

Full name of policy:	Student Conduct and behaviour Policy (Including student behaviour expectations, rewards, sanctions, exclusions and dress expectations)		
Name and post of person responsible:	Elaine Brown, Deputy Head (Pastoral)		
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Comments:	This policy should be read in conjunction with: • Anti-Bullying • Equalities Objectives • Safeguarding and Promoting the Welfare of Children Policy • Admissions • Curriculum • Attendance • Acceptable Use of ICT • Home-School Commitment		
	Name (role):	Signature:	Date:
Written:	Johnny Clark	J Clark	16/8/17
Ratified:	Jan Balon	J Balon	22/8/17
Last Reviewed:	Elaine Brown	E Brown	17/7/26
Ratified	Jan Balon	J Balon	20/07/26

The purpose of this policy is:

- To promote excellent behaviour
- Set out clear, high expectations of behaviour
- Set out a consequence system on the principles of what is fair, rational and proportionate

London Academy of Excellence, Tottenham, is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

We will always challenge misbehaviour and maintain high standards for all pupils. However, we understand that personal circumstances, including SEND, must be taken into account when responding to behaviour and determining appropriate sanctions.

Under the Equality Act 2010 and our Public Sector Equality Duty, we are committed to eliminating discrimination. We will not punish a pupil for behaviour that is caused by their SEND or a mental health issue that amounts to a disability, as this would constitute discrimination."

The Student conduct and Behaviour Policy will be reviewed annually.

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1 Introduction

All members of the London Academy of Excellence Tottenham, (hereafter, LAET) community (students, staff, parents / carers, trustees) are encouraged to make positive choices that benefit themselves and the wider LAET community. At LAET we believe that considering and understanding the consequences of our choices is key to improving our ability to make them. This is the principle that underpins our Behaviour Policy and the expectations that arise from it.

Positive behaviour stems from the values of the school:

- Aspiration
- Endeavour
- Community
- Reflection

LAET also actively promotes the fundamental British Values of individual liberty, democracy, rule of law and tolerance of those with different faiths and beliefs. These values provide the foundation of all our interactions and behaviour of the LAET community.

In order to enable effective learning and teaching to take place, students are expected to adhere to the highest standards of behaviour in all aspects of LAET life. Unacceptable behaviour that does not adhere to the values of the school will always be challenged in a fair, rational and proportional manner. We expect all members of LAET to behave courteously and respectfully towards one another in person, on paper, and when communicating electronically.

LAET recognises the strong relationship between effective learning and teaching, attendance and positive behaviour, and all members of LAET are expected to meet our requirements for each.

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

- Anti-Bullying
- Equalities Objectives
- Safeguarding and Promoting the Welfare of Children
- Admissions
- Curriculum
- Attendance
- Acceptable Use of ICT
- Home-School Commitment

This policy has been written taking into account:

- *School suspensions and permanent exclusions, DfE 2026*
- *Restrictive interventions, including use of reasonable force, in schools' DfE 2025.*
- *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, DfE 2022*
- *DfE guidance Behaviour and Discipline in Schools January 2016,*
- *LAET's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN),*
- *Sections 89-91 of the Education and Inspections Act 2006,*
- *Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline (2005).*

Aims of the policy

The policy seeks to help LAET become and remain a disciplined and supportive community in which all members, irrespective of any protected characteristic under the Equalities Act (2010), appearance or ability, can learn, and feel safe.

The objectives of this policy are:

- to ensure that all members of the LAET community understand their role in contributing to the creation of a safe, stimulating, encouraging and rewarding atmosphere;
- to make clear the standards of behaviour and commitment that LAET expects from students;
- to set out the means by which LAET will acknowledge, praise and reward students when they reach these standards;
- to give a clear, easily understood framework in which students who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate school sanction as appropriate.
- to promote and develop responsibility, self-esteem and self-discipline in students and to enable positive relationships, based on mutual respect, support and safety amongst students.
- to help develop proactive young citizens who give a positive impression of LAET to the wider community and who have an understanding and respect for the fundamental British values and rules needed to live in a vibrant, tolerant and well- ordered society.

Scope of the policy

Most actions and expectations outlined in this policy relate to behaviour at school, both in and outside the classroom, when travelling to and from school, or when engaged in a school activity (at LAET or on a school visit). In some circumstances students' actions outside school may be relevant within the terms of this Behaviour Policy.

Any act by a student which threatens, or could potentially threaten, the wellbeing of any member of the LAET community, or which is damaging or potentially damaging to the good reputation of the school, may require a response from LAET. In accordance with the school's Anti-Bullying Policy, online actions (e.g. insensitive postings, malicious e-mails or texts) will be viewed as actions with the "potential to threaten wellbeing".

Where, in LAET's view, the welfare, safety or continuing education of a student or students requires it, the Deputy Head (Pastoral) (or another senior member of staff at the headteacher's direction) may conduct an inquiry into an event or alleged event arising out of school. The Deputy Head (Pastoral) will exercise discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. LAET reserves the right to impose sanctions upon the conclusion of any such inquiry.

Where students' actions arising out of school are the subject of a police investigation, wherever possible LAET will seek to ensure the continuity and effectiveness of the education of all students. This may require students under investigation to be partly or entirely schooled at home, or separately from other students at given times. LAET will endeavour to set and mark work, and provide such teaching as can reasonably be arranged in the circumstances.

Responsibilities

Students are expected to support and uphold the Home-LAET commitment and this Behaviour Policy. A high standard of behaviour is expected of all students; this applies equally to students with SEND, while taking into account individual need.

Parents / carers are expected to support and uphold the Home-LAET commitment and this Behaviour Policy, by reinforcing LAET expectations.

Staff are expected to abide by the terms and conditions set out in their letters of appointment and their contracts, supporting and upholding the Home-LAET commitment, the Staff Code of Conduct and this Behaviour Policy.

All staff are expected to consistently, fairly and proportionately uphold the behaviour policy at all times in a manner adhering to the values of the school. All staff will consider whether a pupil's SEND has contributed to misbehaviour before applying sanctions and consult with the SENCO when they have concerns about a pupil's behaviour and potential unmet needs

Specific staff responsibilities are summarised below:

1. Tutors – Responsible for setting and maintaining high expectations of attendance and behaviour of their tutor group/ personal tutees including following up on instances of lateness and poor behaviour in conjunction with the Head of Year and subject teachers. Tutors are the

main conduit for home contact and will arrange meetings with parents/carers in accordance with the process outlined in this policy.

2. Deputy Head of Year – DHOYs run daily late detentions, provide bespoke pastoral support for students, supervise study spaces to ensure students' conduct is professional, and set behaviour standards around the school through duties and by providing presence. DHOYs oversee weekly L1 detentions in order to uphold our disciplinary procedures.

3. Head of Year – Responsible for setting and maintaining high expectations of attendance and behaviour of students through the management of the tutors and involvement in more serious misbehaviour in accordance with the disciplinary process outlined in this policy. HoYs oversee weekly L2 detentions in order to uphold our disciplinary procedures.

4. Teachers- Responsible for the setting and maintaining of high expectations of behaviour for learning in the classroom through enforcing the classroom expectations and sanctions as outlined in this policy.

5. Lead Teacher - Responsible for the setting and maintaining of high expectations of behaviour for learning in the classrooms of their subject through the management of the teachers and involvement in more serious breaches of classroom expectations as outlined in this policy.

6. SENCO- Investigate patterns of challenging behaviour that may indicate unmet or unidentified SEND or mental health issues. Work with staff to ensure appropriate support and reasonable adjustments are in place for pupils with SEND. Provide guidance to staff on behaviour management strategies for pupils with SEND. Monitor behaviour data to identify any pupils with SEND who may be receiving disproportionate sanctions

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7. Deputy Head (Pastoral) – Responsible for setting and maintaining high expectations of behaviour and attendance of all students in the school through the management of the Head of Years and involvement in more serious misbehaviour in accordance with the disciplinary process outlined in this policy. Responsible for termly reporting on behaviour incidents to the Governing Body.

8. Deputy Head (Academic) - Responsible for the setting and maintaining of high expectations of behaviour for learning in all classrooms through the management of the Lead Teachers and involvement in more serious breaches of classroom expectations as outlined in this policy.

9. Headteacher – Responsible for the line management of the Deputy Head (Pastoral) through which they are held accountable for maintaining a culture of high expectations around behaviour and attendance, and the ongoing promotion of and compliance with this policy.

2 Rewards and Incentives

LAET will seek to reward students for their attainment, improvement, attendance and exemplification of LAET Core Values by praise, recognition and through House points and awards. Students should be commended for good behaviour. Staff should recognize achievements, inside and out of the classroom, and share such information with other colleagues. Positive behaviour will also be reinforced and encouraged by formal systems.

Details of the reward system can be found in appendix 3.

3 Sanctions

Any student choosing not to meet LAET's expectations of conduct, behaviour, dress, or attendance and punctuality will be choosing a corresponding consequence. There will be a proportionate, graduating scale of sanctions applied with the professional judgement of staff and in line with these guidelines. The purpose of a sanction is to reinforce the reality that actions have consequences. LAET is an environment which seeks to help students learn how to make good choices. Details of the sanction system and LAET's staged response can be found in appendices 1 and 2.

For pupils with identified SEND, we will:

- Consider whether their needs are being adequately met and whether they can effectively access the curriculum before applying sanctions
- Adapt routines and expectations based on their individual needs
- Anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of behavioural incidents
- Work closely with the SENCO to ensure appropriate support is in place
- Apply reasonable adjustments to sanctions where necessary, in line with the Equality Act 2010
- We will not assume that because a pupil has SEND or a disability, it must have affected their behaviour on every occasion. Staff will use their professional judgement for each individual situation.

Where a pupil displays challenging behaviour and does not have identified SEND, we will:

- Consider whether the behaviour may be due to unidentified SEND or a mental health issue
- Flag patterns of challenging behaviour to the SENCO for investigation into unmet or unidentified needs
- Speak to the SENCO if we think unidentified SEND might be a cause of the behaviour
- Be particularly mindful that some groups are less likely to be diagnosed (for example, girls are less likely to be diagnosed with autism than boys, and Asian pupils are less likely to be diagnosed than white pupils)

4 Discipline system

At LAET we understand the fundamental importance of a member of staff having ownership over their classroom or their school, and the behaviours which take place therein. In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Poor behaviour should always be challenged.

Depending on the severity and/or frequency of the poor behaviour the behaviour will also be addressed by Tutors, Heads of Year and/or the Senior Leadership Team. The school's MIS (Bromcom) is used to log all behaviour incidents.

Monitoring and Review

We will monitor the application of our behaviour policy to ensure it is applied fairly and does not discriminate against any groups, particularly pupils with SEND.

The Deputy Headteacher will:

- Analyse behaviour data termly to identify any trends showing disproportionate sanctions applied to any groups of pupils.
- Report findings to trustees and SLT
- Take action to address any disparities identified, which may include:

Additional staff training on inclusive behaviour management

Review of individual pupils' support plans

Adjustments to our behaviour management approaches

5 Dress and Appearance

If a student arrives at school in breach of the dress code (see appendix 4), or is found to be so during the school day, they will be asked to remove the disallowed item (where appropriate) or to change out of the disallowed item into approved clothing before participating in any lessons or school activities (where appropriate). If there is no appropriate clothing in LAET for the student to change into, the student may be sent home to change. Parents/carers will be contacted on the first occasion a student is required to be sent home in relation to a dress code violation, and upon any subsequent digression from the dress code, the student will be sent home to change, and contact will be made with the parent/carer. If this pattern of behaviour is persistent, a meeting will be called with the student, their parents/carers and the Head of Year to discuss further and more serious sanctions.

Any deviation from the dress code due to medical needs/ temporary circumstances must be communicated by parents/ carers to the year team and may be authorised temporarily. Any families requiring financial assistance should be directed to the student services team to

explore support.

6 Use of Mobile phones, Computers, Email and the Internet including Bullying & Cyber-Bullying

Mobile phones and music players are not permitted in the classroom. Mobile phones may only be used if they aid student learning (e.g. via a learning app) under the supervision and instruction of the teacher. Outside of lessons, mobile phones should be used respectfully and in line with relevant policies (Acceptable Use of ICT and Anti Bullying). Students should never film or record any member of the school community without their permission.

For further information on LAET's expectations of students in this context, please see the policy on the Acceptable Use of ICT.

7 Searching students

With reference to *Searching, Screening and Confiscation* (DfE 2022):

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.

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 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items includes:

- knives and weapons;
- alcohol;
- illegal drugs;
- 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: tobacco and cigarette papers; fireworks; and pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is vulnerable to a number of safeguarding issues. The designated safeguarding lead (or deputy) should be informed with a record on MyConcern of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. Any safeguarding concerns which arise through a search will be reported through MyConcern. If a child is deemed to be at risk of harm, a referral to social

services will be made immediately. Following a search, students will be offered pastoral support and any breaches of the behaviour policy in regards to prohibited items will be sanctioned. Parents/ carers will always be informed of a search for a prohibited item and the outcome.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.

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

The member of staff conducting the search will be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule: 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; 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.

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

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. Searches of possessions should be conducted in the presence of another member of staff and the student wherever possible.

7.1 Searching with consent:

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 and students can ask questions.

The power to search students with consent allows a teacher to ask a student to turn out his/ her pockets, bag or locker. If a student refuses to cooperate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a student who refuses to comply with instructions from staff and they will be supervised and kept away from other pupils until an appropriate investigation by the Deputy Head (Pastoral) can take place.

7.2 Searching without consent:

If a pupil refuses to cooperate, 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 the list above. 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.

The following actions should be completed when items are found as a result of a search:

- alcohol may be retained and disposed of appropriately;
- controlled substances (or suspected controlled substances) will be delivered to the police upon the advice of the Safer Schools Officer;
- LAET will judge if stolen items also need to be reported to the police;
- when appropriate, stolen goods will be returned to their rightful owner.

Strip searches would only be carried out by the police and following an assessment by staff whether such a search would be necessary, considering the school's duty to safeguard their pupils and that all other options had been exhausted. Parents would be informed of any strip search by police in advance of such an action wherever possible and the school would ensure the safeguarding of the pupil by referring to the [DfE's 2022 guidance](#) on searches in school in regards to the presence of appropriate adults and after care.

7.3 Searching, screening and confiscation of electronic devices

The school follows the statutory guidance for dealing with electronic details as detailed in *Searching, Screening and Confiscation* (DfE July 2022)

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.

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.

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

If 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.

7.4 Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Schools should inform the individual pupil's parents or guardians where prohibited substances are found.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

8 Confiscation

The Education and Inspections Act 2006 and *Guidance for Schools on Screening, Searching and Confiscation* (DfE, July 2022) make it clear that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of LAET staff may confiscate, retain or dispose of a student's property in order to enforce LAET's Behaviour Policy and to maintain an environment conducive to learning, where the rights of all students to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen being used to distract and possibly harm other students or staff;
- an item that becomes obstructive to learning: for example, a student using a personal music-player or mobile phone in class;
- an item that is against school uniform rules: for example, if a student refuses to take off an unauthorised item of clothing (such as a hooded top) on entering a classroom;
- an item that poses a health or safety threat: for example, any item which may be used as a weapon;
- an item which is counter to the ethos of the school, for example material which might cause tension between one community and another or is illegal for a student to have (for example, racist or pornographic material, alcohol, illegal substances);

In general, items should be confiscated for the duration of a lesson and then passed to the relevant Head of Year. It is the student's responsibility to collect the item at a convenient time for the Head of Year. Where any item is thought to be a weapon, a controlled substance or stolen goods, the police will be informed and it may be passed to them. Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned.

Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious significance to the student. When confiscating items, staff should avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. If confiscation of any item would leave the student only partly dressed then the Deputy Head (Pastoral) would make the

decision on whether the student should be sent home to dress more appropriately.

Restraint and use of Reasonable Force

DfE Guidance 2025 states that all members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff should only put a pupil in **seclusion** (confined to a place away from others and prevents them from leaving) for the safety of that pupil and/or others, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Headteacher to take charge of students, such as unpaid volunteers or parents / carers accompanying students on LAET activities. Force will never be used as a punishment for a child – this is unlawful and unacceptable. LAET also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for children with SEND.

We believe the projected risk of such situations occurring at LAET is low. The provision of specific additional training for staff in the use of force or restraint will be considered if this projection is inaccurate or if a specific risk assessment for a particular student requires it. Nevertheless, LAET seeks to minimise the circumstances whereby such intervention would be necessary by:

- creating a positive, disciplined and orderly atmosphere in LAET and providing students with a clear framework for good conduct;
- providing guidance and encouragement for students, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- fostering positive working relationships between staff and students, creating an atmosphere of mutual respect and trust that is conducive to good order;
- appointing designated pastoral staff within and beyond the tutorial system that students can approach in difficult circumstances and who can help resolve and defuse situations;
- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

The school has a Critical Incident Policy. All staff members are issued with a Critical Incident Protocol, with procedures to be followed in the event of an emergency and contact telephone numbers for the Headteacher and Deputy Head (Pastoral) who will be able to provide advice and support. In circumstances where the member of staff believes that he or she may be at risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

Before using a restrictive intervention with a pupil, staff should consider:

- If it's necessary: there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
- If it's proportionate: staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions
- The pupil's welfare: staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity

Circumstances that could justify intervention may include:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Conduct a search for a set list of prohibited items which includes illegal drugs and weapons by an authorised member of staff. Force cannot be used to search for an item banned only under school rules

Types of physical intervention that a member of staff could consider::

- Passive physical contact, such as standing between pupils or blocking a pupil's path
- Active physical contact, such as leading a pupil by the arm out of a classroom

Restraint is typically used in more extreme circumstances, such as when 2 pupils are fighting and refuse to separate. This might include:

- Holding a pupil back physically
- Bringing a pupil under control

Staff should try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible. Pupils should not be restrained in a way that affects their airway, breathing or circulation. For example, by covering the nose or mouth or applying pressure to the neck or abdomen. If a pupil is unintentionally held on the ground, staff should release them, or re-position into a safer alternative or

standing position as quickly as possible.

Following the incident LAET will:

If appropriate, the pupil(s) and staff member(s) will be **medically assessed and any injuries treated** and recorded.

Record and report the intervention

Pastoral staff will have a **follow-up conversation** with the staff member(s) and pupil(s) involved, to understand what happened during the incident and why, repair and rebuild relationships, and foster a culture of continuous improvement. Sanctions will be applied if appropriate, in line with LAET's behaviour policy.

Evaluate the incident as soon as possible after the event to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how you could avoid using restrictive interventions in future – for example, by amending or introducing a behaviour support plan for the pupil.

Monitor the wellbeing of the pupil(s) and staff member(s) and **provide additional support where needed**. Pupils who witnessed the incident may also need support.

Reporting significant incidents

Members of staff should record the following details:

- The names of the pupil(s) and staff involved
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND and their SEN code
- The time, date, location and approximate duration of the intervention
- Details of any physical injuries
- Any support provided after the incident, including any medical treatment for injuries

If the staff member(s) didn't use reasonable force, include:

- A brief account of why the staff member(s) assessed that it was necessary to use the intervention

If they did use reasonable force, include:

- A brief account of the incident, including what led up to it, any known triggers that were or may have been involved, and any preventative or de-escalation strategies used
- The type of reasonable force and the degree of force that was used
- A brief account of why the staff member(s) assessed that it was necessary to use force

The report should be in writing, and given to the parents/carers on the same day. This will include:

- Time, date location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied, and the degree of force
- Details of any physical injuries and any post-incident support

Following an incident, a meeting will be held with parents/ carers. This will include a discussion about any behavioural triggers for the pupil, what de-escalation techniques were used, and what could be done differently in the future.

LAET will report any incidents of **restrictive interventions and reasonable force to trustees at least annually**.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the Complaints Procedure. Where a member of staff has acted within the law in using force, the Department of Education guidance (July 2013) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by LAET. Careful consideration will be given by the Headteacher and senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action. If a decision is made to suspend a member of staff then LAET will ensure that it fulfils its duty of care to that colleague; options for appropriate pastoral care will be offered, along with access to a named contact who can provide support.

Internal Investigations

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Designated Safeguarding Lead as appropriate. In situations where other services need to be informed, the Headteacher or his designate will attempt to contact the parents / carers to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Deputy Head (Pastoral) as soon as possible. In the event that this is not possible then the staff member should refer it to the Headteacher. The Deputy Head (Pastoral) or their designate will decide the nature of investigation required, usually including conducting an initial interview with the student(s) concerned and by arranging for the student(s) concerned to produce a statement relating to the matter. CCTV cameras may be checked to provide evidence of the facts.

It is important that disciplinary matters, particularly serious ones, are investigated at a measured

pace and that no premature judgments are made concerning the matter. Once an investigation for a serious offence begins it may be necessary for the student(s) concerned to be supervised by a member of staff. Any investigation should be conducted away from the public gaze as far as is appropriate.

When a student is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that the student is expected to tell the truth and that if he/she does not do so then he/she can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the student(s) who made them.

11 Exclusions and suspensions

Exclusion from LAET can be a temporary withdrawal for a fixed term (suspension) or a permanent exclusion. LAET's procedures for dealing with suspension and permanent exclusions are mindful of the guidance *Behaviour and Discipline in Schools* (DfE, January 2016) and *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England* (DfE, July 2022).

The Headteacher and/or Deputy Head (Pastoral) may at their discretion require parents / carers to remove or suspend their child from LAET, if they consider that the child's attendance or behaviour (including behaviour outside LAET) is unsatisfactory and obstructive to learning; obstructive to the maintenance of LAET's stated ethos; and where in the reasonable opinion of the Headteacher and/or Deputy Head (Pastoral) removal is in the best interests of LAET, the student, or of other students.

Suspension or permanent exclusion will only be used as a last resort, particularly for pupils with SEND. Before applying such sanctions, we will endeavour to:

- Fully investigate whether the behaviour is related to unmet SEND or mental health needs
- Consider alternative approaches to manage student behaviour.

Any decision of a school to exclude or suspend will be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

When establishing the facts in relation to an exclusion decision the Headteacher and/or Deputy Head (Pastoral) will 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'.

Under the Equality Act 2010 ("the Equality Act") LAET will not discriminate against, harass or victimise students because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children and children with Special Educational Needs (SEN), this includes a duty to make reasonable adjustments to policies and practices.

Only the Headteacher and/or Deputy Head (Pastoral) has the authority, after proper consideration, to exclude or suspend from LAET any student for a serious or repeated failure to observe LAET's Home-School Commitment.

In line with guidance from KCSIE 2022, where sanctions are required for child on child abuse, safeguarding considerations from the DSL will run in parallel to the behavioural investigation. At all times, the school's decision will prioritise, safeguard and promote the welfare of pupils, working with outside agencies where required.

Following a period of suspension, students will attend a reintegration meeting, with parents invited, to ensure that they understand the impact of their behaviour on themselves and others. This reintegration meeting aims to teach the student how to meet the high expectations of behaviour in line with the school culture, fosters a renewed sense of belonging within the school community and builds engagement with learning.

11.1 Suspension

A suspension may result from:

- A serious breach, or persistent breaches of the school's Behaviour Policy
- A situation where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

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. In exceptional cases, usually where further evidence has come to light, a suspension may be extended or converted to a permanent exclusion.

11.2 Permanent exclusions

A permanent exclusion may result from:

- A severe breach, or persistent breaches, of the school's Behaviour Policy
- A situation where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

An exclusion will, wherever practical, provide an opportunity for the student to present their case before a decision to exclude is taken. Mitigating and contributing factors to behaviour will be considered in any decision.

LAET recognises there are certain groups of students with additional needs who are particularly vulnerable to the impacts of exclusion. This includes students with statements of special educational needs (SEN) and looked after children. The school will, as far as possible, avoid excluding permanently any student with a statement of SEN or a looked after child.

In cases of exclusion for child on child abuse or any incident where a child has a child protection file, the DSL will transfer the pupil's child-protection file to the new school:

- Within 5 days for an in-year transfer, or within the first 5 days of a new term

This child-protection file will be transferred separately from the main pupil file, securely and with confirmation of receipt.

11.3 Reporting suspensions and exclusions

In the event of a suspension or permanent exclusion of a student, LAET will, without delay and within 2 school days, notify parents/carers of the exclusion and the reasons for it. LAET will provide parents with the following information in writing in addition to a discussion in person or on the phone in the first instance:

- the reasons for the exclusion;
- the length of the exclusion or, if permanent, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the student may be involved in this;
- how any representations should be made;
- and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

LAET will ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

11.4 Notifying governing body, local authority and social workers

The local authority will be informed without delay of all school exclusions and suspensions regardless of the length of the exclusion. Notification will include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion, the fact that it is permanent. For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay.

Within 14 days of a request, the governing body will provide to the Secretary of State information about any exclusions within the last 12 months.

Additionally, if a student has a social worker or is a Looked After Child (LAC), their social worker/ Virtual School Head (VSH) will be informed of all suspensions and exclusions and any cancelled suspensions and exclusions. In such instances, the VSH and social worker will also be invited to participate in any governing board meetings and independent review panels (IRPs).

For all other exclusions, the school will notify the governing body once a term. Trustees have a duty to scrutinise suspension and exclusions data to ensure that no groups of students are unduly affected and that such sanctions are used appropriately.

11.5 Removal from school roll

The school will remove a student's name from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing body's decision to uphold a permanent exclusion and no application has been made for an independent review panel

Where a student's name is removed from the school register and a discrimination claim is subsequently made, the First-tier Tribunal or County Court has the power to direct that the pupil should be reinstated.

11.6 Trustee Review Panel Hearing

Within 15 school days of the Headteacher's decision to exclude, a panel of Trustees will convene to review the Headteacher's decision for:

- All permanent exclusions
- All suspensions totalling more than 15 school days in one term
- Any suspension at the parent's request

The panel will consist of a minimum of 2 serving Trustees and a clerk. The Chair of Trustees will oversee the makeup of this panel and approve the panel has the authority to review the decision. No members of the panel will have been involved in the incident prior to the hearing. The Trustee chairing the panel will have attended exclusion training.

The panel will review the Headteacher's decision under the criteria of being lawful and in accordance with the school's policies. The panel has the authority to reinstate the student or

uphold the Headteacher's decision. In the case of suspensions under 5 days in a term, the governing body must consider any representations made by parents but does not have the power to overturn the Headteacher's decision.

The panel will normally convene within the school. Parents have the right to make representations to the panel in the form of a letter addressed to the panel care of the Headteacher. This should be submitted 48 hours prior to the hearing.

Parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend. Students are permitted to attend and will have an opportunity to present their case. Additionally the school should invite the child's social worker if the child has one, **and** the VSH if the child is a LAC

One Trustee will chair the hearing. All Trustees will be provided with a copy of the school's Behaviour Policy, and all relevant paperwork.

The Headteacher, parents/carers and any representative should enter the hearing at the same time with only the Trustees and Clerk in the room. The Headteacher or his designate will present the school's case. The parents and student have an opportunity to respond. The panel may ask any questions at any point during the hearing. Relevant members of staff may also be invited to be part of the hearing. The panel will inform the school and the parents and student of their decision within 48 hours of the hearing.

11.7 Exclusions, Complaints Procedure and Appeals

This information should be read in conjunction with the School's Complaints Procedure. Where legally required to consider an exclusion, the governing body must notify parents, the Headteacher and the local authority of their decision, and the reasons for their decision, in writing and without delay and within 2 school days. Where the student resides in a different local authority from the one that maintains the school, the governing body must also inform the student's 'home authority'.

In the case of a permanent exclusion the governing body's notification must also include:

- The fact that it is permanent.
- The following information:
 - That if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.
 - That a claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which the pupil was excluded.
 - Please refer to appendix 5 for a summary of the governing body's duties to review the Headteacher's exclusion decision

Appendix 1: Guidance on whole school Sanctions and the LAET Pastoral Stage System

Any member of staff issuing a student with one of the below sanctions, must ensure that it is logged on the school's MIS (Bromcom). This information is vital to help the academic and pastoral teams intervene as soon as possible where necessary.

Sanction	Process	Examples of cause (This is not an exhaustive list)
Call back	- Given for minor breaches of school rules - Can be given by any member of staff - There is no 'detention' associated with this sanction, but it puts the discussion on record.	One-off minor school dress code breach e.g. not wearing a school lanyard in the first instance First instance of breaching classroom expectations e.g. homework not completed adequately, lesson equipment missing, late to lesson.
Directed Study	- Given for academic concerns and overseen by department - Given by a subject teacher - Student provided with an opportunity to complete / improve work under department supervision.	- Missed deadlines - Incomplete/ unsatisfactory work - Persistent disorganisation (e.g notes missing from subject folder) <i>Failure to attend a Directed Study issued by the department will lead to an L1 detention (see below).</i>
L1 detention (30 minutes)	- Typically a result of more persistent misbehaviour - Can be given by any member of staff - Overseen by DHoY	- Continued failure to meet classroom expectations e.g. second instance of homework not handed in on time or to an adequate standard/ missed Directed Study - Continued failure to adhere to school expectations such as school's dress expectations e.g. second instance of dress code infringement, - Non- adherence to LAET Core Values e.g. not exemplifying respect with peers or staff
L2 detention (1 hour)	- Given by DHoY or HoY - Given for persistent or serious breach of school expectations - Overseen by HoY	- Persistent breach of school expectations e.g. serious or continued breach of LAET Core Values, continued failure to meet dress expectations - Truancy - Disrespect or defiance - Removal from a lesson

L3 detention (2 hours)	• Given by a senior leader • Given for persistent or serious breach of school expectations	• Any action that could be perceived as discriminatory or causing offence
Internal suspension	• Given by a senior leader • Given for persistent or highly serious breach of school expectations	• Typically a consequence of serious misconduct, such as providing false information to staff or to parents, fighting, or refusal to follow instructions • Extended truancy • Failure to meet school expectations after a series of previous sanctions and support structures • A serious breach of school expectations e.g. smoking in school vicinity
External suspension	• Given for persistent or substantial breach of school expectations • Authorised by the Headteacher	• Failure to meet school expectations after a series of previous sanctions and support structures • A severe breach of school expectations e.g. bullying/ fighting.
Permanent exclusion	• Given for persistent or severe breach of school expectations • Exclusion hearing takes place • Given by the Headteacher	• A substantial breach of school expectations • Persistent breaches of school expectations after a series of previous sanctions and support structures; • Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, e.g. actions that cause or threaten significant harm to others in the school community, systematic bullying (including physical and online versions), use of drugs, theft, other unlawful/criminal acts • Activity that brings the school into disrepute

NB- **LAET bursaries** are offered to eligible students who demonstrate exemplary behaviour, attendance and punctuality. Where students are in receipt of the LAET bursary and behaviour, punctuality or attendance is of concern, LAET reserves the right to suspend bursary payments.

Pastoral Stage System

A student may be placed onto the **Pastoral Stage System** if:

They have been late three times in a half term and punctuality is a concern; or
Their attendance falls below 95% and is a concern; or
They have received more than three detentions/ directed study sessions in a half term; or
They have missed detentions - 2 missed minor detentions (Directed Study, L1) in a term or 1 missed 'major' detention (L2, L3)
They have been flagged by a member of staff for persistent concerns, including in Personal Development

Stage One

- A meeting will be called between the student and the personal tutor/ Deputy Head of Year where the student will be set specific targets.
- Parents/carers informed of targets by phone call.
- Targets reviewed between student and tutor/ Deputy Head of Year after a period of up to half a term with the outcome shared with parents/ carers.
- If there is no improvement the student will then move onto stage two of the Pastoral Stage System.

Stage Two

- The Deputy Head of Year/ Head of Year will contact the student's parents/carers by phone.
- At this stage, any student in receipt of LAET bursaries will meet with the Student Services Officer and their bursary may be suspended at the discretion of their Head of Year.
- Further targets will be agreed to be reviewed after a period of up to half a term and the outcome shared with parents/ carers.
- If there is no improvement the student will then move onto stage three of the Pastoral Stage System.

Stage Three

- An Assistant Headteacher will call a meeting with the parents/carers to discuss the student's progress and set targets.
- An Assistant Headteacher will issue a behaviour contract to be signed by the student and parents/ carers and saved on the MIS. They will also notify the Deputy Headteacher (Pastoral) and the students' teachers and tutors.
- Following a review of the behaviour contract within the period specified, if there is no improvement the student will then move onto stage four of the Pastoral Stage System.

Stage Four

- The Deputy Headteacher (Pastoral) will invite parents/carers of the student and the student to attend a formal meeting.

- The Deputy Headteacher (Pastoral) will issue a contract to be signed by the student and parents/carers and saved on the MIS.
- Failure to meet these targets within the period specified may result in the student being withdrawn from public examinations and their place at LAET may be in doubt.

Where a student has been placed on a Stage Four contract and concerns continue, LAET will take the following actions:

1. Remove the student from public examinations; and/ or
2. Take the student off roll

In exceptional circumstances, the Headteacher reserves the right to direct the Head of Year to move to Stage Three or Four where there are serious concerns around attendance/punctuality or behaviour.

Major Misconduct

Where a student has carried out a major misconduct the student/s will be reported directly to the Headteacher who will impose an appropriate sanction in the circumstances in line with the LAET suspensions/ exclusions policy.

Appendix 2: Disciplinary processes

Within lessons:

Student action	LAET staff action	Detail
Student breaches classroom expectations	Issue rule reminder	"X, my expectation is as follows, so you need to... Thanks for correcting it." Allow the student the time and space to self correct and move on swiftly.
Student fails to respond to rule reminder	Issue verbal warning	"X, I have explained my expectations and you have not self-corrected. This is a warning. If you don't correct this you are choosing the consequence." Allow the student the time and space to self correct and move on swiftly.
Persistent or serious breach of classroom expectations	Request removal from lesson	Email oncall@laetottenham.ac.uk

Outside of lessons:

Student action	LAET staff action	Detail
Breach of LAET expectations. Including: • <i>Incorrect uniform including lanyard or tie</i> • <i>Poor conduct in a corridor or study space</i> • <i>Inappropriate language anywhere in the school</i>	Issue rule reminder	"X, at LAET we expect... because... so you need to... Thanks for correcting it." Allow the student the time and space to self- correct and move on swiftly.

Student responds poorly to a rule reminder or displays disrespect	Issue callback	"X, I have explained my expectations and you have not self-corrected. This is a warning. If you don't correct this you are choosing the consequence." Allow the student the time and space to self- correct and move on swiftly.
Persistent or significant disrespect to any other member of the LAET community	Arrange L1 detention	If behaviour continues, student will be referred to the stage system (see below)

Appendix 3: Guidance on Rewards

We seek to recognise and reward achievement and effort at every opportunity at LAET. There are certain formal reward structures that exist to support this, but this also manifests in a constant environment of praise and recognition for students. Some of the formal reward structures for students include:

Prize giving

Annual prize-giving ceremony with book vouchers awarded for academic, co-curricular and House achievements.

House Points

House points can be achieved for positive contributions by any student. The House cup is awarded at the end of each term.

Attendance recognition

Students with 100% attendance and punctuality to be recognised and praised.

Core Values

Termly awards as chosen by Heads of Year and subject teachers.

Department and House Celebration

To support the culture of praise and achievement, departments and houses will create efforts to explicitly acknowledge and reward students. Examples of this could be:

Student of the week in each subject who receives the Department cup with the name on a notice board.

Attendance tracking for each Tutor group, with the Tutor group celebrated on the House notice board.

Celebrating high effort grades in termly assessments.

Appendix 4: Dress and appearance (From Student Handbook)

Expectations

LAET dress is smart and professional, and as a general principle you should dress as you would in a formal place of work.

Advice

If in doubt about what to wear to school, try to apply common sense: if an item of clothing is more suitable for an outing to the beach, a trip to the park or an evening out with friends, it most likely won't be suitable for school, so don't wear it! Take pride in your appearance at all times when you are at school. If you're ever unsure, have a quick word with your Tutor, Deputy Head of Year, or Head of Year who will be able to guide you.

If you find it more comfortable to travel to school in footwear not listed in our policy, you are advised to leave a pair of smart school shoes in your locker so that your appearance always meets the dress code standards.

LAET staff reserve the right to make decisions regarding acceptable items of clothing and appearance. Students who fail to meet these expectations may be asked to return home to change and persistent failure to adhere to the dress code will lead to sanctions.

Guidance

All students must wear smart attire and must be easily identifiable. This means that:

- All students must wear their LAET lanyard and ID card at all times. In the event of loss or damage, replacement lanyards can be provided free of charge but replacement ID cards must be paid for (currently £5) and requested by the student through the online store.
- Trousers must be smart. Denim or casual trousers are not permitted, Leather trousers (or similar) are not permitted.
- Tops must be smart, e.g. shirts, blouses or polo shirts. Smart T-shirts (e.g. crew neck) without large logos are also allowed. Baggy/ sports-type T-shirts/ cropped tops are not permitted.
- Shoes must be smart and appropriate for a place of work. Trainers are not permitted with the exception of smart, plain fully black leather trainers (such as Black Air Force 1 styles). Open toe shoes are not permitted, and students should note the importance of this guidance when entering a science laboratory.

**Where there is an issue that requires a deviation from this guidance, parents/carers should contact the studentservices@laetottenham.ac.uk to explain this. Students must seek permission from Student Services desk and they will be granted a temporary dress code pass. Students who need to wear trainers on long term medical grounds should wear plain black trainers.*

Optional items

- Students may wear a smart suit jacket or blazer. V-neck, or round-neck jumpers are also allowed, though these must be smart, and not branded. Sportswear is not permitted.
- Dresses, when worn, must be smart, and appropriate for a work environment.
- Skirts, when worn, must be smart and of a reasonable length.
- Jewellery and make-up, when worn, should be appropriate for a workplace.
- Ties are optional.
- Outer coats are permitted, but are not to be worn in lessons or assembly. Where exceptional circumstances apply, students must follow the guidance of their teachers and/or tutors.
- Smart shorts are permitted (not sportswear). Students choosing to wear shorts should continue to wear smart shoes.
- Where students choose to wear face coverings temporarily for medical reasons, these must be plain, in

a single colour and without writing.

Items not permitted

- Denim or casual trousers (e.g. khaki pants with pockets)
- Tracksuit tops or hoodies
- Branded wear (e.g. sportswear) or clothing that bears any slogan or political statement
- Trainers in any colour
- Denim or leather clothing
- Beanie hats and caps
- Vest tops
- Headphones should not be visible around school with the exceptions of the study space and social spaces at break/ lunch.

Dress code for examinations

During the study leave period for both internal and external examinations the dress code remains in place. LAET reserves the right to send students home if their choice of dress is not in line with the policy.

Dress code for hot weather

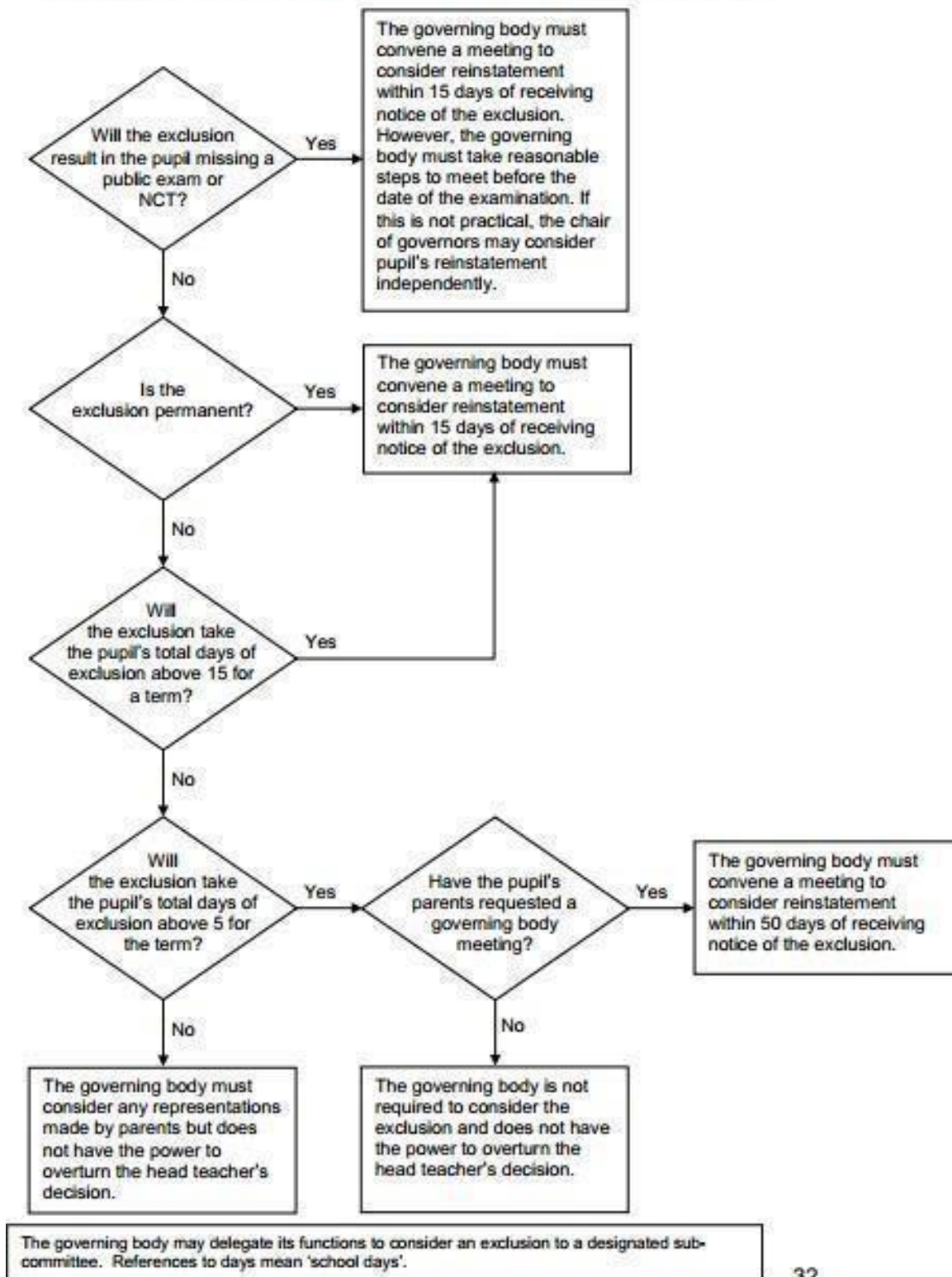
In exceptional weather conditions, the Senior Leadership Team may choose to relax the student dress code. The terms of this, including duration will be communicated to parents/ carers. The LAET student dress code applies at all other times.

Policy review procedure

This policy will be reviewed annually with the Student Council in conjunction with the school's Diversity and Inclusion lead to ensure that our approach remains fair and reflects the wishes of our student body.

Appendix 5: A summary of the governing body's duty to review the headteacher's exclusion decision

Annex A – A summary of the governing body's duties to review the head teacher's exclusion decision



Appendix 6 – Substance abuse policy

Aims and Purposes.

We have a duty to ensure that our environment is a safe one and conducive to study for all our students and staff. Through this policy, LAET aims to ensure our students are aware of the risks inherent in involvement with illegal drugs, substance and alcohol abuse through:

- Ensuring compliance with the criminal law.
- Helping develop in all our students the moral courage to reject anything that is potentially harmful to their health, integrity, independence, future prospects and respect for the law.
- Creating a culture within the school in which all staff and students understand their responsibilities towards one another to safeguard and protect themselves and each other.
- Providing an environment in which all students and staff can work in safety, and which reflects the ethics discussed in our PSHE programme.
- Providing a framework for support and confidential counselling.
- Providing a clear and firm disciplinary framework for dealing with students who infringe the policy in any way.

LAET recognises that whilst there is a reputational consideration to bear in mind whenever there is an instance of substance misuse, our primary focus should always be the wellbeing of the young person involved.

Definitions.

Within this policy, the following definitions will be adhered to throughout:

- **Illegal substance:** Any substance that is prohibited by UK law (for example, any illegal drug). This would also include any substance that has age restrictions placed upon it, for example Alcohol (which for the majority of our students is an illegal substance and is therefore considered as such.)
- **Dangerous:** This term is used to incorporate substances that may not be prohibited by law but may be considered dangerous. For example, in large quantities, paracetamol would be considered dangerous; equally a prescription drug such as Xanax that is brought into school without the consent of a legal guardian and without notifying the school SENDCO would be considered dangerous.
- **Drugs:** means all illegal drugs, including the abuse of prescribed drugs.
- **Involvement with drugs:** means possession of, use of, supplying and dealing in drugs, substances that resemble drugs or the paraphernalia of drugs use.
- **Suspicion:** means a reasonable suspicion on the part of the Head teacher or their designate.

Scope of Policy.

This policy aims to outline how the school would respond in any instances of substance misuse by any student enrolled at LAE Tottenham. This therefore includes the measures to be taken

when:

- The school has a suspicion that a student has an involvement with drugs due to changes in their conduct or presentation, or following a concern raised by a peer or staff member.
- A student is alleged to be in possession of an illegal or dangerous substance on the school premises.
- A student is found in possession of an illegal or dangerous substance on the school premises.
- A student or students misuse an illegal or dangerous substance on the school premises.
- A student is accused of or found to have been involved in the misuse of illegal or dangerous substances outside LAE Tottenham.

Educational Aspects.

- 1 All students will receive a thorough education about the risks involved in involvement with illegal drugs, substance and alcohol abuse. This part of the curriculum to be delivered primarily through the Personal Development program, with support from relevant outside specialists where possible.
- 2 All members of staff should receive regularly updated training about illegal drugs, substance and alcohol abuse through the school's annual safeguarding training in order that they can respond appropriately to students seeking individual advice and recognise the warning signs of all the above.
- 3 LAE Tottenham will extend its education programmes in this regard to all parents who wish to participate, and encourage such participation, in order to work in partnership with parents.

Confidential Counselling Aspects.

- 1 Parents or guardians are invited to discuss drug-related issues on a confidential basis with appropriate members of staff.
- 2 Students are encouraged to discuss anxieties about drugs, substance and alcohol abuse with appropriate members of staff. All students have access to the Emotional Wellbeing and Mental Health Lead, who may meet with students on a 1:1 basis to discuss concerns around substance misuse. Whilst it is difficult to mitigate for every possible confidential discussion a student may enter into regarding substance misuse, LAE Tottenham would expect staff involved to follow the guidance as outlined below:

Student disclosure	LAE Tottenham staff response
Parental addiction to alcohol or drugs	• Update DSL • Pastoral support plan • Access to school counselling services • Referral to social services

Recreational/ exploratory misuse of illegal/ dangerous substances outside school	• Update DSL • Access to counselling services • Parent meeting
Concern about a student that a peer believes to be affected by or at risk from substance misuse	• Update DSL • Access to counselling services
Disclosure of a developing addiction to a substance	• Update DSL • Access to counselling services • Parent meeting • Referral to external services

Disciplinary Aspects.

1. LAET will investigate any suspicion regarding involvement with illegal drugs, substance or alcohol abuse, in liaison with a range of agencies that can support the student. The police may be informed and made aware, and LAET will seek to develop partnerships with the police that emphasise the wellbeing of our students whilst also helping to foster an understanding and respect for the law.
2. Under normal circumstances, any student who is found to have illegal drugs in his or her possession will receive a lengthy suspension from the school, in addition to access to appropriate support services. Similarly, any student charged and convicted of having been involved in illegal drugs off the LAET premises should expect to receive a lengthy suspension.
3. Any student who is found to have supplied drugs to others either on LAET premises, outside of school or on LAET trips will be permanently excluded.
4. Any student who is found to have abused substances on LAET premises or on LAET trips may be liable to permanent exclusion on first offence.
5. Where it has been deemed appropriate by the Head teacher to avoid permanent exclusion, a supportive programme will be implemented, involving partnerships with external agencies.
6. Alternative sanctions, depending on the individual circumstances, at the sole discretion of the Head teacher after consultation with the Chair of Trustees, may include a suspension or a serious warning.
7. Under normal circumstances, any student found in unauthorised possession of alcohol or under the influence of alcohol on school premises, will be temporarily suspended.

8. Any student found to be bringing the LAET into disrepute through being under the influence of alcohol off school premises will be liable to a severe punishment up to permanent exclusion.
9. Disciplinary measures may also be taken for conduct outside LAET which risks damaging LAET's reputation, or which leads to police prosecution and conviction.

Appeal Process

The parents of a student subject to permanent exclusion for the reasons outlined above, who feel that the sanction is inappropriate, should refer to the exclusion section of the Behaviour Policy