



**BEHAVIOUR  
POLICY**

## DOCUMENT CONTROL

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## AIM OF THE POLICY

The Trust, local governing body, Principal, Academy Leadership team and staff of West Lakes Academy recognise that for our students to achieve their full potential there is a need for them to feel safe, valued and therefore able to fully focus on their learning every day. Thus, a clear, shared and consistently applied set of behaviour expectations are required.

This policy sets out the expectations we have of all students in terms of their behaviour.

This applies to ALL students when

- Students are on West Lakes Academy site
- When students are representing West Lakes Academy on a trip/visit/during an offsite activity/event
- When students are identifiable as a member of West Lakes Academy within the local community – such as travel to and from the academy.

## THE BEHAVIOUR EXPECTATIONS OF STUDENTS

All students, at all times, are expected to show respect for one another, adults and the academy and wider community. This respect extends to respecting the environment in which learning takes place and in the wider community in which the academy is positioned.

Examples of how students are expected to behave are set out below.

When in lessons / the classroom environment students are expected to\*:

- Be on time to all lessons (including twice daily registrations) sitting in silence during the taking of the register.
- Enter classrooms quietly and calmly; sitting as directed by any adult.
- Have the correct equipment with them every day to be able to successfully complete work with minimum disruption to the teaching take place (the minimum equipment that each student is expected to have for each lesson is an iPad, blue/black/red pens, pencils, a ruler and a scientific calculator).
- Listen in silence and without argument or comment to the instructions of teachers leading lessons and (as necessary) the contributions of their peers.
- Put their hand up if they wish to contribute, ask/answer a question or seek further support/guidance in the lesson.
- Complete all the tasks/work set (within registration time, in lessons and as **homework**) to the best of their ability showing care in respect of presentation and spelling, punctuation and grammar (SPaG).
- Behave in a way, for the full duration of every registration and lesson that does not cause any form of disruption to the classroom environment. Some examples of behaviours that are unacceptable, cause a problem and will be sanctioned are: calling out, turning around, producing little work, distracting other students, making noises, tapping/throwing objects and/or failing to follow staff instructions.
- Avoid all forms of unnecessary physical contact with their peers keeping their hands, feet and objects to themselves.
- Avoid consuming any food or drink (other than water) during lesson times.
- Keep phones switched off and in bags/concealed within pockets for the duration of all lessons and not wear headphones in lessons or around the academy.

In summary, we expect every student to make it as easy as possible for everyone to learn and for the teacher to teach.

**\*At all times** (this includes within lessons, when students are coming to/from school, at breaks/lunches/before and after school, during lesson changes and if/when students are off site as part of a school organised activity)

**Students are expected to:**

- Speak respectfully to and comply fully (at the first time of asking) with instructions given by any adult member of staff or designated trip/event leader or instructor.
- Dress in full compliance with the school's uniform and personal presentation expectations (further specific information in relation to this is available on our website).
- Move around in a calm and controlled manner without running, shouting or pushing.
- Be helpful to all other members of our community/visitors to the site, especially when they see someone who is in difficulty.
- When on the school site, avoid being present in any of the defined out of bounds areas.
- Not smoke, vape or be in possession of any form of smoking/vaping paraphernalia and/or other banned materials/items (see sanction structure for more information).
- Be respectful of the organisation's and other people's property. This includes putting litter in bins, treating the property as if it were their own and not engaging in any vandalism or theft of materials/equipment.
- Avoid any inappropriate physical contact with other students and/or staff. For example, not engaging in fighting, aggressive, threatening or intimidating behaviour (including that which can be created through use of social media) or bringing any item into school that has the potential to cause harm or create a risk to other students or staff.

**When sitting examinations** (this includes both internal and public examinations whether they are completed in classrooms or the main exam venues) students are expected to:

- Minimise disruption to the start of the examinations by arriving a minimum of 10 minutes in advance of the stated start time of the exam, in fully correct uniform, with all necessary equipment and knowing their seat, candidate and centre numbers.
- Behave in a way so as they meet all exam expectations. This includes not turning around, not making any noises or creating any distractions, being silent on entry/exit, following instructions from invigilating staff without comment, ensuring no labels are on water bottles, ensuring no revision materials or note/prompts in any format are taken into the exam hall or used during the exams and ensuring they have no other prohibited items on their persons.

**HOW WE CONTINUE TO SHARE OUR BEHAVIOUR EXPECTATIONS WITH STUDENTS, PARENTS/CARERS AND OTHER STAKEHOLDERS**

A wide range of systems & structures are in place to both communicate the academy's behaviour expectations to all students/stakeholders and review the ongoing standard of student behaviour.

These include:

- Ongoing daily communication & modelling by staff of what is expected of students at registrations times, in all lessons before & after school and in student social times.
- Weekly staff briefings.
- Instructional notices (both within the building and around the site) to guide students about the positive behaviours expected and as necessary specific behaviour that is not acceptable.
- Weekly communication with students within their assemblies and through their heads of year.
- Weekly behaviour tracking, monitoring and intervention as required.

- Key information about individual students being shared with parents/carers via Edulink, parent email or letter, in 1:1 phone calls and meetings.
- Sustained investment by the academy in a structured pastoral support system/staff who are available to help guide students in making positive behaviour changes and liaise, as appropriate, with outside agencies.
- Updates and behaviour reviews at leadership meetings and to the governors in their meetings/visits to the school.
- Annual sharing and signing of the home school agreement so all stakeholders commit to supporting and abiding by this policy.

The above systems and structures allow the academy to identify behavioural concerns as soon as they arise and put in place support and sanctions as necessary.

### **WHEN STUDENTS CHOOSE TO BEHAVE WELL**

As an academy and staff, we are keen to praise students where their behaviour goes above and beyond our basic expectations. The academy utilises a variety of mechanisms to recognise student behaviour including assemblies and the academy reward system. Consistent outstanding behaviour will be rewarded accordingly and ongoing contribution to the academy through a variety of formats will result in the allocation of merits and letters of recognition, usually in the form of a praise postcard.

### **WHEN STUDENTS CHOOSE NOT TO MEET BASIC BEHAVIOUR EXPECTATIONS**

Where basic expectations (as set out within this policy) are not met by any individual/group of individuals, valuable time is taken away from teachers teaching and student learning.

Poor behaviour creates disruption within our community, creates a safety risk to other students and/or has the potential to negatively affect the standing of the academy within the community. Any incidents where these expectations are not met will be sanctioned. Sanctions are non-negotiable however the academy will always be happy to explain the reasons for a sanction.

### **PARENT/CARER ENGAGEMENT IN PRAISE AND SANCTIONS**

It is an expectation that parents/carers are actively involved and support all student praise and/or sanctions.

## **APPENDICES TO THE MAIN POLICY STATEMENT**

**Appendix A: Sanction structure**

**Appendix B: Anti bullying policy**

**Appendix C: Leadership of behaviour/student support**

**Appendix D: Transition**

**Appendix E: Rewards and sanctions**

**Appendix F: Malicious allegations/threatening behaviour directed at staff**

**Appendix G: Use of reasonable force**

**Appendix H: Screening Searching and confiscation**

**Appendix I: Controlled drugs and legal highs**

**Appendix J: The home academy agreement**

**Please also refer to:**

**Child Protection policy**

**Positive mental health policy**

**Social Media and ICT policy**

## APPENDIX A – SECONDARY BEHAVIOUR SANCTIONS (Professional judgement used in implementation)

Detention	Isolation	Fixed Term Exclusion	Permanent Exclusion
<ul style="list-style-type: none"> <li>• Arriving late to a lesson</li> <li>• Talking inappropriately or running in the corridor</li> <li>• Disrupting the lesson and preventing teaching (interrupting/calling out)</li> <li>• Arriving to class unprepared</li> <li>• Uniform not worn correctly</li> <li>• Disrespecting students or staff</li> <li>• Disrespect to property</li> <li>• Inappropriate use of mobile phones in lessons or other electronic devices</li> <li>• Uniform not present (including PE uniform)</li> <li>• Lunchtime detention (lateness to school)</li> <li>• Eating in a lesson/chewing gum</li> <li>• Cheating or disruptive behaviour in a test/exam</li> </ul>	<ul style="list-style-type: none"> <li>• Using strongly inappropriate language (e.g. swearing, discriminatory comments)</li> <li>• Aggression</li> <li>• Dangerous behaviour/damage to property</li> <li>• Shouting/rudeness/disrespect to staff</li> <li>• Failure to attend mandatory after school commitment</li> <li>• Verbal violence towards a student or staff</li> <li>• Discriminatory harassment</li> <li>• Possession of dangerous or inappropriate materials</li> <li>• Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Physical violence towards a student</li> <li>• Serious verbal abuse towards staff</li> <li>• Peer abuse including cyber abuse</li> <li>• Theft</li> <li>• Graffiti or property damage</li> <li>• Possession of dangerous objects/pornography</li> <li>• Walking away from staff or refusal to move</li> <li>• Smoking on items on site, including e-cigarettes</li> <li>• Brining the Academy into disrepute</li> <li>• Lying in the course of an investigation</li> <li>• Failure to accept sanctions</li> <li>• Truancy</li> <li>• Dropping items over the balcony</li> <li>• Possession or consumption of alcohol on site</li> <li>• Possession and distribution of obscene images or pornography</li> <li>• Taking photographs, videos or audio of staff in the academy without permission</li> <li>• Sharing or posting images as above</li> <li>• Using software or devices that circumnavigate academy managed internet safeguards</li> </ul>	<ul style="list-style-type: none"> <li>• Serious actual or threatened violence against another student or a member of staff</li> <li>• Sexual abuse or assault</li> <li>• Possession or supply of an illegal drug</li> <li>• Carrying a weapon</li> <li>• Arson</li> <li>• Persistent refusal to follow Academy rules – breakdown in ability to follow Academy rules</li> </ul>

## INFORMATION IN SUPPORT OF APPENDIX B

### Bullying definition

*“Behaviour by an individual or group of students that is repeated over time and intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet or name calling), and is often motivated by prejudice against a particular groups/person, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences”* (Source DFE guidance Oct 2014)

### Types of bullying

The three main types are:

**PHYSICAL** Hitting, kicking, taking or hiding belongings including money\*.

Name-calling, teasing, insulting, writing unkind notes/text messages/e-mail, racist

**VERBAL** remarks, homophobic remarks\*. Being unfriendly, excluding, tormenting, spreading rumours or giving “nasty looks”.

There are also more specific forms of bullying:

#### **RACIST**

Bullying that is directed against someone because of the colour of his or her skin, his or her ethnic background or a group of people they represent. A racist incident is defined as any incident, which is perceived to be racist by the victim, or any other person.

#### **SEXUAL**

Bullying aimed at someone specifically because of his or her gender.

#### **HOMOPHOBIC**

Bullying of someone because of his or her sexual orientation.

#### **SPECIAL NEEDS**

Bullying of someone because of his or her special needs or disabilities.

West Lakes Academy will not tolerate any form of bullying and is proactive in its approach so as to reduce the likelihood of bullying occurring; this is predominantly achieved through work on educating students but also through the building of strong student:student and student:staff relationships.

In particular, Personal Development lessons (lessons within all students' timetables) leads on raising awareness and educating students about bullying. This alongside daily interaction with form tutors and regular assemblies and work with Heads of Year to convey to students what they should do if they were to become a victim of bullying/witness bullying occurring.

### **Indicators that someone may be being bullied:**

A student/students who experience bullying may show changes in behaviour; these can include becoming quieter and more withdrawn, being increasingly nervous, feigning illness(es) or giving excuses to not attend the academy. They may also show changes in their work patterns, lack concentration or truant from school.

### **Encouragement to tell:**

It is important that we create an atmosphere in the academy where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be sensitive to their concerns. Staff will always take allegations of bullying seriously and will deal with them promptly and appropriately. Not telling protects the bully or bullies. We fully encourage our students to tell if they or someone else is being bullied.

Strategies to address bullying:

The academy has many strategies and staff that will help address any bullying related concerns raised (whether this be by students, parents/carers or staff. In addition to staff led actions, we have a number of student leaders who work to support their peers in this area.

The approach taken to resolving bullying issues will depend on the nature of the bullying, case history and individuals involved. It may in the most serious of cases; result in the academy engaging the support of an outside agency such as the police. Once reported bullying issues are usually effectively resolved however the school can only act when we are made aware of any concerns.

### **Taking action:**

The priority for the school is to ensure the victim feels as safe as possible. Each reported incident will be taken seriously and carefully investigated (including for example the taking of statements from those involved and any witnesses) before any punitive or restorative actions are taken. Once the nature of the incidents/concerns are fully understood a plan of action is drawn up and implemented. As part of this it is likely that the parents/carers of both parties will be met with/spoken to in relation to the incident(s) and any sanctions/further support being put in place.

### **Support for the victim:**

Depending on the nature and severity of the specific incidents, one or more of a range of support strategies may be used:

- frequent and regular monitoring(check-ins) with form tutor
- form or mentor group
- peer support (e.g. post 16 Mentors)
- use of /referral to lunchtime social club
- anti-bullying support groups
- counselling
- referral to specialist support service/provision outside of school

### **Possible sanctions for the perpetrator(s):**

Depending on the details of the specific incident, one or more of a range of sanctions may be used in school:

- informal meeting with or between student/s with staff-led mediation.
- Isolation at break time/lunchtime for a specific period of time.
- Year detention(s).
- A ban on being present (at specific times) with other named individuals, in a specific areas of the academy
- Internet ban
- Internal exclusion
- Fixed term exclusion

### **How students can support each other:**

If you are being bullied, or you know that someone else is, please tell staff straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on bullying. Ensure that if the bullying is occurring over social media, messages are kept/images stored to show to an adult. We all have a responsibility to make sure that bullying is not allowed to continue in our school. Do not suffer in silence.

### **How parents/carers can support their child:**

Please contact the academy, your child's Tutor, Head of Year as soon as you are aware of any bullying incident either to do with your child or someone else's child. The academy will take your concerns seriously and action will be taken. A suggested further source of support is <http://anti-bullyingalliance.org.uk>.

### **How staff will implement and support our anti-bullying strategy**

West Lakes Academy will not tolerate bullying. If bullying is brought to your attention, staff are asked to get the student (s) to write down what has happened, where, when, the names of any witnesses and sign and date the account. From there staff will pass the information to either the student's company team or a duty member of staff who will deal with the situation and inform parents and other relevant others as appropriate.

Staff are aware that when moving around and during lesson time they are expected to be as vigilant as possible. An adult's presence is a key deterrent to bullying taking place.

### **Bullying outside the academy's premises**

The academy reserves the right to act on bullying off the academy site if one or more of the following conditions are met:

- The students (perpetrator(s) and/or victim(s) involved are in academy uniform at the time and travelling to/from school.
- Incidents happen outside of, but in close proximity to, the academy site.
- The bullying is having a clear impact on the well-being of the victim during academy hours.

The nature of the action take will depend on the details of the incident; the academy may, in some circumstances, refer directly to or encourage the victim's parents to contact the police.

The academy can also provide a range of onward referral information to charities/other organisations that can provide help to victims of bullying.

We would also encourage parents/carers to:

- Talk to the local police about “trouble spots” – either through the 101 number or via the email logging system.
- Talk to transport companies (train/bus) about bullying whilst on public transport.
- Map safe routes to the academy and let students know.
- Talk to students about how to avoid or deal with bullying.
- Keep a dated log of any incidents that do occur to use as evidence (including any witnesses’ names).
- Know the username and passwords so as to frequently check their child’s media devices

## **APPENDIX C**

### **LEADERSHIP OF BEHAVIOUR/STUDENT SUPPORT**

Behaviour is led at both a strategic and operational level by one of the Vice Principals. However day-to-day student behaviour remains the responsibility of all staff (both classroom based and pastoral).

The academy has, and uses, a range of tiered student support (both within and outside of lessons) to help successfully engage all students in their learning and with our academy community. Support is targeted where a specific concern(s) are identified with an individual's behaviour; the aim of this being to help the individual student to improve their behaviour/meet the school's basic expectations as quickly as possible. The type of support provided takes into account any evidenced SEN/D needs the student may have.

At the most intensive level the academy operates The Inclusion Centre and operates a Restart Programme from which targeted behavioural improvement work is coordinated. Access to this provision is at the discretion of the academy and dependent upon the identified individual needs of the student and capacity at the time of referral.

Staff are regularly trained and supported regularly in developing further their behaviour management skills.

Where an individual student's needs are judged/evidenced to be complex or where there is a specific and agreed request from the parent/carer (and it is judged to be reasonable to do so), the academy will seek support from outside agencies/ professionals to help improve specific areas of a student's behaviour.

The school has and may, dependent on the context of the incident, use the right to sanction students for behaviour that occurs outside of normal school hours when students are off the school site e.g. on a trip/outing (Behaviour and discipline in schools July 2013).

Systems are in place that monitor the consistent use of sanctions and evaluate the impact of sanctions on improving pupil behaviour and progress.

## **APPENDIX D TRANSITION**

West Lakes Academy believes in being as proactive as time/resources allow in identifying and working with students with identified behavioural needs when they first join the academy.

Strategies to aid successful transition are likely to include:

- Early admission visits
- Behaviour profiling with existing staff or professionals who know the individual well (this may include the reading of specialist reports)
- Parental meetings and home visits
- TAF or similar meetings

The success of student transition is dependent on the quality of information being passed to West Lakes Academy at the point of transition and care and depth to which this is presented.

A key aspect of transition is ensuring that the expectations of students when they join West Lakes Academy are fully understood.

The academy believes in transition being a “fresh start” for all students but also knows that the earlier the right support is enacted, the greater the chance of the support being successful.

## **APPENDIX E REWARDS AND SANCTIONS**

Rewards and positive consequences (for example praise cards, phone calls home, reward trips, awards in assemblies) are used to support students who consistently achieve and above and beyond the basic academy expectations.

Where a student chooses not to follow the academy's basic expectations, structured sanctions will be issued. These may or may not include:

- Verbal reprimands
- Detentions after school
- Confiscation of items from students (this can include mobile phones or similar)
- Banning of students from trips/activities/events
- Banning of students from associating at social times with named other students
- Social time (breaks and lunchtimes) isolations
- Departmental records
- Fixed duration removal/relocation of a student from a particular lesson
- Isolation from lessons
- Internal exclusions
- External exclusion
- Directed alternative provision arrangements (off or on site)
- Permanent exclusion

The issuing of a sanction will always focus on the behaviour of the individual and take into account any contextual information (for example the students history of behaviour/circumstances at the time of the incident and/or any professionally diagnosed and specifically linked to behaviour SEN/D needs).

A member of staff will contact the parent/carer to convey any sanction/action the academy will be taking once facts have been established (after the incident occurred) and may do this via telephone, email, face to face meeting or via a letter.

The academy will not accept repeated patterns of students breaking academy rules including defiance, disruption to learning or rudeness to staff as these prevent the student concerned from learning to their full potential and stop other students from making progress / teachers teaching. It is normal for sanctions to be escalated for instances of repeated behaviour where, despite additional guidance, support and previous sanctions, a student chooses to repeat the same disruptive/defiant or rude behaviour.

In the case of the most serious behaviour incidents, the Head of Academy may choose to issue an initial external exclusion. It is possible, in the most extreme or persistent cases that the Head of Academy will make the decision to permanently exclude a student following an initial exclusion.

### **Detentions**

There is no legal requirement for the school to obtain parental consent and/or give 24 hours' notice of a detention.

The academy has and may, dependent on the context of the incident, use the right to sanction students for behaviour that occurs outside of normal academy hours when students are off the academy site e.g. on a trip/outing.

Systems are in place that monitor the consistent use of sanctions and evaluate the impact of sanctions on improving pupil behaviour and progress.

## **APPENDIX F**

### **MALICIOUS ALLEGATIONS/THREATENING BEHAVIOUR DIRECTED AT STAFF**

West Lakes Academy has a duty to safeguard staff. As such the academy takes very seriously and will not accept:

- a) behaviour by a student/students that is perceived to be intimidating/threatening and directed towards a member(s) of staff, or
- b) malicious accusations being made against a member/members of staff.

This includes any such behaviour that is posted, created or shared on social media platforms or in the wider community (whatever format this may take).

Any student found to be involved in either of these behaviours will face serious sanctions.

## **APPENDIX G USE OF REASONABLE FORCE**

All academy staff have a legal power to use reasonable force. Reasonable force can be used to prevent students from:

- hurting themselves or others
- damaging property, or
- causing disorder in or around the school.

Any use of force by a member of staff will be reasonable, proportionate and lawful.

Reasonable force will be used in accordance with the Department for Education guidance Use of reasonable force for control or restraint.

## **APPENDIX J SCREENING, SEARCHING AND CONFISCATION**

The Head of Academy, and staff authorised by the Head of Academy have a statutory power to search a student(s) or their possessions, without consent. This will be done where there are reasonable grounds for suspecting that a student(s) may have a prohibited item (see list below) or any other item that could be used to either commit an offence and/or has the potential to cause personal injury to persons (including student themselves). Examples\* of prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Any item we believe to have been stolen items
- Tobacco, cigarette papers and any form of smoking paraphernalia
- Fireworks, (including fun snaps) and/or
- Pornographic material (this includes electronic images/videos/material and youth produced sexual images).

The academy also bans\*:

- BB guns & catapults or similar
- Any form of legal high
- Laser pens/pointers or similar
- High caffeine/energy drinks
- Aerosols
- Lighters/matches or similar

as these items too could be used to commit an offence, or cause personal injury to or harm another person, damage to property or disrupt the learning environment of the school.

It is the academy policy to involve the police when drugs, weapons or any other illegal items are found. In the case of all drug/weapon related incidents or any other incident when the law is broken it is normal for the Head of Academy to consider permanent exclusion as an option.

### **Confiscation**

The academy has the statutory power to retain, dispose of or return to parents/carers any items that have been confiscated. The academy also has the power to search, and confiscate if deemed necessary, any electrical/mobile devices (for example phones, tablets, ipods) where the academy considers there is reasonable grounds to do so and delete material that may cause harm/be deemed offensive. In the case of any illegal material being found on electronic devices, the academy will immediately confiscate the device and involve the police.

Any use of the practice of screening, searching or confiscation will be done in line with the Department for Education guidance for Screening, searching and confiscation.

## **APPENDIX I CONTROLLED DRUGS AND LEGAL HIGHS**

We take the safety of our academy community extremely seriously. We educate our students about drug abuse not only within the planned PD sessions across all year groups but across a variety of subjects and throughout the wider experience of a student's school life.

If controlled drugs or any other substance that is or could be viewed as a "legal high" are brought onto or found on the academy site, each incident will be assessed individually but within the following broad guidelines:

- The health and safety of the child and other students and staff within the academy is paramount at all times.
- Students will be searched if there are, in the academy view, reasonable suspicions that they may be in the possession of any drug (controlled or not) that could cause harm to themselves or another person.
- As possession of a controlled drug is an offence under the Misuse of Drugs Act. It is the academy's policy to involve the police in all such incidents. Furthermore, given the risks that drugs (controlled or otherwise) pose it is normal for the Head of Academy to consider permanent exclusion for any student who possesses or deals drugs (controlled or otherwise) on or around the academy site.
- In all situations that involving controlled drugs the offer of support to both the student and their family is of primary importance. This may involve by making (with consent) referrals to specialist support agencies however this will only be successful if the student/family are consistently willing to engage. Support will be offered irrespective of the outcome of any disciplinary actions.

**APPENDIX J**  
**THE HOME ACADEMY AGREEMENT**

The home academy agreement forms an essential part of enabling clear communication and a supportive working relationship (and understanding of expectations) with parents/carers and students.

The home academy agreement is subject to annual review.