



### SUSPENSIONS and EXCLUSIONS POLICY

#### Statement

As a Church of England School, we are committed to offering quality education within a Christian context. The values and attitudes that are seen within the life of the school are grounded on the life and teachings of Jesus Christ. We strive to provide every opportunity for our pupils to flourish to grow in body, mind and spirit and experience 'life in all its fullness.' We understand this to mean growing in independence, resilience and reflection, focused on being the best they can be in the classroom and beyond.

We want all pupils to leave Crompton House as confident young adults who embody our three core values:

- **To love God:** seeking to please God and bring God glory through the way we care for God's creation,
- **To care for others:** appreciating the importance and uniqueness of every individual as made in God's image.
- **To achieve excellence:** striving through work, relationships with others and through choices and actions, to be the best we can and live life in all its fullness.

Within this context, the Governors of Crompton House School have stated that they consider that the use of the Headteacher's power to exclude from school can be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate. Within these limited powers, they support the Headteacher in using his/her discretion in the exercise of these powers. However, as a Church school, we also recognise the importance of forgiveness, reconciliation and a fresh start, therefore, we strive to reduce the need to use exclusion as a sanction

#### Purpose

This policy and procedure document is intended to give a clear indication to staff, parents and pupils the kinds of circumstances within which the Headteacher will use his/her powers to exclude and the procedures that will be followed in exercising them. Governors will rely on this in reviewing the actions of the Headteacher in excluding pupils. The policy is based upon and should be read in conjunction with

*Exclusion from maintained schools, Academies & pupil referral units in England- A guide for those with legal responsibilities in relation to exclusion. 2017*  
[www.education.gov.uk](http://www.education.gov.uk)

#### Key Point:

**"Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted."** DFE

**Suspensions (internal/external at the discretion of the Headteacher)**



Whilst always having regard to the circumstances of a particular case the Headteacher will be likely to use suspensions in the following kinds of cases. The list does not list every offence for which suspension may be used but gives an indication of the kinds of case where it will be used.

- Sustained challenge to the authority of a member of staff.
- Bullying, harassment or abuse (including on the ground of gender, race, ethnicity, religion or sexual orientation).
- Persistent defiance of a school rule.
- Acts of vandalism or minor physical violence.
- Using drugs or alcohol on the school site.
- Conduct likely to bring the school into disrepute.
- Behaviour that endangers the health and safety of members of the school community both on and off site.
- Unprovoked one off physical assaults.

The length of the exclusion will be proportionate to the gravity of the offence and be in line with previous similar exclusions.

## **Long Suspensions**

Long suspensions (over 15 days) will generally be used to enable support to be obtained in assessing, moving or reintegrating a pupil with severe problems where the alternative would be permanent exclusion.

## **Permanent Exclusion**

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect in the life of the school, the well-being of the other pupils or staff or seriously and persistently interfere with teaching and learning in the school. This can include but is not limited by:

- Serious violence which creates fear and anxiety among staff or pupils.
- Possession of an offensive weapon on the school site.
- Dealing in drugs on the school site.
- Persistent defiance of school authority or disruption of teaching and learning.
- Persistent bullying, harassment or abuse (as above).

## **Modifying an Exclusion**

An exclusion may be extended or made permanent where:

- It was necessary to exclude the pupil in order to complete the investigation freely. Note: it is essential that if new evidence has come to light the excluded pupil is given the opportunity to respond to it before the exclusion is extended or made permanent.
- The pupil has also been reported to the Police and the result of that investigation provides additional evidence to the school.



## PROCESS

### Investigation

- The investigation will not be undertaken by the person who will decide on exclusion unless circumstances dictate this.
- Witness statements will be recorded, signed and dated.
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. N.B. It is important that all parties recognise that less reliance can be placed on anonymised statements.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation.
- When establishing the facts in relation to an exclusion decision the headteacher must apply the civil standard of proof: i.e. on the balance of **probabilities it is more likely than not that a fact is true**, rather than a criminal standard of 'beyond reasonable doubt'.
- The pupil has also been reported to the Police and the result of that investigation provides additional evidence to the school.

### Decision

- The decision to exclude will only be taken by the Headteacher or, in his/her absence, the next most senior member of the Leadership Team. The power to exclude cannot be delegated.
- The decision will be taken on all the evidence available at the time.

### Informing

The following will be communicated without delay by pupil post; and/or letter and telephone message as appropriate:

- The persons having parental responsibility for the pupil.
- The LEA.
- The Clerk to the Governors.
- HoY.

N.B. If an exclusion will prevent the pupil from taking a public examination, then the Chair of the Governors will be informed immediately so that she/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

### Work for Excluded Pupils



- Excluded pupils will be provided with work to do at home, where possible, in line with that which others students will be taught in lesson. Work will also be available electronically (e.g doddle).

## Full-time Education

- The Headteacher will make provision for the full-time education of pupils from the 6<sup>th</sup> day of a suspension.

## Governors' Discipline Committee

- The Discipline committee will be convened in accordance with current regulations by the Clerk to the Governors.
- It will be clerked and advised by the Clerk to Governors or a person with experience in clerking such meetings.
- The Clerk will ensure that all members of the Committee are reminded of the legal framework for their hearing.
- The conduct of the meeting will be in the hands of the Chair of the Committee.
- In accordance with the rule of natural justice and having regard to any guidance issued by the Secretary of State.

It will follow the statutory guidance as laid down in sections 6 of the guidance- *Exclusion from maintained schools, Academies & pupil referral units in England- A guide for those with legal responsibilities in relation to exclusion. 2017*  
[www.education.gov.uk](http://www.education.gov.uk).

- The decision will be taken by the Governors meeting alone with their Clerk after all parties have had the opportunity to state their case and respond to the point put by other parties.

## Reintegration

- Pupils returning to school after exclusion will be subject to a reintegration procedure organised by the Head of Year. This would normally involve the parents and a member of the leadership team/head of year and a learning mentor. The parent and pupil will be invited to a meeting to discuss this reintegration. A pastoral support program (PSP) may also be set up on return to school.

## Independent review panels:

These replace the independent appeals panel (sec 8)

These members must have had training (8.4)

An SEN expert may also be appointed (8.5)

The outcomes of the an independent review panel can be (9)

- Uphold the exclusion decision.
  - Recommend that the governing body reconsiders the exclusion again.
- Or



- Quash the decision and direct that the governing body considers the exclusion again.

## Note

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. P.4 DFE Guidance.

## Parenting Contracts/Parenting Orders

In accordance with government guidance, the school will consider the use of a Parenting Contract or applying for a Parenting Order, where a pupil has had more than two suspensions.

Document number APS-SU&EXP2022/July 2023 adopted by Admission and Pupil Support Committee

Date 21<sup>st</sup> March 2023

Signed (Chair).....J Swift .....

Print Name .....Jonathan Swift.....

Date of next review.....March 2024.....

# CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



## READMISSION FOLLOWING SUSPENSION

Date and time of meeting \_\_\_\_\_

Student \_\_\_\_\_ Tutor Group \_\_\_\_\_

Present at meeting:

### AGENDA

1. LG or HOY to explain reason for suspension to student and parents

Please note and comments which any parent/student wishes to make. Does student accept responsibility and apologise?

2. Discuss reintegration of student

a) Support/monitoring needed:

b) Targets agreed:

c) Arrangements for review and further contact with parents:

Signed:

Student \_\_\_\_\_

Parent/Carer \_\_\_\_\_

Staff \_\_\_\_\_

c.c      Student  
            Parent(s)/Carer(s)  
            HOY (Student File)  
            Exclusion File (BC)  
            Staffroom notices (HoY)



## **Greater Manchester Joint Agency Protocol to Assist in Dealing with Offences in Schools**

### **Introduction**

This protocol is intended to assist parents, staff in schools, the police and the CPS in determining a proportionate response to juvenile offending behaviour within school premises. This includes incidents of a criminal nature allegedly committed by a pupil whilst in school or whilst under the care and control of authorised school staff.

This protocol should be read in conjunction with the following documents,

- Every Child Matters ([www.everychildmatters.gov.uk.ete.ssp](http://www.everychildmatters.gov.uk.ete.ssp))
- Dealing with Troublemakers ([www.teachernet.gov.uk](http://www.teachernet.gov.uk))
- A legal toolkit for Schools ([publications.teachernet.gov.uk](http://publications.teachernet.gov.uk))
- Bullying – Don't suffer in Silence (Currently under revision)
- Drugs: Guidance for Schools (Ref DfES/0092/2004)

It is anticipated that the guidance contained within this protocol will act as a framework for ensuring standardisation and best practice for students across Greater Manchester and aims to:

- Strike a balance between the rights and needs of children in schools, parents, school staff/governors and the Local Education Authority (LEA).
- Inform decisions to instigate police action and the CPS right to prosecute.
- Underline the importance of regular and effective liaison between school staff and the local police.

Whilst it is accepted that school staff have a duty to report known or suspected crimes to the police, they will need to use their judgment about where this threshold lies, particularly when the information to hand is minimal and the crime or suspected crime is of a minor nature. All staff need to consider both the nature and seriousness of the incident before deciding to involve the police immediately, or at a later stage, or to involve them at all. The fact that an incident is reported does not mean that the police will follow a pre-determined course of action or in some cases any action at all. Wherever possible the process to be taken will be determined following discussions by all concerned, including the young person in order to determine the most appropriate course of action.

The full content of this protocol does not have to be implemented in all schools. It is at a division's discretion as to in which schools this guidance is utilised. Prior to implementation of this protocol, consultation with the relevant partner agencies is required.

In cases where a potential crime is witnessed by a Police Officer or PCSO or reported directly to them, occurring within the bounds of this guidance, then this protocol should still be considered, based on the criteria below.



## Categories of Response to Incidents

**This protocol identifies three categories of response:**

- Serious (See Appendix A)
- Non-serious (See Appendix B)
- Internal

### **‘Serious’ Incidents** (immediate police response required)

These include all offences shown at Appendix A and incidents of violence requiring an immediate police response, where young people or staff, are at risk of immediate serious physical harm, where there is a risk of substantial damage to property or risk of significant disorder within the school. In such situations, any staff member should contact the police, either via the main force switchboard or the 999 system.

### **‘Non-Serious’ Incidents** (no immediate police response required)

These include incidents where no immediate police response is required, for example where a physical assault or damage has occurred and there is no risk of reoccurrence/significant harm to people or incidents or theft. The incident should be reported to the Headteacher or in his/her absence, their nominee, who then has the responsibility of identifying the appropriate course of action. In addition, staff within the school should inform the parent of any juvenile involved in accordance with usual procedures.

If the Headteacher or their nominee decides, in consideration of the victim and parental wishes that formal police involvement is necessary, this should preferably be via the designated police officer at a liaison meeting/contact, which should be held on a regular basis (timescale agreed locally). If the school has a nominated Schools-based Officer (SBO), then it should be discussed with them at the first available opportunity.

### **‘Internal’ Incidents** (no police response required)

It is anticipated that relatively minor incidents will be addressed using routine school procedure/policy. No police response is required.

## School

For the definition of the scope of this policy, see Appendix C

## Incident liaison meeting/contact

If an SBO is not designated to the school, a liaison meeting/contact should be held on a regular basis between school staff and the local police to discuss:

- Internal action by school staff with no police involvement.
- Non-serious incidents.
- The progress of current formal police investigations and any resulting action.

This discussion should take place at the school and a record made of the outcomes.

The timescale of the meeting/contact and delegated representation should be agreed locally. Where possible, police representation should be a SBO or a Neighbourhood Policing Team (NPT) officer.





When a situation involving a pupil, who is also a 'looked after young person' is to be discussed at the liaison meeting/contact, the young person's social worker (case manager) should be informed, as they may wish to take part in the discussion.

If the need for discussion of an incident is more immediate, the Headteacher or their nominee should arrange for the SBO or a NPT officer to visit the school as soon as possible. If this officer is unavailable, he/she should contact the local police control room to request a delayed or scheduled response visit by another NPT officer or if necessary a response officer.

In certain circumstances, preservation of evidence may be an issue and staff will need to ensure that reasonable steps are taken to retain articles relevant to any criminal reports. The local police should provide guidance on the preservation of evidence.

The liaison meeting/contact will also provide an opportunity to share more general views and information and to develop a better understanding of each agency's responsibilities and practices.

It is not the intention of this protocol to restrict the options available to parents, staff and police officers, but to emphasise the importance of flexibility in determining the most suitable option for dealing with incidents involving school children.

## **Recording of Incidents**

### **Recording Incidents by School Staff**

It is necessary for incidents within school premises or whilst pupils are under direct supervision by school staff to be accurately recorded to provide an informed history on the young person. This information then assists any assessments, child abuse protocols and liaison meetings/contacts.

All the incidents must be recorded in the young person's personal file and cross-referenced in the school incident book. This provision also applies to incidents discussed at the regular liaison meeting/contacts with the police.

### **Recording of Incidents by the Police**

The 'Home Office Counting Rules for Recorded Crime (HOCR)' determine when a crime should be recorded. However, this policy recognises that in some cases an alternate method may be available and a more appropriate way to deal with the situation than via judicial process, even though a police officer may have a crime confirmed to them. The key is that the decision making process both before and during discussions between the parties involved must be documented to negate the need for a crime report.

If the criteria contained in this protocol are applied and the police are requested to investigate the report, a crime report must be recorded as soon as that decision has been made or as soon as is reasonably practicable thereafter. Any delay in the recording of a crime must be contained in auditable detail on the FWIN or if there is no FWIN, in the initial report contained on the crime report.



In any case where a decision whether to record a crime or not cannot be reached, the Divisional Crime Manager should be consulted. In all cases, the Force Crime Registrar will be the final arbiter.

It is important to remember that each school has the responsibility of care towards the pupils, with their welfare interests being paramount. Therefore, the requirement to record offences should be considered in conjunction with the desire to avoid unnecessary criminalisation of parties to the incident.

## **Recording of 'serious' incidents by the Police**

Given the immediate response aspect of this category, offences that come to the notice of the attending police officer would be of such a nature as to require recording, unless there was exceptional extenuating circumstances.

## **Recording of 'not serious' incidents by the Police**

'Not serious' incidents should generally be left until the next liaison meeting/contact to discuss the required course of action. However if the Headteacher or their nominee considers the incident serious enough to warrant police investigation prior to the next scheduled liaison meeting/contact they should either contact the SBO or NPT officer to arrange a visit or phone the police control room to request a police visit.

The usual time for the submission of a crime report under NCRS is within 72 hours of report to the police and at maximum within 7 days. It is therefore expected that the liaison meeting/contact takes place at least once weekly, if a SBO is not involved. The meeting can be conducted via telephone calls and can involve a single police representative contacting several schools if required.

## **Disposal/Finalisation of a recorded crime**

All incidents recorded as a crime by the police will be investigated. If during the course of the investigation a suspect is identified, the crime may be progressed and finalised by using either:-

- An existing disposal e.g. reprimand, PND, charge.
- Restorative justice disposal, RJD.

## **Recorded crimes that are disposed of by an existing disposal**

It is anticipated that:-

- 'Serious' incidents resulting in a recorded crime will be dealt with formally, by an existing disposal method i.e. an investigative process that may be finalised with a formal disposal e.g. reprimand, final warning or charge.
- 'Non-serious' incidents resulting in a recorded crime may also be dealt with formally in some circumstances.



- Each incident will be assessed on its own merits. Factors such as the nature of the incident, the suspects offending history, previous similar incidents by the same suspect, the wishes of the victim or their parent and professional advice from people such as staff, social worker, YOT officer, will determine the appropriate response, including the submission of a file for CPS consideration.

## **Recorded crimes that are disposed of by a Restorative Justice Disposal**

'Non serious' incidents resulting in a recorded crime may also be dealt with via a RJD in certain circumstances. This includes a 'serious' incident downgraded to a 'non serious' incident (based on reasoned evidence documented on the crime report)

**The authority of a police Inspector or above is required for a restorative justice disposal.** The crime report disposal code **M5a** 'suspect identified, but processed via other formal police scheme', should be used ('SD' page, management code field) and the following information included on the crime report:

- The authorising police officer.
- Rationale of decision for an 'informal' disposal.
- The name of Headteacher/their nominee involved in the decision.
- The action taken.

The disposal method should be recorded in free text on the 'SU' page as '**RJD – Schools Protocol**'.

Note: A crime will NOT be written off, once recorded unless one of the criteria contained in Section C of the HOCR is met.

## **Restorative Justice Process**

A RJD involves communication carried out between the offender(s) (with the agreement of parent/guardian) and the victim(s), with the agreement of their parent/guardian. It can be done in two ways:

- **Indirectly** involves a mediator (may be a police officer, teacher or agreed nominee) acting as a go-between for both parties i.e. speaking to both parties separately and concluding with an agreement from both that the incident has been resolved.
- **Directly** involves a face-to-face meeting between the two relevant parties, in the presence of an agreed mediator. This form of mediation is often called 'conferencing'.

If the 'victim' in the case is the LEA/school, then this does not prevent mediation and all the parties can agree an appropriate representative.

This process allows both parties to give their own perspective and express their feelings about the offending behaviour as well as discuss present or future concerns. It is usual that an apology is given and some reparation made, which adds to the



realisation by the offender of the consequence of their behaviour. It may also help the victim come to terms with their experience.

An RJD within schools should be instigated in the following circumstances:

- The staff member/police officer has used their discretion and classified an incident as 'not serious' or 'serious incident' that has been downgraded using the protocol guidelines.
- It has been identified by all parties to the protocol that an RJD would be the best outcome for the young person to help prevent the escalation of certain behaviour into more serious behaviour.
- Assessments will then be completed to address the victim's needs and the needs of the offender (primarily for a conference meeting).
- Consensual agreement by all parties that the matter can be dealt with in this way.

Then either:

- A conference meeting will be convened with all parties affected by the young person's behaviour invited to attend.

Or

- Separate discussions with all parties will be facilitated.

In both cases this form of restorative justice can be facilitated by the most suitably qualified available person (particularly relevant for a conference meeting).

**At the conclusion of the process, there must be consensual agreement by all parties that the incident has been resolved.**

Following the liaison meeting/contact, incidents that are considered suitable for **Internal** resolution shall not be recorded as crimes by the police. However, the Headteacher or their nominee should record full details and decisions as a record on the child's file, cross referenced to the school incident book.

## **Monitoring the Protocol**

To evaluate the implementation and working of this protocol, the local police and Headteachers should be aware of its impact, in particular:

- The number of incidents dealt with internally.
- The number of incidents dealt with jointly with the police resulting in a formal disposal.
- The number of incidents dealt with jointly with the police resulting in an RJD disposal.

# CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



**This protocol has been agreed by the Greater Manchester Local Criminal Justice Board. The following signatory sheet is for local signatories, if required.**

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Name: \_\_\_\_\_

**Position.....For .....School**

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Name & position: \_\_\_\_\_

**For Greater Manchester Police**

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Name: \_\_\_\_\_

**For the Local Education Authority**

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Name: \_\_\_\_\_

**For Youth Offending Service**

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Name: \_\_\_\_\_

**Greater Manchester CPS**

APPENDIX A



## Classification of 'Serious incidents':-

- (a) treason;
- (b) murder;
- (c) manslaughter;
- (d) kidnapping;
- (e) causing an explosion likely to endanger life or property (Explosives Substances Act 1883, s 2);
- (f) possession of a firearm with intent to endanger life, use to resist arrest or carrying a firearm with criminal intent (Firearms Act 1968, ss 16, 17 and 18);
- (g) hostage taking (Taking of Hostages Act 1982, s 1);
- (h) hijacking (Aviation Security Act 1982, s 1);
- (i) torture (Criminal Justice Act 1988, s 134);
- (j) causing death by dangerous driving (Road Traffic Act 1988, s 1);
- (k) causing death by careless driving when under the influence of drink or drugs (Road Traffic Act 1988, s 3A);
- (l) endangering safety at aerodromes, hijacking ships, seizing or exercising control of fixed platforms (Aviation and Maritime Security Act 1990, ss 1,9 and 10);
- (m) hijacking Channel Tunnel trains, or seizing or exercising control of the tunnel system (Channel Tunnel (Security) Order 1994, arts 4 and 5);
- (n) taking, making etc indecent photographs or pseudo-photographs of children (Protection of Children Act 1978, s 1);
- (o) the publication of obscene matter (Obscene Publications Act 1959, s 2);
- (p) an offence under the Customs and Excise Management Act 1979, s170, of being knowingly concerned, in relation to any goods, in any fraudulent evasion or attempt at evasion of a prohibition in force concerning importation of indecent or obscene articles;
- (q) rape (Sexual Offences Act 2003 (SOA 2003), s 1);
- (r) assault by penetration (SOA 2003, s 2);
- (s) causing a person to engage in sexual activity involving penetration without consent (SOA 2003, s 4);
- (t) rape of a child under thirteen (SOA 2003, s 5);
- (u) assault of a child under thirteen by penetration (SOA 2003, s 6);
- (v) causing or inciting a child under thirteen to engage in a sexual activity involving penetration (SOA 2003, s 8);
- (w) sexual activity with a person with a mental disorder impeding choice, where the touching involved penetration (SOA 2003, s 30);
- (x) causing or inciting a person with a mental disorder impeding choice to engage in sexual activity involving penetration (SOA 2003, s 31)
- (y) causing or allowing the death of a child or vulnerable adult (Domestic Violence Crime and Victims Act 2004, s 5).

Also any offence specified in the Proceeds of Crime Act 2002 (PCA 2002), Sch 2, para 1 (drug trafficking offences) or any offence under PCA 2002, s 327, 328 or 329 (certain money laundering offences).

Any other offence is serious only if its commission has led to any of the consequences set out below, or is intended to lead to any of those consequences:



- (a) serious harm to the security of the State or to public order;
- (b) serious interference with the administration of justice or with the investigation of offences or of a particular offence;
- (c) the death of any person;
- (d) serious injury to any person;
- (e) substantial financial gain to any person; and
- (f) serious financial loss to any person.

If any other offence consists of making a threat, it is 'serious' if the consequences of carrying out the threat would be likely to lead to one of the consequences set out above at (a) to (f).

The term 'injury' includes any disease and any impairment of a person's physical or mental condition.

Financial loss is 'serious' for the purpose of the section if, having regard to all the circumstances, it is serious for the person who suffers it. Whether or not a loss, actual or intended, is serious will depend partly on the victim's circumstances. A theft of £1,000 worth of property from a millionaire would perhaps not represent serious financial loss in the minds of some justices, whilst the loss of £100 worth of property by a pensioner could be considered to be serious in those circumstances.



## Example of Incidents Reported to the Police

### Violence by a child or young person to another

Incidents between pupils can range from minor disagreements through to serious assaults where physical injury is caused. Having two vulnerable parties can complicate such incidents.

Attendant factors for this category of offences are listed below (NB the list does not reflect any order of priority).

- The wishes of the victim.
- The wishes of the parent/guardian (both victim and suspect).
- Severity of injury sustained/nature of threat received by victim.
- Probability of a repeat incident.
- Previous relationship between victim and offender.
- Potential impact on the child/ young person following formal police involvement.
- Effectiveness of police action/court proceedings.
- Future best interest of both parties.
- The message that such action will send to other pupils.
- Availability of alternative courses of action (e.g. conflict resolution approaches) – with the consent of the victim.

### Violence to Staff by a Young Person

Violence towards staff can vary from verbal threats to physical acts amounting to assault. Whilst each school has the responsibility of care toward the pupils, their welfare needs must be balanced with the rights of staff not to be subjected to violence in the course of their duties. Such incidents are affected by factors similar to those listed above.

Where there is no immediate continuing threat of violence, it is in the best interests of the staff member to take time to discuss and consider possible options. **This, however, does not remove the individual's right to involve the police.**

Following such incidents, it is important that staff utilise standard debriefing processes and follow school and LEA policy and procedure for reporting incidents.

**Note: Reports of ANY offence where the suspect is a staff member is NOT covered by this policy.**

### Criminal Damage within the School

It is important to see these in the context of the needs of the child and whether involving the Police is an effective and proportionate response. Factors to consider are:





- Background history of the pupil.

Note: The sharing of Data held by the Police is strictly controlled and you should ensure that personal data is not disclosed outside permitted legislation.

- The pupil's communication skills and preferred method of communication.
- Level/value of damage caused.
- Previous incidents of a similar nature by the same child or young person.
- Suitability and effectiveness of police involvement.
- Impact of police involvement.
- Message sent to other pupils.
- Availability of alternative courses of action (e.g. mediation with the consent of the victim).

## **Theft within the School**

It should be emphasised that value is a subjective issue relative to a victim. Factors to be considered include:

- Wishes of the victim.
- Nature and seriousness of the report.
- Requirement for formal investigation.
- Availability of alternative courses of action (e.g. mediation).

## **Criminal Damage to Staff Cars and Property**

Factors for consideration would be similar to those listed above together with:

- The nature and seriousness of the report.
- Requirement for formal investigation (e.g. insurance claim).
- Wishes and best interest of the victim.
- Availability of alternative courses of action.

## **Disorder in or Around the School**

The area of disorder is subjective and requires judgment by staff to avoid unnecessary police involvement for minor infringements of discipline. The main factors, which should be considered, are:

- Nature and seriousness of the report.
- Risk of threat of violence.
- The wishes of and the impact on the immediate community.
- The involvement of other agencies (e.g. Social Worker, Outreach Youth Worker).
- The availability of alternative courses of action (e.g. mediation).

## **Substance Misuse**

The misuse of controlled drugs within school is a serious issue and it is essential that the response is prompt and effective. In responding to incidents, staff will be guided



by the Government's 'Tackling Drugs Together Strategy', which proposes collaborative action to:

1. Reduce the acceptability and availability of alcohol and other drugs to young people.
2. Minimise the health risks and other damage associated with substance use by the young people.
3. Increase the safety of communities from drug related crime.

Staff will need to balance these principles with their duty of care for the young people in their control and their role in managing young people's behaviour as part of their responsibilities, as well as their responsibilities to the wider community. In practice, staff should inform the police immediately if it is established that a young person is using illegal substances or illegal substances are found on the premises. It is important that all action taken is recorded.

All materials should be removed from the young person. Drugs and drug related materials should be stored securely before handing to the police. These should not be disposed of by staff but can be handed over for disposal and this may be done without identifying the name of the young person at which point, following consultation between the SBO and the Headteacher or their nominee, no further formal police action will be undertaken. The signature of the police officer removing the materials should be obtained.

A record of the removal should be kept by staff, which includes:

- A name of the person removing the material.
- A description of the material.
- The circumstances of the removal.
- The time and date of the removal.
- The time and date the material is placed into secure storage.
- The signature of the person putting the article into storage countersigned by a second member of staff.
- The time and date of notification to the police, and the FWIN number provided by the police control room.
- The time and date the material was removed by the police.
- The name and signature of the police officer removing the material.

To ensure that controlled substances are not being stored in any educational establishment any longer than is necessary, it is important that every effort is made to ensure the police attend at the earliest convenient time.

Staff should first contact the local police control room, to arrange for the SBO or NPT officer to attend. If this officer is not available, then arrangements should be made for another officer to attend.

The officer attending is then responsible for recovering the suspected controlled substance in to police possession, its entry into the property system and if appropriate, conducting any subsequent investigation in line with existing police policy.



Staff can dispose of alcohol and canisters but it is important that the disposal is witnessed and a record kept, which includes:

- A name of the person removing the material.
- A description of the material.
- The circumstances of the removal.
- The time and date of the removal.
- The time and date of disposal.
- The name of the person instigating the disposal.



### **School**

This policy applies to:

1. Any educational establishment whether LEA based or Private, voluntary aided or grant maintained, where the Headteacher, in consultation with their Board of Governors has signed up to be a party to the protocol.
2. Children attending the school are in the age range covered by the 'Reception' class (four or five years of age) up to and including year 11 at secondary education (usually 15 or 16 years of age).
3. It includes the whole of the school grounds/playing fields and any building forming a part of the school campus whereby pupils may travel between buildings and includes their route between them to take part in recognised, supervised school activities. i.e. they are still covered by the discipline authority of the school.
4. Any premises being used by the school, authorised by the Board of Governors and under the supervision of school staff for extra-curricular activities, including the transport of those children in school owned or organised transport.
5. Any premises (such as swimming pools) for the provision of approved activities and under the supervision of school or other recognised staff (such as swimming instructors).
6. This will ordinarily cover times where the school allows access to the school to pupils to the end of the recognised day and will not include pre or post school child-care provision, with an exception as at (4) above.

### **Staff**

Includes anybody employed at the school authorised by the Headteacher to supervise or be in charge of pupils, including volunteers.



### SCHOOLS POLICY: CATEGORIES OF INCIDENT RESPONSE

This protocol must be followed when any member of the staff is considering contacting the police.

