actions/incidents/behaviours that could lead to a Permanent Exclusion (other actions/incidents/behaviours could lead to a Permanent Exclusion).

- sexual violence, sexual harassment, or other harmful sexual behaviours
- serious actual or threatened violence against another student or a member of staff
- carrying an offensive weapon; or in any other way seriously endangering the health, safety or wellbeing of a member (or members) of the School community
- a drug related incident (see Appendix 15: The Management of Drugs Incidents and Substance Misuse)
- persistent bullying including emotional, physical, racial, sexual, bullying based on sexual orientation and gender identity or cyber (persistent as recorded in the sanctions system)
- posting offensive material on a website/social media/text message/email (towards staff or students)
- actions that put the health and safety of any other member of the school community at serious risk
- persistent and malicious disruptive behaviour, including open defiance or refusal to conform with agreed school policies
- repeated breaches of the school code of conduct. These should be documented through the sanctions system and are likely to be after the student has been on a Pastoral Support Programme and there has been no improvement.

Cancelling exclusions

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The headteacher must notify the parents/carers, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay[12]. The notification must also provide the reason for the cancellation
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement

[11] Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (August 2024)

[12] Written notification of the cancellation and reason for the cancellation can be provided by delivering it directly to the recipient, leaving it at their usual or last known home address, or posting it to that address. A notification to a parent can only be given electronically (e.g. by text message or e-mail) if it is sent to a number or address that the parent has agreed can be used for notifications of this kind.

- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay
- The pupil must be allowed back into the school from which they were excluded without delay
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

7. Responding to misbehaviour from students with SEND

7.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

7.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Students with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

8. Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.1 Confiscation

Any prohibited items (see Section 8: Definitions) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated students' property[13].

8.2 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

[13] Appendix 2: Searching, screening and Confiscation

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Assistant Headteacher (Care, Guidance and Support), or another member of SLT if not available, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 5, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

8.3 Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

8.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

8.5 Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

8.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

8.7.1 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

8.7.2 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search

- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

8.7.3 Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.
As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9. E-Safety

9.1 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

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

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

9.2 Mobile Phone and Personal Electronic Devices

Students must **not** take photographs, videos or record audios of a fellow student or a member of staff on the school premises, unless given specific permission by a member of staff for educational purposes.

All students can check their mobile phones for messages or communication from parents before 8.35am in the Small Hall but not in any other area of the school (including the playground and form rooms). Students are permitted to check their mobile phone in any area of the school grounds (with the exception of classrooms) at the end of the school day for for travel updates or for messages/communication from parents (but for no other purpose).

For all students in Years 7-11, mobile phones, smart watches and other electronic devices such as headphones should not be seen, heard or used in the school grounds or buildings (unless given specific permission by a member of staff for educational purposes) between 8.35am and the end of the school day.

Students in the Sixth Form can use their mobile phones for making telephone calls when not in lessons, provided they are in one of the designated areas (please see The Mobile phone and Electronic Devices policy). Mobile phones and electronic devices may be used for academic purposes only in the following areas (headphones must be worn if listening to audio or music and must not be able to be heard by others):

- Sixth Form Common Room
- Sixth Form Study Room
- Small Hall
- Learning Resources Room
- School Library

Sixth Form students should not use mobile phones, headphones and any other electronic device in any other areas of the school, including corridors. Please see the Mobile Phone and Personal Electronic Devices Policy .

9.3 Misuse of school technology (devices, systems, networks or platforms) and social media incidents

The Student Acceptable Use Agreement outlines the school rules and procedures relating to use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

The following Appendix outline what actions will be taken if students contravene these rules:

- THE LATYMER SCHOOL MOBILE PHONE AND PERSONAL ELECTRONIC DEVICES POLICY
- Appendix 9 - ONLINE SAFETY INFRINGEMENT
- Appendix 10 – ROUTINES AND PROCEDURES SCHOOL RULES

Where staff contravene these rules, action will be taken as outlined in the Model Code of Conduct (Enfield Council).

Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

Appendix 1: Aims and goals of the school

- To help pupils develop lively enquiring minds, apply themselves to tasks and acquire practical skills and knowledge that are valued both for their own sake and for the broader good of society
- To ensure that school life is valued for itself as well as a preparation for adulthood and employment
- To help pupils develop the ambition and self-esteem to realise their full potential
- To encourage pupils to be aware of and understand their own and others' feelings
- To assist pupils to develop an understanding of and respect for the beliefs and values of others
- To provide a wide range of opportunities for all pupils
- To help pupils understand the world and the interdependence of individuals, communities and nations
- To help pupils understand the consequences for the environment of their actions and those of others
- To encourage pupils to contribute to the common good both now and in the future

Appendix 2: Searching, screening and confiscation advice for schools

Searching

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3[1] or any other item that the school rules identify as an item which may be searched for.

3. The list of prohibited items is:
    - knives and weapons
    - alcohol
    - illegal drugs
    - vapes or e-cigarettes
    - products containing nicotine
    - stolen items
    - any article that the member of staff reasonably suspects has been, or is likely to be used:
        - to commit an offence, or
        - to cause personal injury to, or damage to property of; any person (including the pupil).
    - an article specified in regulations:[2]
        - tobacco and cigarette papers;[3]
        - fireworks; and
        - pornographic images.

4. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

5. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping childen safe in education and Working together to safeguard children.

6. The school's behaviour policy should outline the banned items for which a search can be made. This must include the list of prohibited items in paragraph 3, and may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment. See Behaviour in Schools.

---

[1] For maintained schools, see Section 89, Education and Inspections Act 2006. For independent schools and academies, see Schedule 1, Paragraph 9 of the Education (Independent School Standards) (England) Regulations 2014. For more information on what should be included in a school's behaviour policy, see the Behaviour in Schools guidance.

[2] The Schools (Specification and Disposal of Articles) Regulations 2012.

[3] This does not include e-cigarettes or vapes. Schools who wish to search for these items should ensure they are listed as items for which a search can be made in the school rules.

7. The school's behaviour policy should be communicated to all members of the school community[4] to ensure expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

8. When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9. School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

The role of the headteacher, the designated safeguarding lead and authorised members of staff

10. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

11. The headteacher can require a member of the security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, this guidance should be followed and the person witnessing the search should be a permanent member of the school staff. The headteacher may not require any other member of staff to undertake a search if they refuse.[5]

12. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

13. The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

14. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

15. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns. See paragraphs 44-46 on recording searches.

---

[4] This is a duty for headteachers of maintained schools. See Section 89 of the Education and Inspections Act 2006.

[5] Section 550ZB of the Education Act 1996.

Before searching

16. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. See paragraphs 2-4 on powers to search.

17. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

18. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

19. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

20. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See Behaviour in Schools for more information on lawful sanctions.

21. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

22. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in paragraph 3, but not to search for items which are identified only in the school rules.[6] See guidance on the Use of reasonable force in schools. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.[7]

23. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

During a search

Where

24. An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of

[6] Section 550ZB(5) of the Education Act 1996.
[7] Section 93(1) of the Education and Inspections Act 2006.

staff has lawful control or charge of the pupil, for example on a school trip.[8]

Who

25. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

26. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present **only**:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.[9]

27. When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept. See paragraphs 44-46 on recording searches.

The extent of the search

28. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

29. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.[10]

30. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

31. A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed in paragraph 3 and any items identified in the school rules for which a search can be made.

32. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. See paragraphs 25-27 on who can conduct a search.

33. The member of staff may use a metal detector to assist with the search.

34. The member of staff's power to search outlined above does not enable them to conduct a strip search.

---

[8] The powers to search outlined in this guidance only apply in England. When on a trip outside England, the law of that country should be followed.

[9] Section 550ZB of the Education Act 1996.

[10] Staff members should be sensitive to whether such outer clothing is worn for religious reasons when conducting a search.

Strip searching

35. A strip search is a search involving the removal of more than outer clothing (see paragraph 29). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.[11] While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

36. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

37. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

The process the police must follow during a strip search

38. Except in cases of urgency where there is risk of serious harm to the pupil or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of which must be the appropriate adult.[12] If the pupil's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the pupil being searched. An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.

39. Except in urgent cases as above, a search of a pupil may take place without an appropriate adult only if the pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees. A record should be made of the pupil's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

40. Strip searching can be highly distressing for the pupil involved, as well as for staff and other pupils affected, especially if undertaken on school premises. PACE Code C states that a strip search may take

[11] Searches may entail different levels of invasiveness and exposure. A search under PACE Code A that involves removing more than outer clothing but does not expose intimate parts of the body would not require the presence of an appropriate adult. However, from a pupil wellbeing perspective, schools may wish to involve an appropriate adult as a matter of course during all searches conducted by police.

[12] The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police. Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Note that an appropriate adult is not required when a pupil is eighteen or above.

place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-care following a strip search

41. Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff, such as the designated safeguarding lead (or deputy).[13] Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

After a search

42. Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out below in paragraphs 57-81 on confiscation.

43. If a pupil is found to be in possession of a prohibited item listed in paragraph 3, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

44. Any search by a member of staff for a **prohibited item** listed in paragraph 3 and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.

45. Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;

[13] Further information on safeguarding can be found in Keeping children safe in education and Working together to safeguard children.

- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

46. Schools who conduct a high number of searches should consider whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this. See also paragraphs 108-110 of Behaviour in Schools.

Informing parents

47. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should **always** be informed of any search for a **prohibited item** listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

48. Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

49. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening

50. Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

51. Schools' statutory power to make rules on pupil behaviour[14] and their duties as employers in relation to the safety of staff, pupils and visitors[15] enables them to impose a requirement that pupils undergo screening.

52. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

53. Before considering the installation and use of any technology for screening, the headteacher is encouraged to consult with the local police who may be able to provide advice about whether installation of these devices is appropriate.[16]

54. If a headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

55. Where a pupil has a disability, schools should make any reasonable adjustments to the screening

[14] Section 89 of the Education and Inspections Act 2006 for all maintained schools, PRUs and NMSS and the Education (Independent School Standards) (England) Regulations 2010 for independent schools, academy schools and alternative provision academies.
[15] Section 3 of the Health and Safety at Work etc. Act 1974.
[16] School and college security.

process that may be required.[17]

56. If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search. See paragraphs 18-23 for more information on when a pupil refuses a search, including sanctioning.

Confiscation

Items found as a result of a search

57. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

Prohibited or illegal items

58. **Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so.[18] In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance in paragraph 59 below issued by the Secretary of State.

59. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

60. **Other substances** which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

61. Where a person conducting a search finds **alcohol, tobacco, cigarette papers or fireworks,** they may retain or dispose of them as they think appropriate but should not return them to the pupil.

62. If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.[19] Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images. See paragraphs 72-79 for further advice on searching electronic devices.

63. Where a member of staff finds **stolen items**, these must be delivered to the police as soon as

---

[17] See Equality Act 2010 and schools for further guidance on the duty to make reasonable adjustments for pupils with a disability.

[18] Legally, schools do not have to give the name of the pupil from whom drugs have been taken to the police. Schools should consider this on a case-by-case basis. Please see the DfE and ACPO drug advice for schools for more information on the relevant powers and duties in relation to powers to search for and confiscate drugs, liaison with the police and with parents.

[19] Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraph 64 below.

64. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

65. Any **weapons or items which are evidence of a suspected offence** must be passed to the police as soon as possible.

66. Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraphs 67-68.

67. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

68. If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

69. Members of staff should use their judgement to decide to return, retain or dispose of any other **items banned under the school rules.** In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraph 70.

70. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

71. Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.

Electronic devices

72. Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

73. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

74. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined in paragraph 57, if there is good reason to do so.

75. If the the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

76. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

77. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraphs 78 and 79 below.

78. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

79. In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Confiscation as a disciplinary penalty

80. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.21#

81. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Appendix 3: E-safety policy

Introduction

The potential that technology has to impact on the lives of all citizens increases year on year. This is probably even truer for children and young people, who are generally much more open to developing technologies than many adults. In many areas, technology is transforming the way that children and young people learn and are taught. At home, technology is changing the way children and young people live and the activities in which they choose to partake; these trends are set to continue.

While developing technology brings many opportunities, it also brings risks and potential dangers of which these are just a few:

- Access to illegal, harmful or inappropriate images or other content
- Allowing or seeking unauthorised access to personal information
- Allowing or seeking unauthorised access to private data, including financial data
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive or addictive use which may impact on social and emotional development and learning.
- The potential to be drawn into terrorism through radicalisation via social media

1.1 Schedule for Development / Monitoring / Review of this policy

This Online Safety policy was approved by the Governing Body on	
The implementation of this Online Safety policy will be monitored by the:	*Senior Leadership Team*
Monitoring will take place at regular intervals:	*Yearly*
The Governing Body will receive a report on the implementation of the Online Safety Policy (which will include anonymous details of online safety incidents) at regular intervals	*Yearly*
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	*July 2026*
Should serious online safety incidents take place, the following external persons / agencies should be informed:	*Local Authority Designated Officer*

1.2 Purpose

This policy sets out how we strive to keep pupils safe with technology while they are in school. We recognise that children and young people are often more at risk when using technology at home (where often no controls over the technical structures are put in place to keep them safe) and so this policy also sets out how we educate them about the potential risks and try to embed appropriate behaviours. We also explain how we attempt to inform those people who work with our pupils beyond the school environment (parents, friends and the wider community) to be aware and to assist in this process.

This policy aims to:

- ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- minimise the risk of misplaced or malicious allegations made against adults who work with students.
- Assist school staff working with children to work safely and responsibly with the Internet and other IT/communication technologies and to monitor their own standards and practice.
- Safeguard and protect the students and staff of The Latymer School.

1.3 Policy Scope

This policy applies to all members of the community (including teaching staff, wider workforce, pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of The Latymer School.

The Education and Inspections Act 2006 empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, radicalisation or other e-safety incidents covered by this policy, which may take place out of the school, but are linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data.

The school will deal with such incidents using guidance within this policy and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school.

1.4 Legislation and Statutory Requirements

This policy is informed by the requirements of the following:

- Counter-Terrorism and Security Act 2015
- The prevent duty: for schools and childcare providers, August 2015
- Revised Prevent Duty guidance: for England and Wales, April 2019
- Education and Inspections Act 2006
- 2011 Education Act
- Protection of Children Act 1978
- Copyright, Designs and Patents Act 1998
- Digital Economy Act 2017
- Sexual Offences Act 2003
- Criminal Justice and Immigration Act 2008
- Public Order Act 1986

1.5 Linked Policies

This policy should be read in conjunction with the school's policies on:

- Data protection policy
- Safeguarding policy
- Social media policy
- Bring-Your-Own-Device (BYOD) and Mobile Device Policy
- School Systems and Data Security Policy
- Filtering Policy
- Monitoring Policy
- Behaviour Policy
- Photography and Video policy

In particular, the school is aware of the links online media has to child exploitation, pornography, self-harm and

other safeguarding issues. It is advised that this policy should be considered alongside the safeguarding policy

Responsibilities

This section outlines the roles and responsibilities of individuals and groups within the school for our E-Safety Policy and keeping everyone safe with ICT. It also outlines the core responsibilities of all users of ICT in our school.

It goes on to explain how we maintain our policy and then to outline how we try to remain safe while using different aspects of ICT.

2.1 Governors

Governors are responsible:

- for the approval of this policy and for reviewing its effectiveness. This will be carried out by the governors receiving regular information about e-safety incidents and monitoring reports.
- to ensure that the school follows all current e-safety advice to keep the staff and students safe.
- To support the school in encouraging parents / carers and the wider community to become engaged in e-safety activities

2.2 Headteacher and Senior Leaders

- Has a duty of care for ensuring the safety (including e-safety) of members of the school community, though the day to day responsibility for e-safety will be delegated to the Designated Safeguarding Lead.
- To take overall responsibility for e-safety provision
- To take overall responsibility for data and data security
- To ensure the school uses an approved, filtered Internet Service, which complies with current statutory requirements e.g. LGfL
- To be responsible for ensuring that staff receive suitable training to carry out their e-safety roles and to train other colleagues, as relevant
- To be aware of procedures to be followed in the event of a serious e-safety incident
- To receive regular monitoring reports from the Designated Safeguarding Lead (DSL)
- To ensure that there is a system in place to monitor and support staff who carry out internal e-safety procedures (e.g. ICT Technical staff). This is to provide a safety net and also support to those colleagues who take on important monitoring roles.

2.3 Designated Safeguarding Lead

Their responsibilities:

- takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies
- ensures that all staff are aware of the procedures that need to be followed in the event of an e-safety incident
- provides training and advice for staff
- attends school council meetings where appropriate
- liaises with the Local Authority
- liaises with school ICT technical staff
- receives reports of e-safety incidents and creates a log of incidents to inform future e- safety developments (daily)
- reviews weekly the output from monitoring software and initiates action where necessary
- meets regularly (termly) with e-safety governor to discuss current issues and review incident logs

- attends relevant meetings and committees of Governing Body
- reports regularly to Senior Leadership Team
- receives appropriate training and support to fulfil their role effectively.
- understand the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff, including non-teaching staff. (Please see flow chart on dealing with e-safety incidents (included in **section D**) and other relevant Local Authority / HR disciplinary procedures).

2.4 ICT Technical Staff

The ICT Technical Staff are responsible for ensuring that:

- any e-safety related issues that arise are reported to the Designated Safeguarding Lead.
- the school's ICT infrastructure and data is secure and not open to misuse or malicious attack
- the school meets the e-safety technical requirements outlined in this policy (and any relevant Local Authority E-Safety Policy and guidance that may apply)
- users may only access the school's networks through a properly enforced password protection policy as outlined in the school's **Data Security Policy**
- To ensure that access controls / encryption exist to protect personal and sensitive information held on school-owned devices
- To ensure that the school's policy on web filtering is applied and updated on a regular basis
- To ensure appropriate backup procedures exist so that critical information and systems can be recovered in the event of a disaster.
- To keep up-to-date documentation of the school's e-security and technical procedures
- they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- the user of the ICT infrastructure is regularly monitored and that any shortcomings are reported the safeguarding lead so that appropriate action may be taken.

2.5 Teaching and Support Staff

Teaching and Support Staff are responsible for ensuring that:

- they safeguard the welfare of pupils and refer child protection concerns using the proper channels: this duty is on the individual, not the organisation or the school.
- they have an up to date awareness of e-safety matters and of the current school e-safety policy and practices, including the school's approach to the Prevent Agenda.
- they can identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- students understand and follow the school's E-Safety policy and acceptable use policies
- they have read, understood and signed the Staff Acceptable Use Agreement
- they report any suspected misuse or problem to either the safeguarding lead or ICT staff as appropriate for investigation.
- they embed e-safety issues in all aspects of the curriculum and other activities
- they undertake any digital communications with pupils (email / Virtual Learning Environment (VLE) / voice) in a fully professional manner and only using official systems

2.6 Students / pupils

- are responsible for using the school digital technology systems in accordance with the Student Acceptable Use Policy
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations

- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
- should understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school.

2.7 Parents / Carers

The school shares Acceptable Use Agreements with new parents / carers, to ensure that principles of e-safe behaviour are made clear.

Parents and carers will be encouraged to support the school in promoting good e-safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- access to parents' sections of the website / VLE and on-line student / pupil records
- their children's personal devices in the school (where this is allowed)

The parents' policy also includes permission for use of their child's image (still or moving) by the school, permission for their child to use the school ICT resources (including the internet) and permission to use online "cloud" services to support their education.

2.8 Community Users

Community Users who access school systems will be expected to sign a Community User Acceptable Use Agreement before being provided with access to school systems.

Acceptable Use Policies

All members of the school community including technicians, whether directly employed or from external technical support teams, are responsible for using the school ICT systems in accordance with the appropriate Acceptable Use Policy (AUP).

Acceptable Use Policies are provided for:

- Pupils
- Staff (and volunteers)
- Parents / carers

Induction packs for all members of the school community include these policies. Acceptable Use Policies are included in the pupil planners and shared with Parents / Carers.

Education

Areas of risk for education and training

The main areas of risk for our school community can be summarised as follows:

Content

- Exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse
- Lifestyle websites, for example pro-anorexia/self-harm/suicide sites
- Hate sites
- Content validation: how to check authenticity and accuracy of online content

Contact

- Grooming – sexual and radicalisation
- Cyber-bullying in all forms
- Identity theft (including 'frape' (hacking Facebook profiles) and sharing passwords

Conduct

- Privacy issues, including disclosure of personal information
- Digital footprint and online reputation
- Health and well-being (amount of time spent online (Internet or gaming))
- Sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images)
- Copyright (little care or consideration for intellectual property and ownership – such as music and film)

Education - Students

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in e-safety is therefore an essential part of the school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

This is particularly important for helping them to learn how to stay safe out of school where technical support and filtering may not be available to them.

E-Safety education will be provided in the following ways:

- A planned e-safety programme is provided as part of Computing, PHSE and other lessons. This is regularly revisited, covering the use of ICT and new technologies both in school and beyond school
- Key e-safety messages will be reinforced through further input via assemblies and pastoral activities, as well as informal conversations when the opportunity arises.
- Pupils will be helped to understand the pupil Acceptable Use Policies and encouraged to adopt safe and responsible use of ICT both within and outside the school.
- Where pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit, encouraging pupils to discuss anything of which they are unsure and implementing the expected sanctions and/or support as necessary.
- Pupils will be made aware of what to do should they experience anything, while on the Internet, which makes them feel uncomfortable.

Pupils should be taught in all lessons to be critically aware of the content they access on-line and be guided to validate the accuracy of information by employing techniques such as:

- Checking the likely validity of the URL (web address)
- Cross checking references (Can they find the same information on other sites?)
- Checking the pedigree of the owners of the website
- Referring to other (including non-digital) sources

Pupils will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
Pupils are taught how to make best use of internet search engines to arrive at the information they require

Pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on-line; on-line gaming / gambling.

It is our general policy to encourage pupils to play a leading role in shaping the way our school operates and this is very much the case with our e-learning strategy. Pupils often use technology out of the school in ways that we do not in education and members of staff are always keen to hear of their experiences and how they feel the technology (especially rapidly developing technology such as mobile devices) could be helpful in their learning.

Education and Training - Staff / Volunteers

It is essential that all staff – including non-teaching staff and ITT students on placement - receive e-safety training and understand their responsibilities, as outlined in this policy.

It is essential that all staff know how to send or receive sensitive and personal data and understand the requirement to encrypt data where the sensitivity requires data protection.

Training will be offered as follows:

- A programme of e-safety training will be made available to staff. The school will provide advice, guidance and training as required to individuals and their training needs on an ongoing basis.
- All new staff should receive e-safety training as part of their induction programme, ensuring that they fully understand the school e-safety policy and Acceptable Use Polices.
- The Designated Safeguarding Lead will receive regular updates through attendance at external training events and by reviewing guidance documents released by relevant organisations.

Education and Training – Governors

Governors should take part in e-safety training / awareness sessions, with particular importance for those who are members of any subcommittee or group involved in ICT, e- safety, health and safety or child protection. This may be offered in a number of ways:

- Attendance at training provided by the Local Authority (Governor Services or School Improvement Service), National Governors Association or other bodies.
- Participation in school training / information sessions for staff or parents

Education and awareness raising - Parents / carers

Many parents and carers have only some understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring and regulation of their on-line experiences. Parents may either underestimate or do not realise how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness guidance to parents and carers through information on the school web site, learning platform and communicated by email.

Technology

Infrastructure / equipment, filtering and monitoring

The school will be responsible for ensuring that the school infrastructure / network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people named in the above sections will be effective in carrying out their online safety responsibilities:

School technical systems will be managed in ways that ensure that the school meets recommended technical requirements.

This is dealt with in detail in **System and Data Security** policy. Please refer to that document for more information.

Filtering

The school performs filtering of internet content for ***all*** users which provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context, however, no system can provide a 100% guarantee that it will do so. This and the associated risks are dealt with in detail in the **Filtering Policy.** Please refer to that document for more information.

Monitoring

No filtering system can guarantee 100% protection against access to unsuitable sites. The school may therefore perform additional monitoring of the activities of users on the network and on school equipment. This is dealt with in detail in the **Monitoring policy.** Please refer to that document for more information.

Personal data security (and transfer)

This is dealt with in detail a separate **Data Protection Policy**. Please refer to that document for more information.

Teachers frequently discuss issues relating to data security and how it relates to staying safe in and out of school (see **section C** of this policy).

Password security

This is dealt with in detail in our school's **System and Data Security Policy**. Please refer to that document for more information.

The school's e-safety curriculum will include frequent discussion of issues relating to password security and staying safe in and out of school

Illegal or inappropriate activities and related sanctions

The school believes that the activities listed below are inappropriate in an education context **(those in bold are illegal)** and that users should not engage in these activities when using school equipment or systems **(in or out of school)**.

Users shall not visit Internet sites, make, post, download, upload, transfer data, communicate or pass on material, remarks, proposals or comments that contain or relate to:

- **child sexual abuse images (illegal - The Protection of Children Act 1978)**
- **grooming, incitement, arrangement or facilitation of sexual acts against children (illegal – Sexual Offences Act 2003)**
- **possession of extreme pornographic images (illegal – Criminal Justice and Immigration Act 2008)**
- **criminally racist material in UK – to stir up religious hatred including radicalisation as per the Prevent Agenda (or hatred on the grounds of sexual orientation) (illegal – Public Order Act 1986)**
- pornography
- promotion of any kind of discrimination
- promotion of racial or religious hatred
- threatening behaviour, including promotion of physical violence or mental harm
- any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute

Additionally, the following activities are also considered unacceptable on ICT equipment or infrastructure provided by the school:

- Using school systems to undertake transactions pertaining to a private business
- Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school
- Uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions
- Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords)
- Creating or propagating computer viruses or other harmful files
- Carrying out sustained or instantaneous high volume network traffic (downloading / uploading files that causes network congestion and hinders others in their use of the internet)
- On-line gambling and non-educational gaming
- On-line shopping / commerce unless directly related to school business
- Use of social networking sites (other than in the school's learning platform or sites otherwise permitted by the school)

If members of staff suspect that misuse might have taken place – whether or not it is evidently illegal (see above) - it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation.

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a **proportionate** manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour / disciplinary procedures on an individual basis.

Reporting of e-safety breaches and handling incidents/complaints

The school will take all reasonable precautions to ensure e-safety. However, owing to the international scale and linked nature of Internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable material will never appear on a school computer or mobile device. The school cannot accept liability for material accessed, or any consequences of Internet access.

Staff and students are given information about infringements in use and possible sanctions.

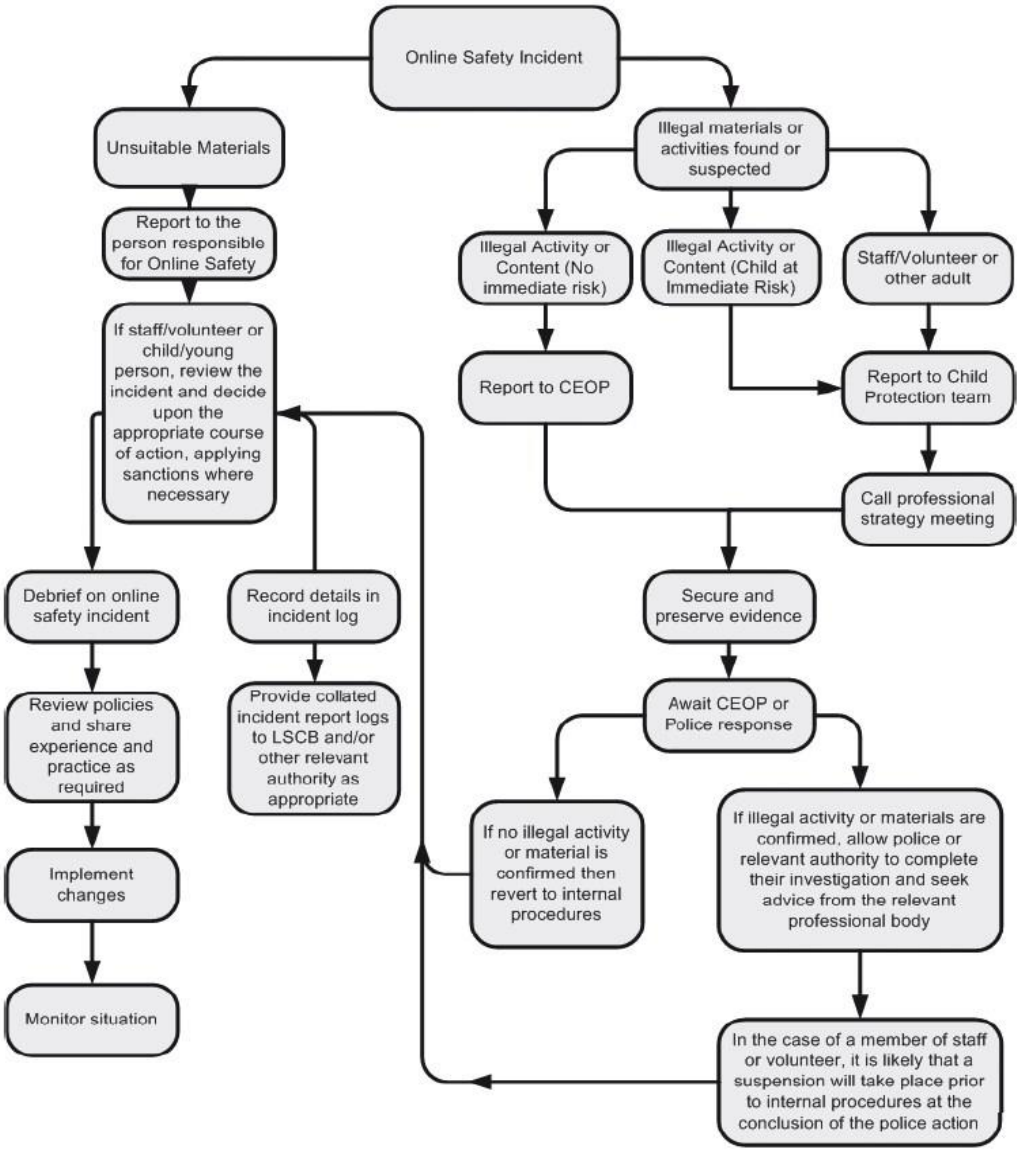
Our Designated Safeguarding Lead acts as first point of contact for any complaint. Any complaint about staff misuse is referred to the Head teacher.

Complaints of cyber-bullying are dealt with in accordance with our Behaviour Policy. Complaints related to child protection are dealt with in accordance with school safeguarding procedures.

It is hoped that all members of the school community will be responsible users of ICT, who understand and follow this policy. However, there may be times when infringements of the policy could take place, through careless, irresponsible or, very rarely, through deliberate misuse.

Particular care should be taken if any apparent or actual misuse appears to involve illegal activity.

The flow chart below outlines the response process that will be made to any apparent or actual incidents of misuse:



Prevent Duty and Online Safety

We understand the risks posed to our students of on-line radicalisation as the amount of terrorist and extremist content on-line grows daily. Many such groups use the internet as a propaganda tool Islamic State of Iraq and the Levant (ISIL) for example have used images and videos to present their cause as an exciting alternative to life in the West as well as social media to encourage users to share material. In the 12 months to the end of June 2015 around 38,889 internet takedowns were undertaken by the Counter Terrorism Internet Referral Unit (CTIRU) reducing extremist material available on the Internet; that means over 100,000 since the unit was set up in 2010.

To combat the threat of on-line radicalisation of our students we adopt practices in line with the Prevent Duty to ensure those in our care are not drawn into terrorism. We use the LGfL filtering system and our own additional filtering systems to attempt to ensure that any attempt to access content on the Internet Watch Foundation (IWF)/Child Abuse Image Content (CAIC) list as well as on line terror content is blocked as it is illegal. This is dealt with in detail in our school's **filtering policy** and **monitoring policy**.

Bring-Your-Own-Device (BYOD) and Mobile Devices

We recognise that the area of mobile technology is rapidly advancing, and it is our school's policy to review its stance on such technology on a regular basis.

Members of staff are permitted to bring their personal mobile devices into school. They are required to use their own professional judgement as to when it is appropriate to use them. Broadly speaking this is:

- Personal hand-held devices will be used in lesson time only in an emergency or extreme circumstances.
  - Members of staff are free to use these devices in staff areas outside teaching time.

School mobile phones are available for all professional use (for example when engaging in off-site activities). Members of staff should not use their personal device for school purposes except in an emergency.

Pupils are permitted to bring their personal hand-held devices into school provided their use is as outlined within the "**Mobile Phone and Personal Electronic Devices Policy**".

A number of such devices are owned by the school (e.g. iPads) and are used in school by pupils as considered appropriate by members of staff.

Use of communication technologies

The school makes use of different communication technologies. Members of the school community should ensure that any digital communication (email, chat, learning platform, etc) between staff, pupils, parents / carers or external individuals is professional in tone and content.

Email

Access to email is provided for school using Microsoft Exchange (managed in school) and may in future include Office 365.

The school performs filtering on official school email services to be as safe and secure as possible.

Users should be aware that email communications may be monitored.

Staff and pupils should use only the school email services to communicate with others regarding school business whether accessing from in or out of school. *Staff should not use personal email accounts for school business.*

A structured education program is delivered to pupils which helps them to be aware of the dangers of and good practices associated with the use of email
Users must immediately report to their teacher or the ICT Team – in accordance with this policy the receipt of any email that makes them feel uncomfortable, is offensive, threatening or bullying in nature. They must not respond to any such email.

Social networking (including chat, instant messaging, blogging etc.)

The Latymer school recognises that social media can play a large role in young people's lives, and that it can be used to cyber-bully or otherwise harm another individual. Therefore students are expected:

- Not to access social media on school devices without the express consent of their teacher
- Not to use social media to insult, degrade, intimidate or otherwise act in an anti-social manner to another individual or group.
- To report any suspicious behaviour to a teacher or member of staff

In return, the school will

- Monitor the use of social media to ensure students are not put in danger
- Educate students on the dangers and risks involved with social media sites.

This is dealt with in detail a separate **Social Media Policy**. Please refer to that document for more information.

Videoconferencing

Only web-based conferencing products that are authorised by the school (and are not blocked by internet filtering) are permitted for classroom use.

Use of digital and video images

When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.

Members of staff are allowed to take digital still and video images to support educational aims, but must follow policies concerning the sharing, distribution and publication of those images. Those images should only be captured using school equipment; the personal equipment of staff should not be used for such purposes.

Care should be taken when taking digital / video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

Staff should be aware of pupils for whom it has been deemed inappropriate to take and share/publish their photograph (e.g. some looked after children).

Pupils must not take, use, share, publish or distribute images of others without their permission

This is dealt with in detail a separate **Video and Photography Policy**. Please refer to that document for more information.

Use of web-based publication tools

Website (and other public facing communications)

Our school uses the public facing website for sharing information with the community beyond our school. This includes, from time-to-time, celebrating work and achievements of pupils. All users are required to consider good practice when publishing content.

- Personal information will not be posted on the school website and only official email addresses will be used to identify members of staff (never pupils).
- Only pupil's first names will be used on the website, and only then when necessary.
- Photographs published on the website, or elsewhere, that include pupils will be selected carefully and will comply with the following good practice guidance on the use of such images:
    - ☐ pupils' full names will not be used anywhere on a website or blog, and never in association with photographs
    - ☐ where possible, photographs will not allow individuals to be recognised
    - ☐ written permission from parents or carers will be obtained before photographs or work of pupils are published on the school website

Online Learning Systems and Online Services (including Office 365 and Google Docs)

Teachers monitor the use of the learning systems used by pupils regularly during all supervised sessions, but with particular regard to messaging and communication.

Pupils are advised on acceptable conduct and use when using online services by their Teachers.

Only members of the current pupil, parent/carers and staff community will have access to school systems. When staff, pupils, etc leave the school their account or rights to specific areas will be disabled (or transferred to their new establishment if possible / appropriate).

Any concerns with content may be recorded and dealt with in the following ways:

a) The user will be asked to remove any material deemed to be inappropriate or offensive.
b) The material will be removed by the site administrator if the user does not comply.
c) Access to the learning system may be suspended for the user.
d) The user will need to discuss the issues with a member of staff before reinstatement.
e) A pupil's parent/carer may be informed.

Appendix 4: Social media policy

Social media (e.g. Facebook, Twitter, LinkedIn) is a broad term for any kind of online platform which enables people to directly interact with each other. However, some games, for example Fortnite, Clash of Clans, Minecraft, Call of Duty, Animal Crossing, Pokemon GO, Coin Master, Homescapes, Township, YAHTZEE, Merge Dragons, Candy Crush Saga etc. and video sharing platforms such as YouTube have social media elements to them.

The school recognises the numerous benefits and opportunities which a social media presence offers. Staff, parents/carers and pupils/students are actively encouraged to find creative ways to use social media. However, there are some risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. This policy aims to encourage the safe use of social media by the school, its staff, parents, carers and children.

Scope

This policy is subject to the school's Acceptable Use Agreements and other school policies. This policy:

- Applies to all staff and to all online communications which directly or indirectly, represent the school.
- Applies to such online communications posted at any time and from anywhere.
- Encourages the safe and responsible use of social media through training and education
- Defines the monitoring of public social media activity pertaining to the school

The school respects privacy and understands that staff and pupils/students may use social media forums in their private lives. However, personal communications likely to have a negative impact on professional standards and/or the school's reputation are within the scope of this policy.

Professional communications are those made through official channels, posted on a school account or using the school name. All professional communications are within the scope of this policy.

Personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.

Personal communications which do not refer to or impact upon the school are outside the scope of this policy.

Digital communications with pupils/students are also considered. Staff may use social media to communicate with learners via a school social media account for teaching and learning purposes but must consider whether this is appropriate and consider the potential implications.

Organisational control

Roles & Responsibilities

Senior Leadership Team will be:

- Facilitating training and guidance on Social Media use.
- Developing and implementing the Social Media policy
- Taking a lead role in investigating any reported incidents.
- Making an initial assessment when an incident is reported and involving appropriate staff and external agencies as required.
- Receiving completed applications for Social Media accounts
- Approving account creation

Administrator / Moderator

- Create the account following SLT approval
- Store account details, including passwords securely
- Be involved in monitoring and contributing to the account
- Control the process for managing an account after the lead staff member has left the organisation (closing or transferring)

Staff

- Know the contents of and ensure that any use of social media is carried out in line with this and other relevant policies
- Attending appropriate training
- Regularly monitoring, updating and managing content he/she has posted via school accounts
- Adding an appropriate disclaimer to personal accounts when naming the school

Process for creating new accounts

The school community is encouraged to consider if a social media account will help them in their work, e.g. a history department Twitter account, or a "Friends of the school" Facebook page. Anyone wishing to create such an account must present a business case to the School Leadership Team which covers the following points:

- The aim of the account
- The intended audience
- How the account will be promoted
- Who will run the account (at least two staff members should be named)
- Will the account be open or private/closed?

Following consideration by the SLT an application will be approved or rejected. In all cases, the SLT must be satisfied that anyone running a social media account on behalf of the school has read and understood this policy and received appropriate training. This also applies to anyone who is not directly employed by the school, including volunteers or parents.

Monitoring

School accounts must be monitored regularly and frequently (preferably 7 days a week, including during holidays). Any comments, queries or complaints made through those accounts must be responded to within

24 hours (or on the next working day if received at a weekend) even if the response is only to acknowledge receipt. Regular monitoring and intervention is essential in case a situation arises where bullying or any other inappropriate behaviour arises on a school social media account.

Behaviour

- The school requires that all users using social media adhere to the standard of behaviour as set out in this policy and other relevant policies.
- Digital communications by staff must always be professional and respectful and in accordance with this policy. Staff will not use social media to infringe on the rights and privacy of others or make ill-considered comments or judgments about staff. School social media accounts must not be used for personal gain. Staff must ensure that confidentiality is maintained on social media even after they leave the employment of the school.
- Users must declare who they are in social media posts or accounts. Anonymous posts are discouraged in relation to school activity.
- If a journalist makes contact about posts that were made using social media, staff must follow the school media policy before responding.
- Unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely seriously by the school and will be reported as soon as possible to a relevant senior member of staff, and escalated where appropriate.
- The use of social media by staff while at work may be monitored, in line with school policies. The school permits reasonable and appropriate access to private social media sites. However, where excessive use is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
- The school will take appropriate action in the event of breaches of the social media policy. Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the police, any other relevant external agencies, and may take action according to the disciplinary policy.

Legal considerations

- Users of social media should consider the copyright of the content they are sharing and, where necessary, should seek permission from the copyright holder before sharing.
- Users must ensure that their use of social media does not infringe upon relevant data protection laws, or breach confidentiality.

Handling abuse

- When acting on behalf of the school, handle offensive comments swiftly and with sensitivity.
- If a conversation turns and becomes offensive or unacceptable, school users should block, report or delete other users or their comments/posts and should inform the audience exactly why the action was taken

- If you feel that you or someone else is subject to abuse by colleagues through use of a social networking site, then this action must be reported using the agreed school protocols.

Tone

The tone of content published on social media should be appropriate to the audience, whilst retaining appropriate levels of professional standards. Key words to consider when composing messages are:

- Engaging
- Conversational
- Informative
- Friendly (on certain platforms, e.g. Facebook)

Use of images

School use of images can be assumed to be acceptable, providing the following guidelines are strictly adhered to.

- Permission to use any photos or video recordings should be sought in line with the school's Photography and video at school policy. If anyone, for any reason, asks not to be filmed or photographed then their wishes should be respected.
- Under no circumstances should staff share or upload student pictures online other than via school owned social media accounts
- Staff should exercise their professional judgement about whether an image is appropriate to share on school social media accounts. Students should be appropriately dressed, not be subject to ridicule and must not be on any school list of children whose images must not be published.
- If a member of staff inadvertently takes a compromising picture which could be misconstrued or misused, they must delete it immediately.

Personal use

Staff

- Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.
- Personal communications which do not refer to or impact upon the school are outside the scope of this policy.
- Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
- The school permits reasonable and appropriate access to private social media sites.

Pupil/Students

- Staff are not permitted to follow or engage with current or prior pupils/students of the school on any personal social media network account.

- The school's education programme should enable the pupils/students to be safe and responsible users of social media.
- Pupils/students are encouraged to comment or post appropriately about the school. Any offensive or inappropriate comments will be resolved using the school's behaviour policy

Parents/Carers

- If parents/carers have access to a school learning platform where posting or commenting is enabled, parents/carers will be informed about acceptable use.
- The school has an active parent/carer education programme which supports the safe and positive use of social media. This includes information on the website.
- Parents/Carers are encouraged to comment or post appropriately about the school. In the event of any offensive or inappropriate comments being made, the school will ask the parent/carer to remove the post and invite them to discuss the issues in person. If necessary, refer parents to the school's complaints procedures.

Monitoring posts about the school

- As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the school.
- The school should effectively respond to social media comments made by others according to a defined policy or process.

Managing your personal use of Social Media:

- "Nothing" on social media is truly private
- Social media can blur the lines between your professional and private life. Don't use the school logo and/or branding on personal accounts
- Check your settings regularly and test your privacy
- Keep an eye on your digital footprint
- Keep your personal information private
- Regularly review your connections – keep them to those you want to be connected to
- When posting online consider; Scale, Audience and Permanency of what you post
- If you want to criticise, do it politely.
- Take control of your images – do you want to be tagged in an image? What would children or parents say about you if they could see your images?
- Know how to report a problem

Managing school social media accounts

The Do's

- Check with a senior leader before publishing content that may have controversial implications for the school

- Use a disclaimer when expressing personal views
- Make it clear who is posting content
- Use an appropriate and professional tone
- Be respectful to all parties
- Ensure you have permission to 'share' other peoples' materials and acknowledge the author
- Express opinions but do so in a balanced and measured manner
- Think before responding to comments and, when in doubt, get a second opinion
- Seek advice and report any mistakes using the school's reporting process
- Consider turning off tagging people in images where possible

The Don'ts

- Don't make comments, post content or link to materials that will bring the school into disrepute
- Don't publish confidential or commercially sensitive material
- Don't breach copyright, data protection or other relevant legislation
- Consider the appropriateness of content for any audience of school accounts, and don't link to, embed or add potentially inappropriate content
- Don't post derogatory, defamatory, offensive, harassing or discriminatory content
- Don't use social media to air internal grievances

Appendix 5: Uniform policy

UNIFORM: YEARS 7 - 11	
BLAZER	Optional. If worn must be plain navy with the school badge.
SHOES	Plain black leather or imitation leather, low-heeled school shoes. Except for the underneath of the sole all parts of the shoe/boot must be entirely black and have a maximum heel height of 3cm. Steel-tipped or narrow heels are not allowed as these damage the wooden floors. **Canvas shoes, plimsolls, trainer like shoes (flat soled), ankle boots, heavy working or walking boots or high-heeled shoes (maximum heel height of 3cm) are not permitted.**
TIGHTS	Navy or black, plain, single colour tights may be worn all-year-round. **Decorative ankle socks are not to be worn on top of other socks or tights.**
SOCKS	Knee-high socks: navy, or black (plain). Ankle socks: Navy, grey or black (plain) **Socks are not permitted to be worn above the knee and are not permitted to be worn over tights.**
SKIRT	A plain navy, pleat style skirt worn at a sensible length which reflects the working environment. A skirt with a 24 or 26 inch waist should have a minimum skirt length of 20 inches and a skirt with a 28 inch waist or more should have a minimum skirt length of 22 inches. **Short skirts are not allowed. If the school feels a skirt is not an appropriate length, parents will be contacted and asked to replace with longer skirt or school trousers. Please allow for potential growth when purchasing these items.**
TROUSERS	Plain charcoal grey 'Classic' style as available at school outfitters. Plain navy (full length, straight cut), available from Lyons and Smiths may be worn all-year-round. **Other styles (skinny/drainpipe) are not permitted.**
BELT	These should be black. No coloured belts allowed.
SHIRT	Plain white school shirt with regular collar. Long or short sleeves are permitted. The shirt should be worn tucked in. Shirts with long sleeves should not be rolled up (short sleeve shirts are permitted). **Shirts should be tucked in throughout the school day and on the way to and from school.**
TIE	Latymer striped tie knotted up to the neck. The tie knot should cover the top button of the shirt.
JUMPER	Plain navy, V-neck jumper with the school badge. **No other jumper, hoodie or sweat shirt is permitted.**
HAIR	No extreme styles (consult with your child's Head of Learning for clarification). Dyeing hair to unnatural colours (pink/green/blue or excessively bright colours etc) is not acceptable in Y7-11. The school have adopted The Halo Code.
RIBBONS/SLIDES	Navy or black. Metal slides are allowed
JEWELLERY	Students with pierced ears are permitted to wear one small stud in the lower lobe of each ear (gold or silver). **No other jewellery (facial or decorative) is allowed in Years 7 - 11.**
LABORATORY OVERALL	Navy blue (must be button through).
MAKE-UP	Subtle make-up (minimal). Coloured nail varnish is not permitted.

HEADSCARVES	These are allowed for religious reasons but should be blue or black. Ties worn underneath.
OUTDOOR UNIFORM	
FOOTWEAR	The uniform shoes should be worn on the way to and from school. **Trainers must not be worn on the journey to and from school.**
COATS	There is no restriction on the outdoor coat. We advise against the wearing of expensive coats. **Coats must not be worn or carried around school but should be stored either in lockers or in bags.** **Hoodies, sweatshirts and jumpers (with the exception of the plain navy, V-neck jumper or the School Jumper) should not be worn in place of a coat and as such are not allowed to be worn on the school premises during the school day.**
LANYARD	Students are expected to always wear their student lanyard. This is part of their school uniform.

Appendix 6: The Latymer Code of Conduct

The Latymer Code of Conduct is based on the aims of The Latymer School. These are:

- To provide a first class, liberal education where students achieve their full potential and show consideration for others
- To help students develop lively enquiring minds, apply themselves to tasks and acquire practical skills and knowledge that are valued both for their own sake and for the broader good of society
- To ensure that school life is valued for itself as well as a preparation for adulthood and employment
- To help students develop the ambition and self-esteem to realise their full potential
- To encourage students to be aware of and understand their own and others' feelings
- To assist students to develop an understanding of and respect for the beliefs and values of others To provide a wide range of opportunities for all students
- To help students understand the world and the interdependence of individuals, communities and nations
- To help students understand the consequences for the environment of their actions and those of others
- To encourage students to contribute to the common good both now and in the future

At all times we will show consideration, tolerance, respect & understanding for all members of our community, for our resources and for our environment

AROUND SCHOOL

I will:

- Treat and respect each other as I would like to be treated and respected
- Not insult or provoke others or enter into verbal or physical conflict
- Take pride in how I look and adhere to the school uniform policy
- Look after the school buildings and its equipment/resources
- Eat and drink in areas set aside for this
- Not use chewing or bubble gum
- Look after the school environment both inside and outside by not creating litter
- Be courteous towards others and aware of all users of the school when moving around

IN CLASS

I will:

- Always try to do my very best
- Allow both the teacher to teach and other students to learn
- Listen to the teacher whilst instructions are being given
- Listen to others when it is their turn to speak
- Not use terms of abuse, disrespect or rude language
- Not insult or deliberately provoke others

I AM EXPECTED TO:

- Come to class on time and notify my teacher in advance of any reason why I need to arrive late or leave early
- Be suitably dressed according to the agreed School Uniform Policy[1]
- Enter classrooms in a respectful and orderly way, prepare for the lesson and wait in an appropriate manner for the teacher to arrive/lesson to start
- Avoid the unnecessary distraction of other students or teachers
- Be organised by having the correct equipment for each lesson and to have collected all books from my locker at registration, break and at the beginning and end of lunch time and not between lessons
- Complete all homework/preparation work fully and on time
- Be a good ambassador for the school whilst travelling to and from, and whilst in the surrounding area of the school premises
- Treat staff and peers with respect at all times

At the Latymer School, we believe that everyone should have the opportunity to enjoy learning, without being held back by others.

EVERYONE HAS THE RIGHT TO LEARN BUT

NO-ONE HAS THE RIGHT TO STOP OTHERS FROM LEARNING

[1] Appendix 5: Latymer School Uniform Policy

Appendix 7: Home school agreement

The Parents/Carers

I/We will:

- Support the school's attendance policy, particularly with regard to not removing students from school during term time if they are not ill;
- See that my child goes to school on time, properly equipped for lessons and dressed in correct school uniform;
- Let the school know about any concerns or problems that might affect my child's work or behaviour;
- Support the school's policies and guidelines for behaviour;
- Support my child in homework and other opportunities for home learning;
- Attend Parents' Evenings and discussions about my child's progress;
- Regularly check and sign my child's student planner;
- Get to know about my child's life at school, including regularly checking electronic communications
- Treat staff with respect and courtesy at all times

The School will:

- Contact you if there is a problem with attendance, punctuality, equipment or uniform;
- Let you know about any serious concerns or problems that affect your child's work or behaviour;
- Report on your child's academic progress;
- Set, mark and monitor classwork and homework;
- Arrange Parents' Evenings during which progress will be discussed;
- Keep you informed about school activities through email letters home, the student planner, notices about special events and "The Latymer Link" and the school's Web Page
- Treat parents with respect and courtesy at all times

The Student

I shall do my best to:

- Attend school every day, on time;
- Bring all the equipment I need every day, including the student planner;
- Be considerate, polite and helpful;
- Support the school's ethos including participating in a variety of extra-curricular activities;
- Abide by the school's Code of Conduct and school rules including those on mobile phones;
- Deliver notices and letters from home and school promptly and reliably;
- Do all my classwork and homework as well as I can;
- Wear the school uniform and be tidy in appearance;
- Let someone at school know if I have any concerns
- Be a good ambassador for the school whilst travelling to and from, and whilst in the surrounding area of the school premises
- Treat staff and peers with respect at all times

Appendix 8: Student acceptable use agreement – Using school technology

Please read and sign the following, before using the school's equipment:

Using school computers, internet and other technology

When I am using the school's technology, I will:

1. Only use it for my schoolwork
2. Always follow the instructions of my teachers and other members of staff
3. Make sure I follow the behaviour rules of the school (code of conduct and behaviour policy)
4. Not cause or help to cause harm or distress to other people
5. Not damage equipment
6. Not change, delete or move anyone else's files or folders, or change their account details
7. Not do anything to threaten the safety, security or operation of the technology
8. Never download or upload anything onto the school's network or computers without permission from my teachers or a member of the IT staff
9. Keep details about myself and other people private and not share them, unless I am told to do so by my teacher or another member of staff (for example, photos, names, nicknames, addresses, etc)

Sending messages

When I am sending emails or any other messages using the school's technology, I will:

1. Only use the systems I have been given by the school
2. Always send them from my own school account and never use someone else's account
3. Make sure the message is polite, kind and does not contain bad language or anything upsetting or harmful to other people.
4. Only send them as part of my own work or when working with other people

Homework

When I am working on school systems from home, or from anywhere outside school, I will:

1. Work with other people in the same way as when I am at school, following this agreement
2. Only use school systems for saving and sending my schoolwork
3. Never use my personal email address or any personal account for sending work to my teacher
4. Make sure nobody else can get into my account
5. Always lock my computer, tablet or phone when I am not using it
6. Not let anyone load software, insert disks or USB drives, or browse the internet on school equipment loaned to me.

Damage or disruption to school technology

If I damage any equipment or if the technology stops working when I'm using it, I will tell my teacher or the IT staff, straight away.

I understand that if I deliberately damage or change any of the school's technology, the school will charge my parent/carer to have it fixed or replaced.

Using your own device

I understand that I am not allowed to bring in my own technology or connect anything to the school equipment or wireless network, unless I have permission from my school and a member of the IT staff has checked it is safe to use.

Video, Images and Social Media

I understand that whatever I post on the internet or on social media must not be distressing or harmful to any students or staff from my school.

I will not take images or video of anyone, including teachers or students, without their permission and will not share them if it could cause distress or harm to anyone.

I know that whatever I post online will probably be seen by people when I am much older (digital footprint), so I will think carefully about what I say to people and what I share with this in mind.

I will always be careful to stay safe and not to share my personal details with people I do not know offline.

Monitoring

I understand that the school monitors what I am doing on the school network and on the internet. This is for my safety and the safety of other people, as well as to make sure the technology is working properly.

Personal Safety

I will not share personal information about myself or others when online that could identify students or staff (names, addresses, email addresses, telephone numbers, age, gender etc).

I will never arrange to meet people offline that I have only ever previously met online (the internet, by e-mail or in a chat room etc) unless I take a trusted adult with me.

If I see, watch, read, hear or receive anything online that I am unhappy with, or if I receive a message that makes me feel uncomfortable (bullying, extremist/hateful content etc), I will not respond to it but I will save it and talk to a trusted adult.

Agreement

I will always follow the statements above. I know that if I do not, I will be sanctioned and could lose my right to use the technology.
brea

Appendix 9: Online safety infringement

Category A infringements	**Person with responsibility:**	**Person to provide support:**	**Examples of Suitable Sanctions:**
• Use of non-educational sites during lessons • Unauthorised use of email and communications tools • Unauthorised use of mobile phone/personal device in lessons e.g. to send texts to friends • Use of unauthorised instant messaging / social networking sites	Subject teacher / form tutor	Head of Department / Head of Learning	• Non-confrontational verbal reprimand • Warning of Year / School detention • Removal of phone until end of day and mobile phone referral to school office • Mobile phone detention after school (breach of mobile phone policy)
Category B infringements	**Person with responsibility:**	**Person to provide support:**	**Examples of Suitable Sanctions:**
• Continued use of non-educational sites during lessons after being warned • Continued unauthorised use of email and communication tools after being warned • Continued unauthorised use of mobile phone/personal device after being warned • Continued use of unauthorised instant messaging / social networking sites, Games sites • Use of Filesharing software e.g. BitTorrent, for illegal downloading • Accidentally corrupting or destroying others' data without notifying a member of staff of it • Accidentally accessing offensive material and not notifying a member of staff of it	Subject teacher / form tutor / ICT Manager	Head of Department / Head of Learning	• Removal of Internet access rights for a period • Removal of phone until end of day and mobile phone referral to school office • Note in planner for parents with responsibility of students to see teacher next day in AM reg and to hear/see what parents have said in planner Subject detention • Mobile phone detention after school (breach of mobile phone policy) • Community Service • Year detention • Whole school detention

Category C infringements	Person with responsibility:	Person to provide support:	Examples of Suitable Sanctions:
• Posting offensive material on a website/social media/text message/email (towards staff or students) • Deliberately corrupting or destroying someone's data, violating privacy of others or posts inappropriate messages, videos or images on a social networking site. • Sending an email or message that is regarded as harassment or of a bullying nature (one-off) • Trying to access offensive or pornographic material (one-off) • Transmission of commercial or advertising material • Use of systems to circumvent schools online-safety tools such as VPN and proxy sites	Subject teacher / form tutor Head of Department / Head of Learning	Assistant Headteacher – Care, Guidance and Support	• Removal of Internet access rights for a period • SLT detention (2hours). An SLT detention is when a student goes home at 3.45pm but comes back to school later that evening (e.g at 6pm) and carries out community service detention in school in uniform for two hours. • Internal Supervision • Suspension **(All these sanctions will be noted on file)** • Other safeguarding actions according to the Safeguarding and Child Protection Policy **If inappropriate web material is accessed:** • Ensure appropriate technical support filters the site
Category D infringements	**Person with responsibility:**	**Person to provide support:**	**Examples of Suitable Sanctions:**
• Posting offensive material on a website/social media/text message/email (towards staff or students) • Continued sending of emails or messages regarded as harassment or of a bullying nature Deliberately creating accessing, downloading or disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent • Sharing or requesting of images or content of a minor that would be considered sexual or inappropriate.	Assistant Headteacher – Care, Guidance and Support /Refer to Head Teacher / Contact with parents	Chair of Governors	• Suspension • Possible permanent exclusion **Other possible safeguarding actions:** • Secure and preserve any evidence • Inform the service provider if appropriate. • Liaise with relevant service providers/ instigators of the offending material to remove • Report to Police / CEOP where child abuse or illegal activity is suspected

• Receipt or transmission of material that infringes the copyright of another person or infringes the conditions of the Data Protection Act, revised 1988 • Bringing the school name into disrepute			

Appendix 10: Routines and procedures (school rules)

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student should be made aware of the school behaviour policy, standards, expectations, and consequence processes.

At The Latymer School we expect students to demonstrate consideration, tolerance, respect and understanding for all members of the school community, for our resources and for our environment. The school routines and procedures (school rules) are based on the need for students to make positive and healthy choices.

Students at Latymer are expected to:

- **Be Respectful:** Use appropriate language, engage in appropriate interactions with others and be considerate of the learning and emotions of other members of the community
- **Be Responsible:** Direct and take control of their learning and their relationships
- **Be Safe:** In the choices that they make, both for themselves for other members of the community.

This list is not exhaustive. The school routines and procedures (school rules) are used in conjunction with the Code of Conduct and the Latymer Behaviour policy.

THE LATYMER SCHOOL RULES - ROUTINES AND PROCEDURES (SCHOOL RULES)
1. General Behaviour (in School, on the way to or from School or on any School trip or activity)
• Students should maintain considered, respectful relationships with all members of the wider community and the Latymer community in lessons and during unstructured times (before school, during break, at lunchtime and after school).
2. The following behaviours/actions are not permitted:
• Threat of violence and/or fighting, violent and/or aggressive behaviour • The use of prejudicial and discriminatory language (including racial; faith-based; gendered (sexist); homophobic/biphobic; transphobic; disability-based) or actions and/or language which could incite tension by expressing extreme views and opinion • Bullying of any kind (including emotional; physical; prejudice-based and discriminatory; sexual; direct or indirect verbal; cyber-bullying) • Consumption or possession of alcohol • Smoking of any kind (tobacco or electronic cigarettes/vapes) • The possession, use or supply of illegal and other unauthorised drugs (and alcohol) or drugs paraphernalia within school premises or on school trips • Vandalism (including graffiti) of school property or the property of members of the school community • Theft of school property or the property of members of the school community • Unauthorised photography, videoing or audio recording of members of the school community, unless given specific permission by a member of staff for educational purposes (see the Mobile Phone and Personal Electronic Devices Policy) • The creation, downloading of, or dissemination of any material deemed offensive, obscene, defamatory, racist, sexist, homophobic or violent

- The posting of harmful comments about any member of the school community on social networking sites and via electronic communication devices
- Allowing people who are not members of the school community into the school grounds (opening doors/gates to allow non-members of the school community access). Visitors to the school should enter the school via the main reception where they will be asked to sign in using the inventory
- Eating or drinking in the corridors, libraries, classrooms, and laboratories
- Dropping of litter or chewing gum in the school grounds.

3. School Uniform

Students in Year 7-11 should adhere to the school uniform policy (other than specified non-school uniform days) while:

- On the school premises (including parents' evenings)
- travelling to and from school
- at out-of-school events or on trips that are organised by the school, or where they are representing the school (if required)
- all students should wear their ID card and lanyard at all times when in the school grounds (with the exception of Physical Education lessons or when playing organised school sport)

Coats can be worn in the playground as an additional layer to either the school jumper or blazer. A coat cannot be worn instead of the school jumper or blazer.

All students should remove their outdoor clothing (coats) when in the school buildings and leave them in their locker.

Sixth Form Dress:

- Students in Years 12 and 13 are not required to wear school uniform
- Sixth Formers are regarded as role models for students lower down the school and their appearance should reflect this
- We are a diverse community, and we have a responsibility to consider the sensibilities of all members of our community/school

This means that:

- clothing is not ostentatious
- it fits with our priorities of health and safety for students and staff
- appropriate for an educational environment

Guidance:

- Clothing should not contain any slogans that could be considered abusive or offensive
- Clothing should be of an acceptable length and underwear should not be on show
- Footwear should be safe and offer appropriate protection
- Dyed hair should be in the natural colour range only
- Make up should be subtle
- Caps and hats are not allowed
- Faces should not be covered
- Student should not wear expensive jewellery
- Facial piercings should not be visible during the school day

See the School Uniform Policy.

4. Travelling to and from School

Students are expected to:

- Be courteous to all members of the public
- Obey all traffic and pedestrian laws
- Remember they are ambassadors for the school
- Stick to the main roads and not use side streets or cut through either the recreation park next to school or the All Saints Church, Edmonton churchyard
- Travel in pairs or small groups
- Be vigilant and aware of their surroundings
- Be aware of their own and others safety.

Transport

- All students should be considerate and respectful of each other and members of the wider community when travelling on public transport
- This includes demonstrating our expectations of behaviour, queuing respectfully for public transport and using appropriate language
- Motor bikes, cars or scooters must not be brought into school
- Bicycles may be brought into school. Written consent from parents is required - this should be emailed to the Assistant Headteacher – Care, Guidance and Support prior to
- commencing cycling (via office@latymer.co.uk). Bicycles must be padlocked in the bicycle sheds (Year 7-11) or the bicycle racks (Sixth Form students)
- Students must wear a bicycle helmet when cycling to school or travelling home
- Bicycles must not be ridden on the school premises.

5. Start and end of the school day

- Students should not allow people who are not members of the school community into the school grounds (opening doors/gates to allow non-members of the school community access). Visitors to the school should enter the school via the main reception where they will sign in using the inventory
- Students should arrive before school starts in order to access their lockers and prepare for the school day
- Students should only use the pedestrian gates at the front of the school to enter the school grounds (they should not walk through the vehicle gates)
- Students should enter the school building in the morning via their year groups' designated entrance
- Students can access their lockers before school, at break time or during lunchtime and after school. Students are not permitted to go to their lockers between lessons
- Students are not permitted in their form rooms until 8.15am
- Students can wait either on the playground, in the Dining Hall or in the Small Hall before 8.15am
- Sixth Form students can access the Sixth Form Study and/or Common Room before registration
- If it is raining, staff will allow students into their form rooms before 8.15am
- Students are not permitted to use the main reception to enter or exit the school building apart from if they arrive for school later than 8.45am
- Students are not permitted to use the designated fire doors to enter or exit the school building unless in an emergency
- Students should leave the school grounds by 5.00pm unless they have a school extra-curricular activity.

6. **Morning registration**
• The school day begins for all at 8.35am • Students should be seated in their form rooms by 8.40am • Registers will be marked promptly at 8.40am • Students who arrive after 8.45am should sign in at main reception and then go to their form room (if they arrive during form time) or their first lesson.
7. Tutor Time
Students are expected to: • Be seated in their form room by 8.40am • Enter the form room in an orderly manner • Remain silent for the register • Be aware that the register is a legal document • Inform their form tutor in advance if they are going to be late for registration due to an authorised activity (medical appointment/music lesson/participation in a school activity etc.) • Follow form tutor instructions • Listen carefully to all messages and announcements • Collect and take home any information given out • Participate in form time activities and assemblies in a sensible and considered way.
8. Walking around school and moving to/from lessons:
Students are expected to: • Follow all school rules to maintain a calm and pleasant environment for all • Move purposefully but safely to lessons, demonstrate positive manners, consideration, and respect for others • Be aware of authorised visitors to the school and behave in the positive manner that we expect of all members of our community • *Walk calmly* and *quietly whilst learning is taking place* • Walk 'on the left-hand side' in all corridors • Walk no more than 'two side-by-side' in corridors to allow others to pass your group • Follow the guidance for staircases (one-way or two way) • Hold doors open for others • Not run in the school buildings
7. During Lessons
Students are expected to: • Arrive promptly to maximise time for learning • Follow the start of lesson routine as outlined by the class teacher • Sit in the seating plan that the teacher has implemented • Ensure they have all the equipment needed for lessons, including their planner • Be attentive and listen when the teacher is speaking • Listen when members of the class are speaking, and be respectful and considerate of their contribution • Ensure that classwork and homework is well presented, completed to the best of their ability and handed in on time

- Take responsibility for their own learning
- Stay on task and focus in lessons
- Never disrupt the right of other students to learn
- Never disrupt the teacher's right to teach
- Ask in a sensible way if there is a problem
- Be respectful of others learning styles and abilities
- Leave the classroom in a tidy state
- Write details of any homework in their school planner
- Ask permission to leave a lesson for any reason (including to go to the toilet) and have the 'Permission to Leave' section of their planner signed by a member of staff
- Depart the classroom in a quiet and orderly fashion.

9. Break/Lunch

Students are expected to:

- Wear school uniform correctly and in accordance with the school uniform rules
- Follow all school rules to maintain a calm and pleasant environment for all
- Behave in a mature, orderly and self-controlled manner
- Have their lunch and a drink of water
- Visit the toilet if needed
- Pack their bag with the equipment needed for the next set of lessons
- Engage in extra-curricular clubs/activities or societies
- Relax and have fun
- Meet with any member of staff to address any concerns
- Place all litter in the bins provided and recycle items when possible

Where are students allowed to go during break/lunch:

- Students are only permitted to be in the playground, the Dining Hall, Small Hall or computer rooms during break or lunchtime
- They are not permitted to be in classrooms or in the school corridors
- The only exception to this is for students who are attending an organised club or society, or who wish to use either a 'quiet room' or a 'faith room' during the lunch break (quiet room and faith room rules will need to be followed).

Where can students eat/drink during break/lunch:

- Food and drink are only to be consumed in the in the designated areas (Dining Hall, Small Hall, outside areas or Sixth Form Common Room) and are not allowed in classrooms unless specific permission has been given by a member of staff.

Ball games on the school grounds:

- Ball games should only be played in the playground or field when open
- A pink, non-sting ball (available to purchase at reception) should be used on the playground for football (a leather football may be used on the field when it is open during the summer term)
- Basketballs are permitted (students can use the basketball hoops if the area around the hoops is not being used for PE lessons and/or practices)

10. Protocol for the Dining Hall

- Follow the timetable for priority year group entry to the Dining Hall
- Line up quietly outside the Dining Hall

- Say thank you and be respectful to catering personnel
- Show consideration for other students by leaving your table when you have finished to allow other students to sit there
- Clear away your own tray, plate, cutlery and rubbish and maintain an orderly environment at all times
- Wear school uniform correctly

11. Expectations for students on the school playground

- Listen to and follow any instructions given by a member of staff and show respect and consideration for lunchtime supervisors
- Follow all school rules to maintain a calm and pleasant environment for all
- Show consideration for others
- Only play ball games in the allocated areas
- Do not get involved in physical or verbal altercations with others
- Move promptly to lessons once the lunch break has finished (5 minutes before the start of the next lesson)
- Wear school uniform correctly – after playing an active game, students should ensure that their uniform is corrected and worn in accordance with the school uniform policy
- Do not drop litter – put litter either in the litter bin or the correct recycling bins

12. After school

- Students should leave the school building at the end of the day via their year groups designated entrance/exit
- Students wishing to remain in school after 3.10pm may do so in the Small Hall
- Students should leave the school grounds by 5 pm unless they have a school extra-curricular activity.

13. Unexpected illness or authorised absence (medical or other)

- In the case of unexpected illness whilst at school, all students should report to the Welfare Office in the Medical Room
- The Welfare Officer will liaise with home
- If a Sixth Form student is unable sign out with the Welfare Officer, they can sign out with the Sixth Form Administrator in their place
- For other planned absence from school for medical or dental appointments, parent/carers should email the school attendance officer at least 48 hours in advance
- Any student in Year 7-11 leaving the premises for any reason should sign out with the Welfare Officer or, in her absence, with Staff in the School Office
- All students being collected by parents or leaving school should exit via the Main Reception/meet their parents the Main Reception.

14. The school grounds and surrounding area

- Students in Year 7-11 must not leave the school premises during the school day unless permission has been given

- Sixth Form students are allowed to leave the premises to visit the local shops but should return immediately after they have made their purchases
- Neighbouring streets are out of bounds. Students are strongly advised not to use the local recreation ground after school.
- The following areas are out of bounds:
  - The front of the school parallel to Haselbury Road (staff car park)
  - The Science Staff room Quadrangle
  - The Library quadrangle, (except for Years 7 & 8)
  - The Taylor Quadrangle (except for Year 11 and other supervised extracurricular activities)

15. Trips/Visits

Students are expected to:

- Adhere to the school behaviour policy
- Remember they are ambassadors for the school
- Follow issued guidelines for individual trips
- Behave in a mature, orderly and self-controlled manner
- Listen to and follow staff instructions carefully
- Pay particular attention to meeting times and places
- Behave well on the coach or other mode of transport and follow any necessary safety regulations
- Keep the mode of transport clean and tidy.

16. Fire Drills and other Emergency Situations

Students are expected to:

- Behave in a mature and sensible manner
- Leave any possessions or items in the classroom, Dining Hall or area of the school building where they were when the alarm started
- Proceed to the assembly point in silence, walking promptly, calmly and as safely as possible
- Be aware of the gravity of the situation
- Queue in alphabetical order in the designated area for their form group
- Be registered as soon as possible
- Follow all staff instructions.

17. The Acceptable Use Policy

- Students should adhere to The Student Acceptable Use Agreement Policy (Appendix 8) which outlines the school rules and procedures relating to use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school)
- Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property
- Students must not post on the internet or on social media anything which could be distressing or harmful to any member of the school community
- Students are not permitted to take images or videos of any member of the school community (or wider community) without their permission and will not share anything that could potentially cause distress or harm

- Students should be aware that anything that they post online could potentially be seen by people when they are older (digital footprint), so should think carefully about what they say or share with people online or on social media
- Students should be careful to stay safe and not to share their personal details with people who they do not know, or have not met in person, offline
- Students must report any e-Safety incident to a member of staff
- Students must not ignore any inappropriate, unsolicited image, but report it to the pastoral year team and/or the IT Department

Appendix 11: Child-on-child sexual abuse: risk and needs assessment and version record

(1) "Child A" (victim) and "Child B" (alleged perpetrator) to signify the children involved, rather than saying "victim" and "alleged perpetrator". We should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

(2) Consider each question/consideration from the perspective of both students and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

(3) This RA should be completed in conjunction with the relevant multi-agency safeguarding team (MAST) when conducting this risk assessment and update it in response to any advice they provide. Some of the prompts may require input from other MAST agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.

Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• Problematic and concerning behaviour • Developmentally unusual and socially • unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

Fig. 1 Adapted from 'A continuum of children and young people's sexual behaviours' (Hackett, 2010)

(4) Keep track of the changes you make:

Create a new copy of the document

Update the version number at the top of the risk assessment

Record what has changed in the update log (at the end of the document)

Save the most recent version of the risk assessment in the appropriate places (for example, the child's safeguarding file)

(5) This should be a living document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MAST, or information from the police and children's social care.

Child-on-child sexual abuse: Risk assessment

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident Record details of the incident from the point of view of both children	How serious is the incident? Was it a crime? Do we need to make arrangements to limit contact between the children involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident?			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	
Social risks	Do the children share a peer group? Are people in their friend group likely to take sides? Do they both attend your school? Do other people know about the incident? Do those people understand: ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations Are they likely to be the subject of gossip, bullying or further harassment? Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? Do they risk being alienated from their friend group(s) as a result of this incident?				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	Do they feel, or continue to feel, physically threatened by the other child? Do you have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other students and staff? Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) Do they share classes/break times/etc.? Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?				
Environmental risks	Do they live in a home where violence or abuse has occurred? Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? What activities do they take part in outside of school? Are parents clear about: ○ How the school (and partner agencies) are handling the incident? ○ Confidentiality? ○ The conduct expected of them while an investigation is ongoing?				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	

Appendix 12: Responding to concerns or allegations of child-on-child abuse

General Principles

It is essential that all concerns/allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment.

Any response should:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. Schools should ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter;

What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or maybe abusing their peer(s)?

If a pupil is in immediate danger, or at risk of significant harm, a referral to children's social care (if the pupil is aged under 18) and/or the police will be made immediately. Any member of staff can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (see p.3 of the Safeguarding Child Protection policy).

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay (in accordance with paragraph 3 of the Safeguarding Child Protection policy) so that a course of action can be agreed.

If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. For further details please see the procedure set out in Section 3. Procedures and Guidance of the Safeguarding Child Protection policy.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong. If staff have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told.

The school’s initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

How will the School respond to concerns or allegations of child-on-child abuse?

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected - see Appendix D[1] for further information

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the Enfield Referral and Advice Team immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with the Enfield Referral and Advice Team and agree on a course of action, which may include:

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

[1] Appendix D: Child-on-child Abuse Protocol Flowchart

Risk assessment[2]

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their pupils and students and updating their own risk assessment.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted). It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

A – Manage internally with help from external specialists where appropriate and possible

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinary apply. However, where support from local agencies is not available, the

[2] Appendix 12: Child-on-child Sexual Abuse – Risk and Needs

School may need to handle allegations/concerns internally. In these cases, the School will engage and seek advice from external specialists (either in the private and/or voluntary sector).

B – Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family

- In line with above, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers
- Early help and the option to manage a report internally do not need to be mutually exclusive: the school could manage internally and seek early help for both the victim and perpetrator(s)
- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic)
- These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services[3].

C – Refer child/children to children's social care for a section 17and/or 47 statutory assessments

- Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to local children's social care
- At the point of referral to children's social care, the school will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) will work alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support
- The school will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other

[3] Schools to tailor depending on their local authority's services and response to child-on-child abuse. Please note that where the school's local partnership has a Harmful Sexual Behaviour framework in place this framework will need to be referred to in the policy

agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be immediate

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or (generally led by the designated safeguarding lead or a deputy) will be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support
- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic)
- As a matter of best practice, if an incident of child-on-child abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

D – Report alleged criminal behaviour to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above)
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach
- Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

Anonymity

- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.
- Relevant information can be found in:
- CPS: Safeguarding Children as Victims and Witnesses.
- Childnet's cyberbullying guidance
- As a matter of effective safeguarding practice, schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which

staff should know about the report and any support that will be put in place for the children involved.

- Schools should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

When to call the police:

- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation
- If schools have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions)
- Whatever the response, it should be under-pinned by the principle that all incidents of sexual violence and sexual harassment will be challenged, and it is never acceptable and will not be tolerated
- All concerns, discussions, decisions and reasons for decisions should be recorded(written or electronic).

Considering bail conditions

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance
- Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions
- Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution
- Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk manage mentmeasures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc)
- Careful liaison with the police investigators should help to develop a balanced set of arrangements

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school. The risk assessment will help inform any decision
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include are view of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)'timetable
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. It will be important that the school ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online)
- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

Unsubstantiated, unfounded, false or malicious reports

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
- Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.
- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care maybe appropriate.

- If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Ongoing response

Safeguarding and supporting the victim:

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible
- Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s)
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse
- They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred
- It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt
- It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour.
- Where a pattern is identified, the school or college should decide on a course of action
- Consideration should be given as to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Support can include:

- Early help and children's social care as set out in Part one of this guidance
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs)[4] provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal

[4] https://survivorsgateway.london/service-map/

justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim

- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis[5] and The Survivors Trust[6]
- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership[7] can provide details of services which specialise in supporting men and boys
- NHS - Help after rape and sexual assault[8] provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres[9]. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111
- Childline[10] provides free and confidential advice for children and young people
- Internet Watch Foundation[11] works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously
- Childline/IWF: Remove a nude image shared online - Report Remove[12] is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet
- LGFL 'Undressed'[13] provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about

[5] https://rapecrisis.org.uk/
[6] https://www.thesurvivorstrust.org/
[7] https://malesurvivor.co.uk/support-for-male-survivors/directory-of-services/
[8] https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/
[9] https://www.nhs.uk/service-search/other-services/Rape-and-sexual-assault-referral-centres/LocationSearch/364
[10] https://www.childline.org.uk/get-involved/articles/confidential-support/
[11] https://www.iwf.org.uk/
[12] https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/
[13] https://undressed.lgfl.net/

their needs. The choice of any such adult should be the victim's (as far as reasonably possible). Schools should respect and support this choice.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

While schools should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for victims to withdraw to.

It may be necessary for schools to maintain arrangements to protect and support the victim for a long time. Schools should be prepared for this and should work with children's social care and other agencies as required.

It is therefore important that the designated safeguarding lead knows how and where to seek support.

It is important that the school do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in their school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Ongoing considerations: Victim and alleged perpetrator(s) sharing classes

Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should carefully consider again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school or college. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). Close liaison with the police is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools should record and be able to justify their decision-making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, schools should record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials.

Information and detailed advice on HSB available:

- Sexual violence and sexual harassment between children at schools and colleges
- NSPCC Learning - Protecting children from harmful sexual behaviour

- NSPCC - Harmful sexual behaviour framework
- The Lucy Faithfull Foundation HSB toolkit
- Contextual Safeguarding Network – Beyond Referrals (Schools)
- Stop it now - professionals looking for advice provides support for professionals

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Advice on behaviour and discipline in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair[14]. Further information about exclusions can be found in statutory guidance for schools: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.

School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. Itis important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

Sanctions and the alleged perpetrator(s)

Schools

With regard to the alleged perpetrator(s), advice on behaviour in schools is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them.

DfE: Statutory guidance - School suspensions and permanent exclusions

Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing.

The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis.

The designated safeguarding lead (or a deputy) should take a leading role.

The school should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

[14] School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Discipline and support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school or college should be very clear as to what its approach is.

On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct.

The school should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law relating to each relevant category.

Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

Schools and colleges should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, local authority children's social care and/or the police will have a very clear view and it will be important for the school or college to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is good practice for the school to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school to meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how victims and alleged perpetrators are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations.

Parents and carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child.

Safeguarding other children

Consideration should be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. The school should be doing all they can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The school, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

A whole school or college approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that schools and colleges keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

A whole school or college approach to safeguarding, a culture that makes clear that that all incidents of sexual violence and sexual harassment will be challenged, that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that schools keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

Appendix 13: Protocol for online teaching and learning

General requirements for staff & students

- With the exception of individual conversation lessons, UCAS discussions and individual instrumental lessons or where parents/carers have given written emailed consent for 1-to-1 teaching), live streaming lessons/classes should only be delivered to groups. The preferred medium for live voice to voice or cam to cam streaming is Microsoft Teams.
- Teachers will be required to record the video or audio-conferencing session. The main purpose for this is to protect staff should an issue arise. Staff will not require absent students to watch/listen to the recording as part of any catch-up strategy, but it will be available should this be the preferred option. If students miss a session, they will need to contact the member of staff directly, be directed to Google Classrooms or seek out other students in the class to get the necessary notes/information.
- Using Microsoft Teams, staff have the option to stop all incoming videos, so the only person seen is the member of staff themselves. However, if a member of staff has concerns about being seen on camera, they can stop their own camera before going live and together with activating the option of "stop all incoming videos' means that the session will be voice to voice only. This will also take away any concerns staff have about being visible in any subsequent recording.
- Staff are requested to change the background during a live streaming camera-to- camera session. This can be done by clicking on the three dots on the advance features bar that appears on the screen when you have joined a meeting (hover cursor over screen for it to appear). Once you have clicked on the three dots, select 'show background effects' and either select a background or blur background and press apply.
- Staff should keep a manual log of live streaming: class; participants; date and time (setting up the meeting in Calendar will achieve the latter); and any concerns raised/anything that went wrong. If a member of staff is aware of an issue whilst online, if appropriate, the member of staff should deal with it as it arises, deal with it immediately following the session, by asking the student(s) concerned to remain online to further investigate the issue or to contact the student(s) concerned by email and copy in their Head of Department, in the first instance.
- All participants in the live streaming should use their school email address only
- Staff and students must wear clothing, which is appropriate for learning, as should anyone else in the household.
- Participants should only participate in the live streaming in a safe and appropriate place/area and where possible they should be sitting against a neutral background (see note below about applying a background).
- Participants in the live streaming should ensure that no inappropriate objects/information are visible (including information which could be used for ID fraud)
- Language must be professional and appropriate, including any family members who are within range of the electronic device's speaker
- Before the first live streaming starts, staff should remind all participants about the following:
  - Safeguarding Policy (and reporting process) and that the rules which they agreed to when signing the Student Acceptable Use Agreement at the start of the year apply to the live streaming sessions.

- At the start of all other sessions, staff should do the following:
  - Check the session is being recorded whether camera to camera or voice to voice

- Set the background (if camera on) or choose no camera on
- Manually note absentees and lesson topic
- Set ground rules for pupils for the session e.g. use of chat for asking questions, hands up function
- Remind students that only the teacher presents, only the teacher mutes, only the teacher decides to remove someone from the session and the teacher must not be muted.

Any student who carries out any of the above or anything else to interfere with the online session either whilst live or as part of a recording will be deemed to have violated the protocol.

- Mobile phones are only allowed if the student is using the Microsoft Teams App on their phone to access the session or needs to access an online textbook (Kerboodle)
- No photographs to be taken or other recordings to be made with a mobile phone
- If a student violates the protocol, e.g. they post a video of the session on social media or they are non-compliant during the session or after, this could lead to them being excluded from future sessions, have sanctions applied to them or in the worst case, excluded from school.

Parents and family members are also requested to respect the online student and teacher session and not to get into conversations with the student or teacher whilst sessions are underway. If you have any concerns, you should contact a senior member of staff to discuss them.

- Attendance at all online lessons is compulsory and students should join their lesson punctually using the email link sent to them from their teacher. If a student knows they are going to be absent from the lesson with a valid reason, at least 24 hours' notice must be given via email to their teacher explaining the reason why.
- Before going into online lessons, all students should have read and be familiar with the attached protocol for Online Teaching and Learning. If a student violates the protocol, e.g. they post a video of the session on social media or they are non-compliant with the teacher's requests or are disruptive in any way during the session or after, this could lead to them being excluded from future sessions, have sanctions applied to them or in the worst case, excluded from school. High standards of behaviour and co-operation which would be expected from students in the classroom are also expected online.
- In the case of students not being able to access a lesson, due to the sharing of IT equipment at home, this should also be communicated to the teacher concerned and a timetable worked out in advance and adhered to, as to when a student will have access to IT provision to allow them to join. Parents will be included in any such communication so that they can support their child in complying with the timetable.
- Students who know in advance, that IT accessibility will be an ongoing problem are required to let their Head of Learning know so that contingency arrangements can be put in place in the case of a lockdown and remote teaching taking place.
- During the last lockdown, a number of students reported that they were not able to access a microphone. Students who have a Smartphone are expected to have downloaded MS Teams and CamScanner and Form Tutors are required to check on this so that issues relating to accessing these applications are known about in advance and can be prepared for.
- Students are expected to complete all work and homework that staff set and evidence this where required using either Google Classrooms, email or CamScanner.

Parents/Carers

- The online lesson is between the student and the teacher and nobody else. Parents and family members are requested to respect the online student and teacher session and not to get into conversations with the student or teacher whilst sessions are underway.
- Parents and/or family members are not to make any comments verbal or in writing about the content of the lesson nor should they access the student's MS Teams account or email.
- Parents are expected to ensure that their son/daughter is punctual to and attends all online lessons and to be familiar with the expectations for behaviour as set out in the attached protocol for Online Teaching and Learning.

Appendix 14: Detentions

This policy makes it clear that The Latymer School will use detentions as a sanction. Detentions will take place during the school day (at break or lunchtime), after school (during spring/summer once it is light outside) or during an evening school event (SLT detention). Parent/carers will be given at least 48 hours' notice for any detention for a SLT Detention to allow suitable arrangements for their child to be collected from school at the end of the detention.

Detention Type	Time of day held	Duration	Method of Communication
Class Teacher Detention	Break or lunchtime	10 minutes (break) 15 – 25 minutes (lunch)	Note in student planner
Lateness' Detention	Lunchtime/after school	30 minutes	Email to parent/carer and student
Uniform Detention	Lunchtime/after school	30/45 minutes	Email to parent/carer and student
Lanyard & ID Card detention	Lunchtime/after school	30 minutes	Email to parent/carer and student
Mobile Phone Detention	Lunchtime/after school	30/45/60 minutes	Email to parent/carer and student
Subject Detention	Lunchtime/after school	30 minutes	Email to parent/carer and student
Head of Learning Detention	Lunchtime/after school	30/45/60 minutes	Email to parent/carer and student
SLT Detention	After School	1 hour	Letter from Assistant Headteacher or telephone call

- A Lateness' Detention will be issued to students who are repeatedly late to school/PM registration. Details of this detention can be found in the Attendance and Punctuality Policy
- A uniform detention is issued to students who have persistent uniform issues and who have been referred for their uniform on three occasions in a term
- A Lanyard & ID Card detention who have forgotten to bring their lanyard and ID card into school on three or more occasions in a half term
- A Mobile Phone detention is issued to students who have breached the school mobile phone and electronic device policy
- A Head of Learning detention can be issued by Heads of Learning for breaches of specific regulations
- Subject Teacher detentions are issued and supervised by the class teacher when students have behaved in an unacceptable manner in lessons

- Subject Detentions are given when a student has failed to turn up for a subject teacher detention, for not meeting deadlines, or for more serious/repeated offences
- Head of Learning detentions are issued for offences outside of the classroom. Examples of infringements that would warrant a Year detention are: inappropriate behaviour in the corridors, rudeness to staff (all staff), refusal to follow instructions, disrupting a lesson other than their own, not having their planner signed by a parent/carer
- In exceptional cases a student may be required to attend a longer SLT detention during an evening school event. These detentions are supervised by a member of SLT and may last up to two hours. Students return to school in full uniform and are collected by parents at the end of the detention.

Communicating a detention to parents:

The following detentions take place after school and will be communicated to a parent/carer and the student via email:

- Lateness' Detention
- Uniform Detention
- Lanyard & ID Card detention
- Mobile Phone Detention
- Subject Detention
- Year Detention
- SLT detention

Parent/Carer's will be informed of a SLT Detention either by a letter from the Headteacher's PA or a phone call from the Head of Learning or Assistant Headteacher (Behaviour, Attendance and Enrichment).

Appendix 15: The management of drugs incidents and substance abuse

The School recognises that drug and substance misuse is a major threat to individuals, families and the wider community and acknowledges its responsibility to include drug education as a key component of its Personal Development Curriculum (PDC) programme. The school's aims are to:

- Support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency.

- Develop a whole school approach to drug education in the context of the curriculum of the school.

- Be able to make informed choices concerning the use and misuse of legal and illegal drugs and substances, staff and students need to understand the nature of drugs, their social and legal status, their uses and effects.

- Ensure that students affected by their own or other's drug misuse have early access to support through the school and other local services.

Policy background and the legal framework

2.1 This drugs policy is informed by the law on drugs. The Misuse of Drugs Act 1971 is the main law to control and classify drugs that are 'dangerous or otherwise harmful' when misused.

The act lists all illegal (or controlled) drugs in the UK and divides them into one of 3 'classes' – A, B and C – based on the harm they cause to individuals and society. Class A drugs are considered the most harmful. This is commonly known as the drug classification system.

The act makes it illegal for people to:

- possess illegal drugs
- possess illegal drugs with intent to supply
- supply or offer to supply illegal drugs (including giving them away for free or sharing with others)
- produce illegal drugs
- import or export illegal drugs
- allow a house, flat or office to be used by people to undertake any of these unlawful activities

Since 2010, the Misuse of Drugs Act 1971 has been amended to control new drugs, including a number of new psychoactive substances:

- a new range of synthetic cannabinoids, methoxetamine and other related compounds and O-desmethyltramadol
- desoxypipradrol (2-DPMP), its related compounds and phenazepam
- naphyrone and other synthetic cathinones, tapentadol and amineptine

2.2 The Drugs and Drugs Education Policy has been developed with reference to DfE advice and guidelines: DfE and ACPO Drug advice for schools DfE-00001-2012 and Drugs and Alcohol Advice for Schools 2015/16, West Berkshire Council

2.3 This policy should be read in conjunction with the school's policies on:

- Behaviour

- Supporting Children in School with Medical Needs
- Personal Development Curriculum
- Lettings Policy

Where and to whom the policy applies

3.1 This policy applies to all school staff, students, parents/carers, governors and other partner agencies working with the school.

3.2 This policy applies to when students are on the school premises, day and residential trips (including extra-curricular activities) and when schools are deemed to be in loco parentis. At the Headteacher's discretion, the policy may be applied to a situation where the behaviour of a student outside of the school premises undermines the school's ability to control drug usage in school by other students.

3.3 A school's premises comprise all the land and all the buildings provided for the school, including both permanent and temporary buildings and detached playing fields. This also extends to include other settings such as vehicles, boats, marquees or any venue managed by the school at the time e.g. premises of a school trip or visit.

Definitions And Terminology

The terms drug and substance:

4.1 includes any product that, when taken, has the effect of altering the way the body works or how a person behaves, feels, sees or thinks.

As well as everyday products, such as tea and coffee, substances include:

- alcohol, tobacco and tobacco-related products, including nicotine replacement therapy (NRT), and electronic cigarettes / vapes;
- over-the-counter medicines such as paracetamol and cough medicine;
- prescribed drugs, such as antibiotics, painkillers, antidepressants, antipsychotics, inhalers and stimulants such as Ritalin;
- volatile substances such as correcting fluids or thinners, gas lighter fuel, aerosols, glues and petrol;
- controlled drugs such as cannabis, LSD, ecstasy, amphetamine sulphate (speed), magic mushrooms, heroin and cocaine;
- new psychoactive substances (NPS), formerly known as legal highs which contain one or more chemical substances that produce similar effects to illegal drugs and are sold as incense, salts or plant food and marked 'not for human consumption' to avoid prosecution
- other substances such as amyl or butyl nitrite (known as poppers) and unprocessed magic mushrooms.

Electronic cigarettes / vaping on school premises:

4.2 Electronic cigarettes / vapes are battery-powered vapour inhaler devices that generally contain nicotine, along with propylene glycol and glycerine. They were developed as an alternative to tobacco products.

4.3 Although we perceive electronic cigarettes / vapes to be less harmful than tobacco, there are concerns about their safe use, particularly when children and young people use them, because the electronic cigarette market is unregulated.

4.4 The school prohibits electronic cigarettes / vapes on the school premises, in line with tobacco products.

The school's stance towards drugs, health and the needs of students

5.1 The school is committed to ensuring as far as possible the health and safety of its members and will take action to safeguard their well-being. The first concern in managing drugs is therefore the health and safety of the school community and meeting the pastoral needs of students.

5.2 The unauthorised possession, use or supply of illegal and other unauthorised drugs (and alcohol) or drugs paraphernalia within school premises is unacceptable. Clear protocols and expectations relating to the management and reporting of drugs incidents within school are set out within the policy.

5.3 The school regards the use of drugs in school as a child protection issue and treats it with the utmost seriousness. Students involved in drugs may have a harmful influence upon some of the more vulnerable students. The school is in loco parentis and therefore has the duty to take whatever measures it can within its power to protect students in its care from the use of drugs, from being offered or sold drugs and from the bad example set by those who use drugs.

5.4 The school will report all incidents involving controlled substances to the Police School Liaison Officer to protect the well-being of other students (section 10.18). The school will also take whatever action is required to ensure the safety of students and the well-being of the school community. Individuals in possession of prohibited substances must, however, be subject to the normal processes of law.

5.5 The school is committed to maintaining a close liaison with appropriate external organisations e.g. COMPASS, SAFE, Education Welfare, Social Services, Police School Liaison Officer

Staff with key responsibility for drugs

6.1. **Headteacher**
The Headteacher will ensure that staff and parents are informed about this drug policy, and that the policy is implemented effectively. The Headteacher will also ensure that staff receive training, so that they can teach confidently and handle any difficult issues with sensitivity.

6.2. **Assistant Headteacher – Care, Guidance and Support and Heads of Learning**
The Assistant Headteacher – Care, Guidance and Support has responsibility for students' emotional health and wellbeing and student behaviour and sanctions.

6.3 **Heads of Learning**
The Heads of Learning have general responsibility for the regular implementation of this policy.

6.4 **Personal Development and Careers**
The Personal Development and Careers Coordinator will liaise with external agencies regarding the school drug education programme, and ensure that all adults who work with students are aware of the school policy and work within this framework. The Personal Development and Careers Coordinator will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

6.5. **School staff**
Drug prevention is seen as a whole school issue. Every member of staff and all school staff have a part to play in the implementation of the policy.

6.6. Assistant Headteacher **and Premises Manager**
The Premises Manager will support the Business Manager with internal and external risk assessments, as and when necessary. Any drugs and/or drugs paraphernalia which are found by the site staff will be reported to the Business Manager and the Assistant Headteacher (Care, Guidance and Support). The school will report all incidents involving controlled substances to the Police School Liaison Officer to protect the well-being of other students and to avoid any liability as a 'manager or occupier' of premises (see section 10.18).

6.7. **Governors**
As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development and regular review of our school's policy on drugs. Governors will be kept informed as to the efficacy of present drug education provision and involved in any changes to existing provision/policy that may need to be made. Governors will contribute to any case conferences called, and take part as necessary in any appeals against exclusions related to drugs incidents.

Staff support and training

As part of the staff induction programme, staff will have time planned to gain a good understanding of the drugs policy and other related policies. Teachers are provided with training as required to support their delivery of Personal Development Curriculum and extend their confidence in doing so. Training needs are identified for individual staff through the Performance Management system. Staff who attend training are given time at a staff meeting or INSET to disseminate learning.

Management of drugs at school and on school trips

8.1 Drug misuse is defined as the use of a substance for a purpose not consistent with legal or medical guidelines (World Health Orgnization (WHO). Lexicon of Alcohol and Drug Terms Published by the World Health Organization. 2006). Such drugs are prescribed and controlled under the Misuse of Drugs Act 1971.

8.2 A substance-related incident is defined as any incident which is suspected to be substance-related by any responsible person affected, occurring within the confines and curtilage of the school premises or featuring within organised school activity, occurring outside the premises and usual school times.

8.3 A drug incident is likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. They could fit into the following categories:

- drugs or associated paraphernalia, e.g. Rizlas, pipes, grinders, spoons, bongs or tourniquets are found on school premises (this is not an exhaustive list)
- a student is found in possession of drugs or associated paraphernalia
- a student is found to be supplying drugs on school premises
- a student, parent/carer or staff member is thought to be under the influence of drugs, or exhibiting signs of intoxication or illness
- disclosure of drug use (either a student or a family member/friend are misusing drugs).
- information suggesting student(s) involved in substance misuse or illegitimate sale/supply of drugs in the school premises.

8.4 The school policy on searches, including personal searches and searches of school and students' property is outlined in the school Behaviour Policy, Appendix 2: SEARCHING AND CONFISCATION (Based on DfE Guidance 2022).

8.5 In dealing with drug related incidents, the Headteacher's over-riding concern will be the protection of students.

8.6 It is the primary role of the police to investigate a criminal offence such as those encompassed under the Misuse of Drugs Act. This will run in conjunction with and in support of the school's discipline procedures.

8.7 The school will consider each drug-related incident individually, making no assumptions. The school will consider very carefully the implications of any action it may take. The drug involved, its classification (as prescribed by the Misuse of Drugs Act 1971 and amendments) and the reason why the student is in possession of the drug on school premises (possession, possession with intent to supply or supplying controlled drugs) will be significant factors when considering appropriate sanctions. A variety of contextual factors will be taken into consideration. This could include the age of the student/s concerned, whether the incident involved one student or a group of students, whether there is evidence of a student or students dealing on the school premises and if there is evidence of any peer group pressure. The school will take into consideration the quantities involved, repeat offending and previous character of the student/s involved. This list is not exhaustive.

8.8 The school will fulfil its legal responsibilities.

Sanctions

9.1 The school has an ongoing duty of care to it students. Any response to drug-related incidents needs to balance the needs of the individual students concerned with the wider school community.

9.2 We recognise that a variety of responses will be necessary to deal with incidents. The school will seek to balance the interests of the student involved with those of the rest of the school's population. The school will consider any potential damage to the school's ethos or reputation by breaches of this policy.

9.3 The school will explore the relevant factors (Annex C - Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015) to determine the seriousness of the incident and the needs of those involved and then respond appropriately.

9.3 Responses may vary from school counselling and support from an external agency (such as Sort it! – COMPASS and SAFE, Enfield) to permanent exclusion where it is clear that a student is supplying/selling illegal drugs and the welfare or emotional well-being of other students is directly at risk.

9.4 Students are in the care and control of their parents at the times when they are not at school or on a school trip. It is therefore the responsibility of parents to ensure as far as they are able that their children are protected from exposure to drugs at these times. A child's use of controlled drugs whilst not in the care of the school may not be regarded by the school as a disciplinary offence unless the school considers the actions of the student/s to damage the school's ethos or reputation, or the Headteacher forms the opinion, in their absolute discretion, that such behaviour is undermining the

school's ability to control drug usage in school by other students. The school will work with the parents and external agencies to help educate and provide support for the students involved.

9.5 The school has a responsibility to investigate incidents in which a student supplies or offers controlled drugs to students of the school outside school. The school has a legitimate interest in the activities of students outside school where their actions represent a real threat to the welfare or emotional well-being of other students of the school.

9.6 Where a student has received a conviction or a formal police caution for being involved in the supply of drugs, the school reserves the right to take whatever actions it considers necessary to protect students of the school.

Investigation

Substance misuse or supply off the premises:

10.1 If a student admits misuse or supply off the premises, the Head of Learning should be informed. He or she will take appropriate action in consultation with the Assistant Headteacher (Care Guidance and Support) and/or the Deputy Headteacher (Sixth Form), parents and relevant external agencies.

Substance misuse or supply on the premises (see section 3.3 for definition of premises)

10.2 Individual handling of a situation by a member of staff should be avoided. A second member of staff should be present at all times during the investigation.

10.3 The Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) should be involved at an early stage.

10.4 If a student is suspected of being under the influence of drugs or alcohol on school premises, the school will prioritise the safety of the young person and those around them. Guidance for staff in helping to recognise signs of substance use is outlined in Annex B – Recognising Signs of Substance Use (Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015)

10.5 If necessary the situation will be dealt with as a medical emergency, First Aid will be administered and medical support sought.

10.6 Depending on the circumstances, parents or the police may need to be contacted.

10.7 If there is evidence for the presence of drugs on school premises, the school may choose to make use of drug dogs or drug testing strategies in consultation with the local police (DfE and ACPO drug advice for schools, September 2012).

10.8 If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

10.9 If an allegation of drug/substance misuse is raised, the Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will meet with the Headteacher and decide upon the appropriate level and nature of investigation, having established the basic details and seriousness of the situation.

Gathering and Recording Information:

10.10 The initial response to a student who wishes to discuss a problem should be positive, sympathetic and non-judgemental. Staff should be conscious that parents and students will be offended by accusations of drug use, even if they turn out to be valid.

10.11 Staff should clarify the ground rules for confidentiality before any conversation so that trust is not broken. No one in the school may guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information, and that the school will always act in the best interests of the child.

10.12 No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children in language that is appropriate to the age and understanding of the child, that depending on the nature of the problem, other people and agencies may need to become involved.

10.13 Consideration should be given to when and where the student is spoken to. It is important that all information is written down as soon as possible, either during or immediately after the conversation. All records and communication will be kept confidential.

10.14 Other students might need to be interviewed to verify or substantiate what has been reported.

10.15 Rumours and hearsay will be investigated and considered. The school will consider the impact on other students (friends of the accused) and those directly involved in the rumours.

10.16 A primary outcome of the investigation will be to establish the student's need for further support and counselling.

Contacting the Police

10.17 The police will not normally need to be involved in incidents involving legal drugs, but the school might decide to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

10.18 New psychoactive substances (NPS) are designed to mimic the effect of illegal drugs but are structurally different enough to avoid being classified as illegal substances under the Misuse of Drugs Act. Despite being labelled as legal these substances are not always safe to use and often contain controlled drugs making them illegal to possess. New psychoactive substances will be treated as unauthorised substances. If there is uncertainty about what the substance is, the drug will be treated as a controlled drug.

10.19 The school will report all incidents involving controlled substances to the Police School Liaison Officer to protect the well-being of other students and to avoid any liability as a ‘manager or occupier' of premises, under Section 8 of the Misuse of Drugs Act, 1971 (it is “an offence knowingly to permit the production or supply of any controlled drug on the premises or the preparation or smoking of cannabis or opium on the premises”).

10.20 Although there is no legal obligation for the school to inform the police about situations in which illegal drugs are being consumed or sold outside the school campus, the school recognises the need to co-operate with the police to safeguard the health and safety of young people in the area.

Storage, disposal and safety guidance for staff

11.1 The law permits school staff to take temporary possession of a substance suspected of being a controlled drug to protect a student from harm and prevent the student committing the offence of possession.

11.2 An adult witness should be present when staff confiscate the substance and the school should keep a record of the details.

11.3 The teacher should, using appropriate safety precautions, take the suspected substance and any associated equipment and/or paraphernalia to the Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) as soon as possible.

11.4 The Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will arrange for its safe storage until the school can hand it over to the Police School Liaison Officer to identify whether it is a controlled substance.

11.5 School staff should not attempt to analyse or taste an unidentified substance.

Managing parents/carers under the influence of drugs on school premises

12.1 If a parent or carer arrives at school to collect a child and appears to be under the influence of alcohol or another substance, the student will be discretely detained in an office and the Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will be called. If they are not immediately available another member of the Senior Leadership Team will be called.

12.2 The Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will assess the situation and decide whether the student can be released to the parent or carer.

12.3 The student will only be released to their parent or carer once the school are satisfied that it is safe to do so.

12.4 If the decision is taken that the student should not be released to the parent/carer, the school will contact another relative to come and collect the child.

12.5 The parent or carer will be asked to come into the school to quietly discuss the school’s concerns.

12.6 The school will contact social services in line with the school's Safeguarding and Child Protection Policy.

12.7 If the parent or carer becomes violent, tries to forcibly remove the child or intends to drive while under the influence, the Police School Liason Officer will be contacted (and if not immediately available, the school will call the police using 999).

12.8 A detailed report of the incident including action taken will be recorded and the Chair of Governors will be informed as appropriate.

Managing staff under the influence of drugs/alcohol at school

13.1 Staff have a duty of care to inform a member of SLT if they have concerns about another staff member; this will then be dealt with by the Headteacher or a Deputy Headteacher in line with the Model Code of Conduct Policy

13.2 Necessary support and any sanctions will be applied.

Managing visitors under the influence of drugs/alcohol at school

14.1 If a visitor using the school facilities appears to be under the influence of alcohol or another substance, the named person hiring the facility will be responsible for contacting the Event Manager for assistance. The Event Manager will be responsible for asking the visitor who appears to be under the influence of alcohol or another substance to leave the school premises.

14.2 If the visitor does not voluntarily leave the school premises or becomes violent, the Event Manager will call the police using 999.

14.3 A detailed report of the incident including action taken will be recorded and sent to the Business Manager. The Chair of Governors will be informed as appropriate.

Referral and external support

15.1 Heads of Learning and the Assistant Headteacher (Care Guidance and Support) and/or the Deputy Headteacher (Sixth Form) are responsible for referral to agencies.

15.2 Students are made aware of the various internal and external support structures. Local support services and national helplines are advertised in the school planner, via notice boards, as part of the Personal Development Curriculum (PDC), via the School Counsellors and through School and Year Assemblies.

15.3 Information is available from Head of Learning for individual students or parents as and when required.

15.4 Whilst drug misuse will continue to be treated as an extremely serious disciplinary offence, following an incident where a student remains in or returns to school, opportunities will be provided for the student to learn from their mistakes and develop as individuals.

Opportunities include:

- review with parents/carers after the incident
- further drugs education
- targeted support on a one to one basis
- possible case conferences
- referral to an outside agency (Annex A – Useful Organisations)

Annex A – Useful Organisations

Addaction is one of the UK's largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents.
Website: www.addaction.org.uk

ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services.
Tel: 020 7553 7640 Email: admin@adfam.org.uk Website: www.adfam.org.uk

Alcohol Concern works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems
Tel: 020 7264 0510. Email: contact@alcoholconcern.org.uk Website: www.alcoholconcern.org.uk

ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco.
Tel: 020 7739 5902 Email: enquiries@ash.org.uk Website: www.ash.org.uk

Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people.
Tel: 01206 877910 Email: clc@essex.ac.uk Website: www.childrenslegalcentre.com

Children's Rights Alliance for England - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child.
Email: info@crae.org.uk Website: www.crae.org.uk

Drinkaware - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm.
Tel: 020 7307 7450 Website: www.drinkaware.co.uk/

Drinkline - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking.
Tel: 0800 917 8282 (lines are open 24 hours a day)

Drug Education Forum – this website contains a number of useful papers and briefing sheets for use by practitioners:
Website: www.drugeducationforum.com/

DrugScope is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners Forum.
Tel: 020 7520 7550 Email: info@drugscope.org.uk Website: www.drugscope.org.uk

Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects.
Tel: 0800 800 2222 Website: http://familylives.org.uk/

FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs.

24 Hour Helpline: 0800 776600 Email: frank@talktofrank.com Website: www.talktofrank.com

Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of children and young people to reduce the damage that drugs can do to their lives.
Tel: 020 7739 8494. Email admin@mentoruk.org Website: www.mentoruk.org.uk

National Children's Bureau promotes the interests and well-being of all children and young people across every aspect of their lives.
Tel: 020 7843 6000 Website: www.ncb.org.uk

Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people.
Tel: 01785 817885 Information line: 01785 810762
Email: information@re-solv.org Website: www.re-solv.org

Sort It! Compass - Enfield - delivering the young people's drug and alcohol support service in Enfield. Sort It! Compass is a completely confidential and free service which aims to support young people in living healthy lives and experiencing positive outcomes.
Tel: 020 8360 9102 Email: sortitenfield@compass-uk.org Website: http://www.compass-uk.org/compass-enfield-young-people

Smokefree - NHS Smoking Helpline: 0800 169 0 169 Website: http://smokefree.nhs.uk

Stars National Initiative offers support for anyone working with children, young people and families affected by parental drug and alcohol misuse.
Website: www.starsnationalinitiative.org.uk

Youth Offending Teams – Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to [prevent offending by young people under the age of 18.
Website: https://www.gov.uk/youth-offending-team

Annex B – Recognising Signs of Substance Use (Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015)

What to look out for If someone is having a bad time on drugs, they may be:

- anxious;
- tense;
- panicky;
- overheated and dehydrated;
- drowsy; or
- having difficulty with breathing.

What to do:
The first things you should do are:

- stay calm;
- calm them and be reassuring, don't scare them or chase after them;
- try to find out what they've taken; and
- stay with them.

If they are anxious, tense or panicky, you should:

- sit them in a quiet and calm room;
- keep them away from crowds, bright lights and loud noises;
- tell them to take slow deep breaths; and
- stay with them.

If they are really drowsy, you should:

- sit them in a quiet place and keep them awake;
- if they become unconscious or don't respond, call an ambulance immediately and place them in the recovery position;
- don't scare them, shout at them or shock them;
- don't give them coffee to wake them up; and
- don't put them in a cold shower to 'wake them up'.

I**f they are unconscious or having difficulty breathing, you should:**

- immediately phone for an ambulance;
- place them into the recovery position;
- stay with them until the ambulance arrives; and
- if you know what drug they've taken, tell the ambulance crew; this can help make sure that they get the right treatment straight away.

Annex C - Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015

Principals are responsible for deciding how to respond to particular incidents, taking account of factors such as:

- the age of the student concerned;
- whether the incident involved one student or a group of students;
- whether there has been evidence of particular peer group pressure; and
- the level of involvement.

Schools should explore the relevant factors to determine the seriousness of the incident and the needs of those involved and then respond appropriately.

The school should consider, for example:

- Does the student admit or deny the allegations?
- Is this a first offence?
- Is the substance legal or illegal?
- What quantity of the substance was involved?
- What was the student's motivation?
- Is the student knowledgeable and careful or reckless about their own or others' safety?
- Does the student have a parent or carer or family member who is misusing drugs?
- Does the student know and understand the school policy and school rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply'?
- If the school suspects the student of supplying, how much was supplied and was the student coerced into the supply role or the one 'whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

Schools should develop a repertoire of responses, incorporating both sanctions and counselling and potentially guiding young people towards appropriate treatment and support.

These responses should reflect different kinds of drug-related offences such as:

- being under the influence of alcohol or a controlled drug;
- possession of alcohol for individual use or selling or sharing with other students;
- possession and/or possession with the intent to supply a controlled drug; and
- supplying a controlled drug, either giving or selling to someone else.

Although there is no legal distinction between supply with or without money, schools may make a distinction in their disciplinary responses. The school must always consider the needs of individual students and have appropriate interventions and support mechanisms in the school's Child Protection and Safeguarding Policy.

Schools should develop a range of options for responding to the identified needs of those involved in a drug-related incident. Whatever response the school puts in place, it should always aim to give students the opportunity to learn from their mistakes and to develop as individuals.

The school should be able to justify any sanction it imposes, according to:

- the seriousness of the incident;
- the identified needs of the student, which are most important under such circumstances;
- the needs of other students, the school and the community;
- the published school rules and expectations; and
- disciplinary action for breaches of other school rules (such as theft, violence or bullying).

Schools should take into account whether a student involved in an incident has previously displayed good discipline and engagement with the school, and how the proposed sanction might affect the student's educational outcomes. Are there other issues ongoing in a young person's life that perhaps leaves them more vulnerable to influence from others or to making poor choices? In some cases, it would be more appropriate for a school to permit a student to remain for a period to complete their current studies, than to proceed with their immediate exclusion.

Behavioural contracts

In the case of serious breaches of discipline or while the school is investigating a suspected drug-related incident, it may draw up a behavioural contract and agree it with the student and the parent or carers. The contract should clearly set out the terms allowing the student to remain at school and include monitoring their progress. The school may have to withdraw the student from normal contact with peers during the school day for a fixed period at first, until their behaviour has improved. This approach may require additional support from outside agencies to help facilitate change.

Appendix 16: The Latymer School's consequence ladder

Any of the following consequences may be used in school as appropriate for misbehaviour. Please note that this list is not exhaustive and reasonable adjustments will be made when necessary.

Behaviour for learning (in the classroom)

Level 1 (examples) LOW LEVEL DISRUPTION	**Consequence 1**	**Consequence 2**	**Consequence 3**
• Late arrival to lesson • Failure to bring equipment • Minimal effort in class • Talking/distracting others • Chewing gum • Eating in class • Incomplete or no homework (see above – go straight to consequence 2/3 depending on length of homework)	Warning	Negative referral + detention	HOD detention If a student misses two departmental detentions in a row, they will be placed in an SLT detention.
Level 2 (examples) PERSISTENT DISRUPTION			
Repeat of level after consequence 3 has been implemented	Warning and log referral on Edulink Removal from lesson to another lesson	Subject report + detention	Extended report and detention
Level 3 (examples) Failure to respond to level 1 and 2.			
Repeat of level after sanctions have been implemented (if by the end of a HT there has been no improvements)	Head of Dept contact home and continued subject report for 2 weeks Potential removal from lesson for longer period	Class teacher and HoD meeting with parent (in person)	Assistant Headteacher involvement – contacting home /meeting parents for serious offenses.

Social behaviour (outside the classroom)

Level 1 (examples)	**Consequence 1**	**Consequence 2**	**Consequence 3**
• Running in corridors (to be taken case by case) • Entering areas of the building/queuing inappropriately • Breach school uniform policy (first instance – if 3 + SLT detention)	Warning and log referral on Edulink	Log referral on Edulink and make tutor aware – tutor to have conversation with student in the morning and make them aware of next consequence.	Head of Learning detention
Level 2 (examples)			
• Swearing in corridors • Rowdy or reckless behaviour around school • Repeated breach of school uniform policy (three referrals in a half term) • Persistent boisterous behaviour, e.g. pushing/jostling, shouting in corridors (after sanctions from level 1 have been put in place) • Lack of respect to a member of staff • Other anti-social behaviour / breach code of conduct	SLT detention	• SLT detention (after school during summer months) and community service (1 week)	Meeting with parents
Level 3 (examples) **Serious behaviour issues**	***NB. Sanctions will be proportionate and considerate – taking each case and sanctioning accordingly***		
• Derogatory statements towards another student • Sexist, homophobic, transphobic, racist language	• Internal supervision • Meeting with parent (HoL and AHT) • Education focus	• Internal supervision for 2 days • Meeting with parent (HoL and AHT) • Education focus	Suspension

Appendix 17: Microaggressions

Purpose

To promote a safe, respectful, and inclusive school community by addressing and reducing microaggressions among students and staff.

Policy Statement

The Latymer School recognises that microaggressions—subtle or unintentional discriminatory comments or behaviours—can harm the emotional and academic well-being of students and staff. This policy outlines procedures for identifying, addressing, and preventing microaggressions, fostering a culture of inclusivity and mutual respect.

Policy Guidelines

1. **Definition and Examples of Microaggressions:**
    - **Definition:** Subtle, often unintentional statements or actions that perpetuate stereotypes or discrimination based on race, gender, religion, disability, or other protected characteristics.
    - **Examples:**
        - Asking a student, "Where are you really from?"
        - Commenting, "You don't look disabled."
2. **Reporting Procedures:**
    - Students or staff who witness or experience microaggressions can report incidents to a member of staff or anonymously through Whisper.
    - All reports will be investigated promptly.
3. **Response to Incidents:**
    The following are suggested consequences. Please note that this list is not exhaustive and reasonable adjustments will be made when necessary. Amendments will be made depending on the outcome of the investigation.

    - **For the perpetrator:**
        - **1st instance:** Conduct a conversation either in private or as an educational experience with the class to explain why the behaviour was inappropriate and its potential impact. Offer educational resources to help prevent future occurrences. Apply restorative practices, such as mediated conversations between the affected parties, to repair harm.
        - **2nd instance:** Head of Learning meets the parent and the student. Sanction is put in place: SLT supervision.
        - **Repeated:** More serious school sanction and focus on education. Student presentation to SLT, HOL and parent.
    - **For the targeted student:**
        - Provide immediate support, including counselling if needed.
        - Reassure them that the incident is being taken seriously and outline the steps being taken.

4. **Prevention Measures:**
    - Incorporate diversity and anti-bias training into staff development programs.
    - Include lessons on microaggressions in the curriculum to build awareness among students.
    - Deliver assemblies to promote dialogue and understanding about inclusivity.
5. **Monitoring and Accountability:**
    - Regularly review behaviour referrals to identify trends and address systemic issues.
    - Survey students and staff annually to evaluate the school's inclusivity and adapt policies as needed.
6. **Consequences:**
    - Repeated or egregious acts of microaggressions will result in disciplinary actions aligned with the school's behavioural policy.