ST GEORGE'S ACADEMY

BEHAVIOUR POLICY

1. Rationale

This Policy relates to the Behaviour Management Procedure which governs behaviour. The policy outlines the manner in which student behaviour will be managed and relates to the following legislation: Education Act 1996; Education and Inspections Act 2008; Section 93, Education and Inspections Act 2006, DFE Discipline and Behaviour in schools January 2016.

Please also refer to the Anti-bullying Policy and the Child on Child Abuse Policy. Our Child on Child Abuse Policy clearly states that we do not tolerate verbal, physical or sexual harassment.

St George's Academy has a mission to provide an excellent education for all students. This will be best achieved in an ordered environment where there is mutual respect for all partners; trustees, governors, teachers, students and parents. All students have a right to a safe and secure environment. A detailed statement about the contribution of all partners is contained in the Home School Agreement (Appendix A of the Behaviour Procedure).

All students are expected to:

- Behave well in lessons
- Show respect for all members of the Academy community
- Have high personal standards
- Show respect for Academy property
- Show respect for all members of the community on journeys to and from school

(Appendix B of the Behaviour Procedure)

2. Objectives

Behaviour Management:

The behaviour of the students in and out of lessons is crucial in creating the optimum environment for learning. The best behaviour is good behaviour which comes from the students themselves: internalised values that do not require teacher supervision and which are apparent around the Academy as students move from lesson to lesson. Our programme of Life Skills and the role models staff provide for children help in this respect. This policy aims to promote our Academy values which include respect and tolerance.

However, students do also require managing and their behaviour moderated by Academy procedures, both in and out of lessons. All staff are expected to be able to manage behaviour. One of the keys to successful behavioural management is for all staff to have high expectations of their students and for all staff to follow Academy procedures so that students do not have widely fluctuating experiences between different lessons.

'Aiming High' is pivotal to all our activities, both standards of behaviour and work. A positive reward system encourages students to always give of their best and a structured sanction system helps to correct any unacceptable acts or omissions. All students should have equal access and with equal regard. No student must be prevented from achieving his or her personal best by another student.
(Appendix C of the Behaviour Procedure)

Students are also expected to act as good ambassadors when they are in the community both before and after school. Poor choices in behaviour will lead to appropriate consequences.

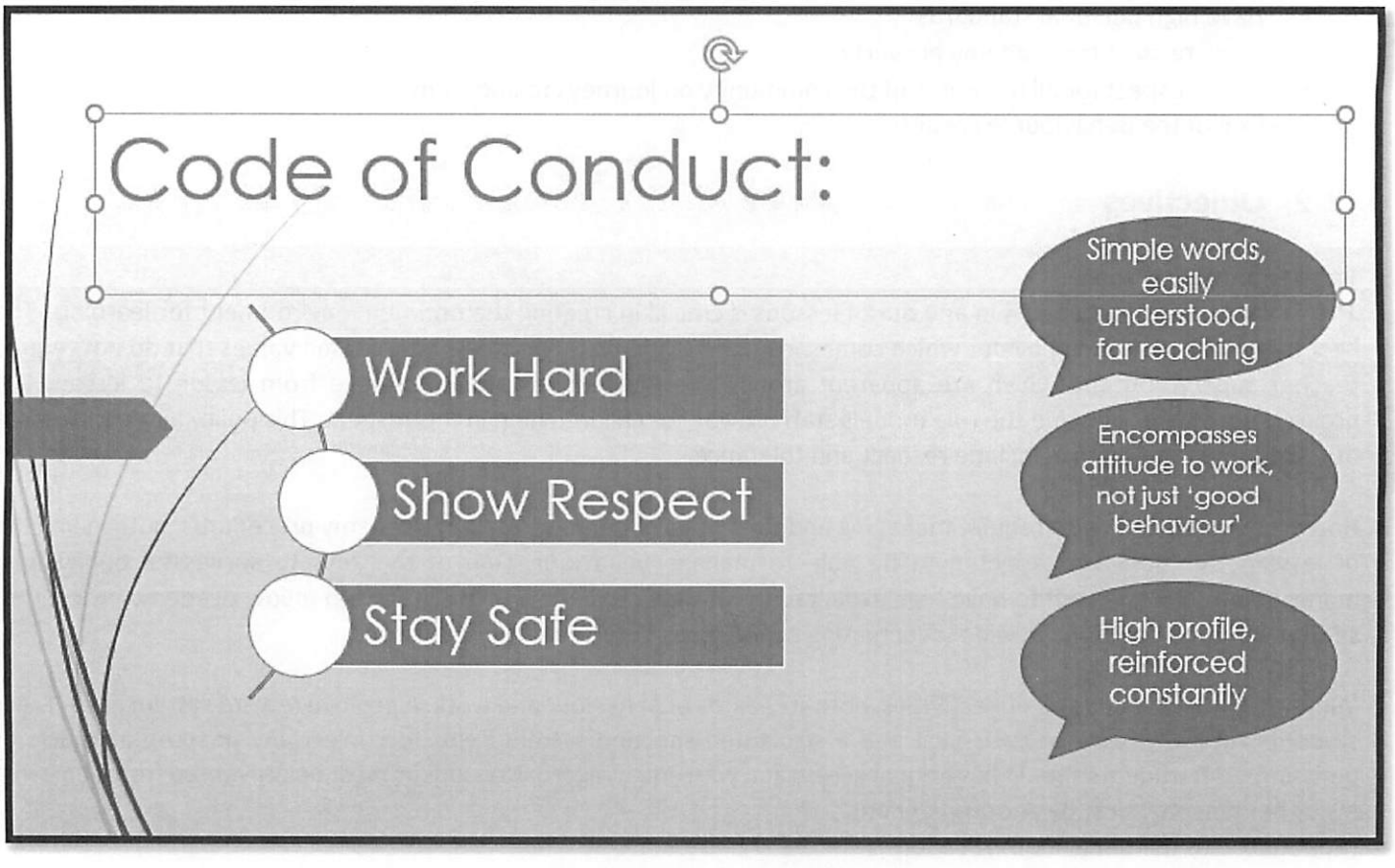
Vulnerable Students:
Some students may be vulnerable to the poor behaviour of others. Staff should be alert to this issue and ensure adequate supervision of their work and duty areas at all times. There are a number of staff who support vulnerable children:

- Form Tutor
- SENCO / Teaching Assistants
- Leicester Street / outside agencies
- Student Progress Managers (SPM)
- Senior Leadership Team

Staff should ensure that any vulnerable child receives the appropriate support, liaising through the SPM. Staff should be aware of the need to make suitable adjustments to our Behaviour Policy for vulnerable children.

3. Guidelines

All students are expected to behave well in lessons so that all students can achieve their personal best.



Key standards and routines relating to behaviour are:

- Students should follow the instructions of all adults in the school
- Students should not talk when other students or staff are talking. Students should listen attentively to the teacher and to other students
- Students should not chat whilst they are working unless it is part of the activity
- To ask or answer questions students should always put their hand up; they should not call out
- There should be no food eaten in the classroom and no chewing gum should be in the Academy
- The use of mobile phones in the Academy is strictly forbidden. All communication between students and home must be through the student support office
- Water ONLY is allowed to be drunk in class in certain faculty areas
- There should be no physical or verbal intimidation of other students
- At the end of the lesson all students should wait to be dismissed

Show respect for all members of the Academy Community:
All members of the Academy community must be able to learn without worrying about verbal or physical abuse from other people.

Key points are:

- Students must respect other people for who they are
- Never verbally or physically abuse anyone
- Think before you act and make sure your behaviour is not likely to endanger others
- Be truthful and responsible for your own actions
- Never use Technology in a way which may be hurtful to others

Refusal to follow instructions:
On the occasion where a student does not follow instructions a consequence will be issued in line with our code of conduct. In a situation where a student absolutely refuses to follow instructions and all possible support has been given it may lead to a suspension from school. On return to school there is still an expectation for a student to complete time in our RRR (Reflection & Resolution Room).

Suspension is only used for exceptional poor behaviour, as an Academy we prefer to support parents and issue an inclusive consequence within school. Some students prefer to go home to avoid a consequence which is not acceptable.

Have high personal standards:
High expectations lead to high standards.
The key areas are:

- Students must always wear the correct uniform and maintain high standards of personal appearance
- Always try to attend the Academy. Arrive punctually and properly prepared for all Academy activities
- Move around the Academy site quietly
- Students must always be in possession of their conduct card and planner
- Record all homework carefully in your student planner and hand all work in on time
- Do not smoke/vape or bring alcohol onto the Academy Campus
- Do not bring illegal substances onto the Academy Campus

Our uniform guidance is clear and discussed regularly in school with students. Our skirt rule states that our second warning is the final warning and a third repeat occurrence will lead to a student being directed to wear trousers for a full term. Skirt length concerns include a rolled up skirt or one shortened after purchase deemed as inappropriate. Conduct cards will have been signed and warnings issued.

Show respect for Academy property:
All students are entitled to learn in a pleasant environment and must treat with respect the facilities provided.
Key points are:

- Do not drop litter and pick up any litter which is dropped by other people
- Only eat and drink in the designated areas during morning break or lunch time
- Always try to avoid causing any kind of damage. Accidents will occur and must be reported to a member of staff immediately

Show respect for all members of the community on journeys to and from school:

- Students should consider the general public and ensure their behaviour is acceptable and seen in a positive light
- Students should be considerate and polite to everyone around them

Praise and Rewards:
Students respond to positive encouragement as most people do.

The type of rewards available are reviewed annually via the Academy Council to ensure they offer real incentives for the students. These include:

- Praise from staff
- Comments in books
- Displays of work
- House points, badges and certificates
- Public recognition in year group assemblies
- Academy reward system
- REWARD SHOP where reward points can be traded in for a range of items
- Postcards and letters home to parents
- Involvement in school trips
- Termly/Annual Rewards
- Principal's commendation
- Prize-giving Evening

Our Academy reward system is linked to our Academy values:

Respect **Teamwork** **Resilience** **Opportunity** **Ambition** **Excellence**

Students can collect reward points in one of a number of ways:

- Day to day in class (1 point)
- Weekly via form tutors (1 point)
- Termly via Student Progress Managers or SLT (10 points)
- Termly for 100% attendance (20 points)
- Termly for 98% attendance (10 points)
- Interims – all effort grade 1s (10 points)
- Interims – each 1* for effort (10 points)

Collecting Points

The Academy is named after St George, the patron saint of England and a dragon slayer. Each value has a different dragon.

Points are awarded electronically. The number of points awarded can be checked in the reward shop, the library and on the Academy student intranet site. Reaching a certain number of points in each value will cross a threshold and receive recognition as follows:

- 10 points = Dragon Postcard
- 20 points = Student Progress Manager's Dragon Certificate and letter home
- 30 points = Principal's Dragon Pin Badge and letter home

How to Earn Points

Below are examples of how to earn points in each of the values. This list is not exhaustive, but gives an indication of the kind of behaviours and qualities which will receive recognition.

Respect

Day to Day in Class (1 point)	Excellent conduct; Taking pride in work; Tolerance
Weekly in Form (1 point)	Respectful behaviour; Always polite
Termly from SPM (10 points)	Outstanding book scrutiny; Clean conduct card

Teamwork

Day to Day in Class (1 point)	Contribution to group work/discussion; Supporting classmates
Weekly in Form (1 point)	Good teamwork; Contribution to form activities
Termly from SPM (10 points)	Outstanding contribution to form/council/team/charity event

Resilience

Day to Day in Class (1 point)	Display resilience/determination; Excellent approach to making improvements; Problem solving
Weekly in Form (1 point)	Displaying resilience
Termly from SPM (10 points)	Overcoming notable challenge; 100% attendance

Opportunity

Day to Day in Class (1 point)	Excellent participation; Maximising pace of learning; Wider reading
Weekly in Form (1 point)	Taking part; Volunteering
Termly from SPM (10 points)	Sustained participation in extra-curricular;

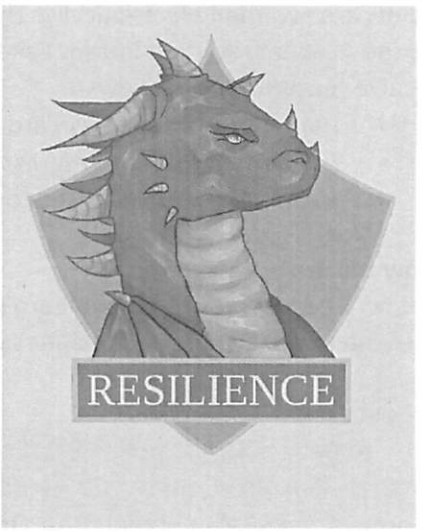
Ambition

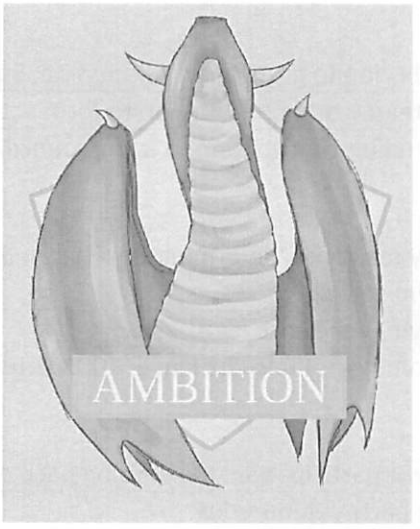
Day to Day in Class (1 point)	Aiming high to complete extension work; Undertaking additional independent work; Demonstrating leadership
Weekly in Form (1 point)	Aiming high
Termly from SPM (10 points)	Outstanding participation in competition; Attending weekly after-school sessions; Every 1* on interim

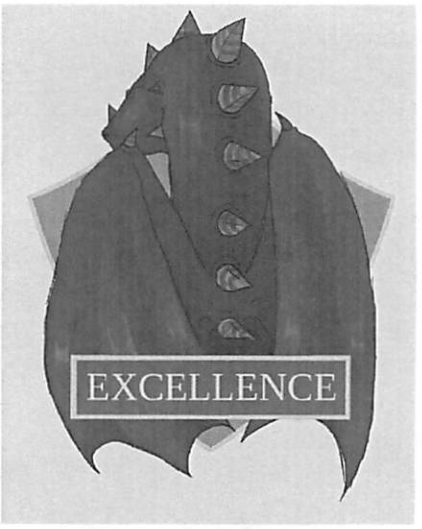
Excellence

Day to Day in Class (1 point)	Academic achievement; Excellent attitude to learning; Excellent role model
Weekly in Form (1 point)	Outstanding, notable action
Termly from SPM (10 points)	100% effort 1 on interim; Every 1* on interim

St George's Dragons:







Strategies for responding to unacceptable behaviour:
A member of the pastoral team is responsible for inducting students in the expectations of the Academy, and our code of conduct, thereafter sustaining the basis of good discipline and responsible behaviour.

If the behaviour is not linked to learning difficulties or is not resolved through support, then normal sanctions will apply. Each case will be treated individually and specific circumstances taken into account.

For students who demonstrate unacceptable behaviour, the following ladder of consequences will be implemented. This consists of three simple rules, Work hard, Show respect, Stay safe. The Ladder of Consequences is as follows:

Step 1: Verbal Reminder

The teacher will discuss an issue with the student and remind them that there will be further consequences if the behaviour continues. If the student makes the expected improvement in the lesson, then the teacher will recognise and praise this.

Step 2: Formal Warning and Teacher Restorative Conversation

This means the student has continued to disrupt learning for themselves and others. They will be issued with a formal warning and will have a teacher restorative conversation. It will be logged on MCAS for the parent's information.

Step 3: Departmental Removal and Departmental Detention

If the behaviour persists, the student will be removed from the lesson to prevent further disruption to the learning of others. They will be required to work in the back of a different classroom and will be issued with a 30-minute LUNCHTIME departmental detention. Parents will see this on MCAS and they will also receive an email or phone call to explain the issue. This means you can support with a reinforced message at home.

Step 4: SLT Removal and Classroom Withdrawal

If the student disrupts the departmental removal room, or has a second departmental removal in one day, a member of the Senior Leadership Team will remove them and they will be placed in classroom withdrawal for either the remainder of the day, or for the following day. Note that students who display unsafe or highly disrespectful behaviour in a lesson, will go straight to step 5 without passing through other steps. Depending on the incident, this could result in suspension.

Senior Leadership Detention
In addition to the ladder of consequences, the Academy runs a Senior Leadership (SLT) Detention for 1 hour on a Friday night. Students may be placed in SLT detention for one of the following reasons:

- Missing or full conduct card
- Failure to attend a Student Progress Manager Detention

If a student does not attend an SLT detention on a Friday night, parents will be informed and students will be issued with an escalated consequence of a Parent Escorted Detention on a Wednesday from 5pm – 6pm at the Sleaford Campus.

A member of the Senior Leadership Team will speak to parents ahead of this consequence to discuss how they can ensure their child attends the second chance at the SLT detention – we want to work together to avoid a student ending up in a Parent Escorted Detention, which should be seen as a last resort in terms of the ladder of consequences.

Refusal to Comply

All students should follow the instructions of all adults in the school and refusal to do so are dealt with through the ladder of consequences as already outlined. However, the Academy will not accept responsibility for the safety of a student who refuses to follow the instructions of a senior member of staff. As such, parents will need to collect the student and a one-day suspension will be issued. The consequence for this is then followed by a Parental Escorted SLT detention as outlined above.

The VAST majority of our students meet our expectations which makes these negative consequences by no means inevitable. The positive consequences outlined in the rewards section are entirely possible. All students need to adhere to the code of conduct for the sake of the learning environment for all students, but most importantly to improve their own life chances.

We understand that after-school detentions present some parents with some logistical difficulties. It is worth noting that the government states:

Department for Education	**Detention** Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given.

The Academy takes a much more supportive approach with our parent body. Due to our rural setting, we will always give parents 24 hours' notice of an after-school detention. To aid parents in supporting the school by reinforcing the message at home, we will always give parents the reason for the detention and this will be communicated on the consequence sticker and/or by phone call.

We do, however, require parents to make the necessary transport arrangements. This may involve drawing on their extended network of family, friends and neighbours. Where after-school detentions are difficult for you as a parent, you will need to really impress upon your child that these negative consequences are entirely avoidable.

It will be extremely important for your child to have their planner every day.

Please ensure your child places it back in their bag after they have used it because arriving at school without the planner will result in an after-school detention on a Friday night, in the same way that a missing conduct card currently does. As a parent, we would like you to do your very best to look in your child's planner every day. Consequence stickers will have a space for your signature.

The senior leadership team will also respond to misbehaviour at any time, whether or not the conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all of these circumstances, the Principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the Academy staff should follow the Child Protection and Safeguarding Policy and inform the Designated Member of Staff.

Mrs S Jerman – Sleaford Campus 01529 302487 **Ms N Roberts – Ruskington Campus 01529 302487**

Physical Restraint:
Staff have had training in Positive Behaviour Training and have been equipped to support de-escalation of heightened students.

In some circumstances, staff may use reasonable force to restrain a student to prevent them from causing disorder, hurting themselves or others and to prevent damaging property.
Incidents of physical restraint must always be used as a last resort using the minimum amount of force and for the minimum amount of time possible. It should always be used in a way that maintains the safety and dignity of all concerned. It should never be used as a form of punishment.

Drug-related incidents:
Students who commit a drug-related offence may expect to be suspended/permanently excluded (See Drugs Policy).

Using searching, screening and confiscation powers:
This is an appropriate way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers/vapes;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
    - To commit an offence, or
    - To cause personal injury to, or damage to property of; any person (including the pupil).

Students may be randomly searched by appointed members of staff as instructed by the Principal or Lead Safeguarding Officer.

A search can be considered if the 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.

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

If a student refuses to co-operate, the member of staff may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the student 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 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 student harming themselves or others, damaging property or from causing disorder.

Appendix A – Offensive Weapons

Statement of Intent:
St George's Academy recognises the increasing number of school-aged children who are found carrying offensive weapons in the community and acknowledges our duty to ensure that students are safe and that they understand the repercussions of carrying weapons.

Legal framework:
This appendix to the Behaviour Policy has due regard to all relevant legislation including, but not limited to, the following:

- Prevention of Crime Act 1953
- Offensive Weapons Act 1996
- Offensive Weapons Act 2019
- Criminal Justice Act 1988
- European Convention of Human Rights 1953
- Education Act 1996
- Education and Inspections Act 2006
- Legal Aid Sentencing and Punishment of Offenders Act 2012
- Crossbows Acts 1987
- Firearms Act 1968

The Offensive Weapons Act 2019 addresses crimes related to acid attacks; knife crime prevention orders; the sale of; delivery and possession of knives and other offensive weapons.

This appendix has due regard to all relevant guidance including, but not limited to, the following:

- DfE (2018) 'Searching, screening and confiscation'
- Home Office (2012) 'Knives and offensive weapons information'
- DfE (2018) 'Keeping children safe in education'

It is illegal to:

- Sell a knife of any kind to anyone under the age of 18
- Buy a knife under the age of 18
- Carry a knife in a public place
- Carry, buy or sell a banned knife, e.g. a butterfly knife
- Use any knife or other object in a threatening way
- Possess a firearm without a licence
- Possess a corrosive substance in public, without a valid reason
- Sell a corrosive substance to anyone under the age of 18

Definitions:
An **offensive weapon** is any article made or adapted for use for causing injury to another person, including mental and physical injury.

A **bladed article** is any article that has a fixed blade or is sharply pointed. The following items are banned by law - Flick knife, Butterfly knife, disguised knives, knuckle-dusters and swords. Firearms are also considered prohibited items. Firearms include, but are not limited to, the following:

- Starting pistols
- Air guns
- Any type of replica or toy gun

The Police will be contacted immediately if any student is found to be in possession of any of the above items. The Academy will support the Police in any investigations as far as possible, e.g. providing information. The Police's decision regarding the student will be final.

The maximum penalty for carrying an offensive weapon is four years imprisonment, a fine or both. The maximum penalty for possessing a corrosive substance in a public place without a valid reason is four years imprisonment, a fine or both.

In addition to the above, the Academy also considers the following items to be prohibited:

- Fireworks
- Laser pens
- Paintball guns
- Tasers
- Lighters and matches

Reporting and Investigation Procedure:
The Academy will implement and monitor an anonymous reporting procedure that is available to students, staff and the wider community.

This 'report' would be evidenced on a Student statement form (green) or a written account made to a senior member of staff after a face to face dialogue/phone conversation (DSL, VP, SPM).

See the flow chart below for investigating and 'Managing and reporting of Offensive Weapons' in the Academy. This flow chart outlines what the Academy will do if a report of a student carrying an offensive weapon is raised.
Managing Offensive Weapons Report Flowchart:

A report is made to a member of staff that a student has brought an offensive weapon/article into school by a student OR a phone call received informing us that a student has an offensive weapon/article on them.

If appropriate, call the student's parents and invite them to the school. Inform them why they are being invited to the school, ensuring you remain calm and unaccusatory. **Do not wait for parents to arrive at the school before moving the student to a safe location.**

Move the student to a safe location, e.g. the Principal's office. When asking the student to come with you, do not act confrontational or judgemental.

Ask the student to remove all items from their bag. Also, ask them to empty all pockets and remove their blazer. (Bag search – you are instructing them, and then looking/checking through in order to find any offensive weapon or banned item) School staff have the authority to do this; however, asking for permission is less confrontational. **Ensure there are two members of staff present for this and it is taking place in a private office.**

If no weapon has been found upon searching the students' bag and outer clothing.

If no weapon has been found, you have not been accusing, judgemental or inappropriate and parents were informed/present, thank the student for cooperating and allow them to return to their class.

Keep a record of the search.
Do not discount the student in the future – if more reports are made, continue to investigate them.

If an offensive weapon is found, you should use your professional judgement to determine what's next. You should:

- Establish what kind of weapon it is, e.g. butterfly knife or a pen knife. (Seize and retain the item securely.)
- Assess the potential intention to cause harm.

Remember context, including the student's educational history, any reports of bullying, and explanations that the student can provide.

The student must then write an account of why they have the article and of their intent.
This will be accompanied with other statements for the investigation.

The student must then be taken home pending a fixed term exclusion commencing with 3 days in the first instance to allow a further investigation to take place.

The Police will need to be informed if there is intent to cause harm. **The Police do not always need to be called.** This is dependent on evidence and if there is intent of use.

The Academy understands the negative effect that permanent exclusion can have on students and will do everything within its power to support, protect and help students; however, we will follow the procedures within the Exclusion Policy where necessary.

Assessment Tool Possession of Weapon/Banned Item

1	Do you have reasonable grounds to believe that item was in the pupils' possession?	Y	N STOP
2	Was the item brought into educational provision by mistake or for 'innocent purposes' e.g., show and tell/repairing bike/hobby or craft activities?	N 1	Y 0 N/A 0
3	Did the pupil make a premeditated decision to bring the item into educational provision?	N 0	Y 1 N/A 0
4	Had the pupil previously stated that they would bring in the item?	Y 2	N 0
5	Was it a premeditated decision to **take** from/ **make** the item in educational provision?	Y 1	N 0 N/A 0
6	The Items only legitimate purpose/use is to cause harm/intimidate/distress (e.g., knuckleduster, BB Gun shard of glass/improvised item)	Y 1	N 0
7	The pupil intended to use the item for its designated purpose (e.g. scissors to cut, multi tool to fix, craft knife for art)	Y 0	N 1
8	Did the pupil have more than one banned item in possession?	Y 2	N 1
9	Was the pupil carrying the item for the purpose of perceived self-protection?	Y 1	N 1
10	Has the pupil been subject to bullying /threats from others?	Y 1	N 2
11	Has the pupil had ongoing conflict/friction with peers (in or outside educational provision)?	Y 2	N 0
12	Has the pupil got a positive friendship group in educational provision?	Y 0	N 1
13	Did the pupil confirm their **intention** to use the item to threaten intimidate or distress others?	Y 1	N 0
14	Did the pupil use the item to threaten, intimidate or distress others?	Y 2	N 0
15	Did the pupil use the item to injure another individual?	Y 3	N 0
16	Did the pupil confirm their intention to injure other individual?	Y 3	N 1
17	Has the pupil a history of making threats (including on social media)?	Y 1	N 0
18	Has the pupil a history of aggressive behaviour towards staff/peers?	Y 1	N 0
19	Was the item seen by /shown to other pupils?	Y 1	N 0
20	Did the pupil willingly hand over the item to staff?	Y 0	N 1
21	Did the pupil cooperate with the educational provision investigation?	Y 0	N 1
22	Did the pupil come forward to inform staff about the item?	Y 0	N 1
23	Has the pupil been warned about similar behaviour previously?	Y 1	N 0
24	Does the pupil understand that possession of this item is against educational provision rules?	Y 1	N 0
25	Has the pupil shown remorse /distress/regret about their actions or the incident?	Y 0	N 2
26	Does the pupil have Special Educational Needs?	Y 2	N 0

Score / 36max

Low Scoring (below 15)
The LA view is that the threshold - allowing the pupil to remain in educational provision would seriously harm the education and/or welfare of others - is not met. The educational provision should seek ways to support the pupil to remain in the provision. The PRT can offer support and guidance to the educational provision in developing a robust and supportive plan.

Incidents which result in a score within the mid to high range require further consideration as to appropriate next steps.

However, it is acknowledged that such incidents can be of a serious nature and many other factors need to inform the ultimate outcome. For situations that are mid to high scoring, Principals should also consider:

- Are there any environmental factors which must be considered (and what are the determining factors) E.g., has/does the pupil live with domestic violence?
- Does the pupil's home environment mean having the item is a 'normal' daily event (e.g., parent is carpet fitter/hairdresser/farming/building trade)?
- Is there any history of trauma?
- Is the pupil vulnerable to being set up/coerced by others to carry item?
- Does the pupil hold extreme views/vulnerable to grooming for extremism?
- Where did the incident occur? Was it in a public place e.g., bus stop? Were members of the public involved? How did this impact on the wider community?
- Are the police involved – are they taking any direct action?
- Were there any victims of the incident? What is the level of upset, anxiety of victims?

Restorative Resolution
Many educational provisions follow a restorative approach to peer-to-peer conflict and this can be a very constructive and effective response to such incidents. Allowing and providing the pupil with the opportunity to repair and make good any harm caused by their actions is a significant factor in reducing future risk and helping the pupil understand the impact and consequences of their actions on others.

Supported Transition
Occasionally, seeking a transition to another mainstream setting on a permanent basis via a managed move may be a positive option, when it is deemed to be in the young person's best interests. Alternatively, an off-site direction to another educational provision for a time limited period could also be a consideration.

However, before this is explored it is appropriate to consider:

- Why or how could the situation be managed in another setting?
- If the pupil can successfully transition to a new mainstream educational provision - why is it not tenable for them to continue in their current educational provision?
- What will be needed to make a successful transition?
- Why is it not possible to put that in place within their current educational provision?

Where there is a clear rationale that it is untenable to sustain the pupil in their current setting, head teachers are advised to liaise with the PRT regarding the possibility of a supported transition to another setting.

NOTE, The LA will not facilitate or support a move to another setting where the incident relates to self-harm, or the scoring on table 2 is below 15, and educational provision cannot evidence.

The Academy will ensure raising awareness on the dangers of offensive weapons is part of the Life Skills / PSHE curriculum, Stay safe partnership days, and assemblies.

The DSL and SPM understand that certain students are likely to be more at risk than others in terms of carrying a knife. Annual Safeguarding Training of all Staff will ensure all will be aware that the following characteristics may make a student more susceptible to carrying an offensive weapon: Students with SEND, e.g. they are more susceptible to county lines or gang exploitation, students from difficult family situations and severely bullied students.

Policy Developed by: Jeanette Steward, Vice Principal

Date Adopted: September 2026

Reviewing Committee: Student Support

Frequency of Review: 1 Year

Date last reviewed: September 2026

To be reviewed by: September 2027

Name REBECCA CALLAN Signature .....

Committee: Chair of Governors