

Positive Relationships (Behaviour) Policy

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Contents

Aims and Introduction.....	3
Statement of Scope	4
Roles and Responsibilities	5
School Values	6
Rewards	7
Supporting Students	9
Sanctions	10
Supporting Students Behaviour	15
Legislation and Statutory Requirements	15
Related School Policies.....	15
Annex 1: Restrictive Interventions, including Use of Reasonable Force.	16
Annex 2: Alcohol, Drugs and Tobacco.....	18

Aims and Introduction

At LPS Clapham, we believe that good behaviour grows out of good relationships. This is why we call this our Positive Relationships Policy, rather than simply a behaviour management policy. It aims to reflect our belief that the way students behave is shaped by how safe, known, and valued they feel within our school community. This policy sets out how we build, maintain, and, where necessary, repair those relationships, so that every student is able to learn, grow, and thrive.

Our aim is to create a calm, safe, and consistent environment in which every student can feel secure to learn, take proportionate risks, and grow while allowing every member of staff to teach effectively. Through building a culture of mutual respect, kindness, and self-discipline we aim to prepare students well for life beyond school.

This policy aims to support all students, staff, and families to understand what is expected of them, and why. To support students to take responsibility for their own behaviour and to repair relationships when things go wrong, rather than relying on sanctions alone, thus reinforcing the wider values and high expectations that define LPS Clapham.

Our approach to nurturing positive relationships is built on our four core values, the "Four Cs":

Compassion asks us to treat one another with kindness and empathy, and to bring that same standard to how we manage behaviour, with understanding, not simply consequence.

Courage asks students, and staff, to take responsibility, be honest, and face difficulty rather than avoid it.

Collaboration ensures that our standards are built together, not imposed in an authoritarian manner.

Creativity encourages us to look for solutions, not just rules, and to think about the needs of the student in order to do better next time.

As a High Performing School, LPS Clapham believes that every child can achieve highly, given the right environment and support, and that this applies as much to how students behave and relate to others as it does to their academic work. Alongside the thinking skills HPL develops, it places equal weight on the Values, Attitudes and Attributes that shape how students work with and treat one another, including collaboration,

resilience, and a genuine sense of community and consideration for others. This policy is designed to actively develop these attributes, so that positive behaviour is not simply something we expect of students, but a set of skills we deliberately teach.

We believe good behaviour is created and nurtured, not simply enforced. In practice, this means:

- Clear, consistent expectations, so that every student knows what is expected of them, in every space and at every time.
- Recognising and celebrating effort, kindness, and achievement.
- A restorative approach, where students are supported to understand the impact of their actions, take responsibility, and repair relationships, rather than facing sanctions in isolation.
- Strong, trusted relationships between students and staff, built through our tutor and house systems, so that concerns are noticed and addressed early.
- Fair and proportionate sanctions when they are needed, applied calmly, consistently, and always explained.

As staff, we hold ourselves to the same standards we ask of our students. We aim to model the courtesy, calm, respect, and consistency we expect to see in return. Every interaction in a classroom, a corridor, or a difficult conversation, is approached as an opportunity to demonstrate the kind of relationships and behaviour this policy exists to promote.

Statement of Scope

This policy, along with our School Values, applies to all students when they are on the school premises, in the care of the school, travelling to or from school, wearing a school uniform, or otherwise representing or associated with the school, including a school trip or activity at any place or time.

The school may reasonably respond to poor conduct outside the school premises, including online conduct where such conduct may have repercussions for the orderly running of the school, where behaviour poses a threat to another student, or where a student's behaviour could adversely affect the reputation of the school. While online space differs in many ways, the same standards of behaviour are expected online as offline, and everyone should be treated with kindness, respect, and dignity.

Where possible, the school endeavours to take an individualised approach to maintaining good behaviour because poor behaviour often manifests more complex

issues for which a student may need support (including those for which we have a duty under the Equality Act 2010). This may include liaison with parents and, in some cases, GPs, counsellors and specialist agencies such as CAMHS or Wandsworth Borough.

The school is mindful of the stresses placed on some children by transitions inside and outside school. The school's approach to Positive Relationships (behaviour management) enables staff to take an approach appropriate to students' age and circumstances. The school recognises that various factors, including SEND, can influence students' behaviour.

The school is committed to managing student behaviour effectively, whether or not the student has underlying needs. It seeks to understand everyone and respond appropriately and effectively, utilising the systems outlined in this policy.

When parents accept the place for their child, they confirm that they accept the authority of the Head and other members of staff on the Head's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each student and the school community.

Roles and Responsibilities

The Board of Governors

The Board of Governors is responsible for monitoring this behaviour policy's effectiveness and holding the Head to account for its implementation.

The Head and Senior Leadership Team

The Head is responsible for approving this Behaviour Policy.

The Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Assistant Head, Learning and Innovation is responsible for reviewing this policy.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of individual students
- Recording behaviour incidents on CPOMS and iSAMS where appropriate

Parents

Parents are expected to:

- Support their child in adhering to this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Tutor promptly

Students

Students are expected to:

- Adhere to this policy
- Wear uniform correctly
- Uphold and promote the values of LPS Clapham in all that they do
- Act as positive ambassadors for LPS Clapham.

School Values

We will be compassionate

We will be courageous

We will be collaborative

We will think creatively

- Compassion asks us to treat one another with kindness and empathy, with understanding.
- Courage asks students, and staff, to take responsibility, be honest, and face difficulty rather than avoid it.
- Collaboration ensures that our standards are built together.
- Creativity encourages us to look for solutions, think about the needs of each other in order to do better next time.

Rewards

We believe that the behaviour of our students is shaped far more effectively by recognising what we want to see repeated than by focusing on what we want to stop. When effort, kindness, resilience, and good conduct are noticed and genuinely acknowledged, students will come to associate those behaviours with a sense of achievement and belonging, making them more likely to repeat them. Recognition also makes our expectations concrete: it shows students, in a personal and immediate way, exactly what doing well looks like, rather than leaving it as an abstract idea. Because we reward effort and improvement as readily as attainment, every student has a genuine and equal opportunity to be recognised, whatever their starting point.

Used consistently and fairly, our rewards build a positive, purposeful school culture in which good behaviour becomes the expectation rather than the exception.

Our Merit System

Our Merit system is based on points with one merit equalling one point. Merits are given at any time in or out of class and are recorded on ISAMS. These are automatically emailed to the student's school email, and they are encouraged to file them for tracking. Parents can see their merits via MSP.

Merit count is reset for individuals at the end of each term. Any annual counts include all terms.

Each Merit is associated with our 4C's and the HPL Advanced Cognitive Performance characteristics and Values, Attitudes and Attributes as seen below:

Courage	Creativity	Collaboration	Compassion
1. Risk Taking 2. Practice 3. Resilience 4. Perseverance 5. Confident 6. Intellectual Confidence 7. Precision 8. Automaticity 9. Speed & Accuracy 10. Flexible thinking	1. Creative & Enterprising 2. Meta-cognition 3. Strategy planning 4. Connection Finding 5. Abstraction 6. Imagination 7. Critical or Logical Thinking 8. Complex and Multi-Step Problem Solving 9. Intellectual playfulness 10. Fluent Thinking 11. Originality 12. Evolutionary & Revolutionary Thinking	1. Collaborative 2. Enquiring 3. Concern for Society 4. Big Picture Thinking	1. Open-Minded 2. Self-regulation 3. Generalisation 4. Seeing Alternative Perspectives

Merits are accumulated over the half and full terms and work towards various levels of both individual and collaborative recognition and celebration.

Individual milestones & rewards

Merits	Award
Top 5 students gained that week & when below milestones reached	A shout out in our whole school assembly
Top 5 students gained that week & when below milestones reached	Celebrated in our weekly Newsletter
Autumn: 20 Spring or Summer Term:15	Partake in Non-school uniform day at the end of each half term.
Autumn Term: 50 Spring or Summer: 40	Bronze Certificate & 1 token (awarded in House Assembly & Newsletter)
Autumn Term: 60 Spring or Summer: 50	Silver Certificate & 2 tokens (awarded in Whole School Assembly & Newsletter)
Autumn Term: 70 Spring or Summer: 60	Gold Certificate, 3 tokens and Tea with the Head (awarded in Whole School Assembly & Newsletter)
End of Year Top 10% KS3 - End of Summer Term KS\$ - End of Spring Term	Platinum Certificate and out of school Experience with Head. (Awarded in Showcase and Awards)

In addition to our formulised merit system, we enjoy celebrating our students' efforts and achievements by sending ad hoc post cards home, emailing or calling parents to share the good news.

Collaborative House rewards

All individual merits contribute to the House reward system. House Captains read out the house totals each week in assembly with the top merit earner having a shout out. These are also mentioned in the weekly Newsletter.

A house feast is held at the end of the each term. This is a special lunch which is attended by all student members in the winning house with the highest combined total of merits.

Roles of Responsibility

There are opportunities for students to gain leadership skills through taking on roles of responsibility. Students apply for each of these roles through application forms that are advertised at key moments in the year. These roles are awarded with tokens.

Role of Responsibility	Reward/Token
Subject Captains	1 token awarded at the end of each term at the discretion of the HoD
Tutor Captains	1 token awarded at the end of each term at the discretion of their Tutor
Prefects & Head Students	First in line at lunch servery each day and

	1 token awarded at the end of each term at the discretion of SLT
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Tokens

Students can choose to redeem their Token/s from the following rewards:

- A choice of 1 piece of stationery from the stationery shop
- 1 skip of the lunch queue (but behind prefects & Head students)
- Opportunity to watch a film during break
- Edible treat or additional snack for morning break.

Numbers of tokens needed for each item are advertised

Supporting Students

The school works in partnership with students, parents and, where appropriate, external agencies to ensure that support is tailored to individual needs and promotes positive outcomes.

The school recognises that some students may require additional support to meet behaviour expectations and achieve success in school. Early identification and appropriate intervention are used to address barriers to learning and promote student wellbeing.

The following support strategies may be implemented where appropriate:

- **Switch4Schools:** A wellbeing monitoring system used to identify concerns, track student wellbeing, and provide early intervention and teaches students how to regulate their emotions. Students may also use emotional regulation "Switches" to help them understand and manage their feelings.
- **Tutor Chats:** Regular discussions between students and their tutor to explore wellbeing, behaviour, attendance, friendships, or any barriers affecting learning and school engagement.
- **Behaviour Report Cards:** Individualised report cards with agreed behaviour targets set by the tutor in consultation with the Senior Leadership Team (SLT). Parents are informed of the process and play an important role in supporting and celebrating progress. Students present the report card to the teacher at the start of each lesson, with staff providing feedback against the agreed targets. Tutors review progress daily, parents sign the report each evening, and a SLT member reviews progress with the student on a weekly basis.

- **Counselling:** Access to counselling support for students who may benefit from additional emotional wellbeing support. Either through 1:1 or group sessions.
- **SEND 1:1 Support:** The Learning Enrichment Team provides individual support for identified students, helping them develop strategies to improve organisation, emotional regulation, social interaction, resilience, and engagement with learning.

Sanctions

At LPS Clapham, sanctions exist not to punish for its own sake, but to protect the safety, learning, and wellbeing of the whole school community, and to help students to reflect and understand the impact of their actions and take responsibility for them.

Sanctions should never mark the end of a positive professional relationship, but part of repairing it, leaving a student clear about what went wrong, what should happen differently next time, yet confident that they are still valued. To be effective, sanctions must be fair, proportionate, and applied consistently and calmly, so that students experience them as predictable and reasonable rather than arbitrary.

Levels of Behaviour

There are various levels of behaviour, and each situation requires understanding and consideration. Levels can be immediately escalated to higher levels and in some situations does not need to go up through the system if the severity is deemed appropriate by the staff member.

For Level 1, a warning system within the classroom will follow:

Friendly / Remind – this is the first warning and an opportunity for staff members to help refocus, reregulate and remind students of correct learning behaviours within the classroom.

Formal / React – this is the second warning to a student, a final opportunity to correct learning behaviours. This will be written on the board for a visual reminder.

Final / Result – behaviour has continued, and a reflection point will now be issues for the repeated behaviours.

Out / Remove – behaviour has continued to be repeated or an escalation which now requires temporary removal from the classroom. This can be for a short period of time to

discuss with the classroom teacher, or collection by SLT. A detention will be issued and logged on iSams.

All Reflection Points and detentions are logged on iSams by the end of the day and can be seen by parents on MSP. A simple summary of the reason is stated.

Level One

These are behaviours which would result in reflection points. The accumulation of Reflections Points will result in escalation of sanctions, see table below.

These are often dealt with by the member of staff as part of daily routines and interventions. Use of the above warning systems is used or talks with a staff member as appropriate.

Reflection Points:

Examples of Behaviour

- Not following a teacher's instructions
- Not engaging in the task or being disruptive to others
- Homework that doesn't meet expectations

Reflection Point Escalation

Escalation	Sanction	Communication with parents
3 Reflection Points	Lunch Detention	Recorded on MSP
6 Reflection Points	HoD After School Detention	Tutor to email home
9 Reflection Points	SLT After School Friday Detention	Tutor to email home
12 Reflection Points	Saturday Detention	SLT to email home
15 Reflection Points	Head's Extended Saturday Detention	SLT to email home, parents are required to attend a meeting with a member of SLT.

These continue to escalate after the detention and are only reset at the end of the term.

Late Detentions

Day & Duration: Monday to Friday 16:05 for 15 minutes from arrival in the room.

We appreciate that traffic and public transport is not ideal, however, when students **arrive in the classroom after 08:30 am**, without TFL notification or any explanation provided by parents/guardians before this time, they will enter an After-School Late Detention on the same day. If a student is at sport, they are to return to school to sit the detention.

No notification is given but the detention will be noted on ISAMS and available to see on MSP.

Detentions

Day & Duration:

Detention	Day & Duration	Parental notice given
Lunch Detention with allocated teacher	Tuesdays 13:00 to 13:30	None required
HoD After School Detention	Tuesdays 16:15 to 17:00	24 hours' notice
SLT After School Detention	Fridays 16:15 to 17:00	24 hours' notice
SLT Saturday Detention	Saturday 09:00 to 10:00	24 hours' notice
Head's Extended Saturday Detention	Saturday 09:00 to 11:00	24 hours' notice

Examples of Behaviour:

- Bringing in an item in the banned Items list (excluding Mobile Phone)
- Unkindness
- Low-level disruption in a lesson

Level Two

These are behaviours which would result in an immediate detention; depending on the severity, and include HoD After School Detention, SLT Friday Afterschool, SLT Saturday Detention or Head Saturday Detention.

Day & Duration:

Detention	Day & Duration	Parental notice given
HoD After School Detention	Tuesdays 16:15 to 17:00	24 hours' notice
SLT After School Detention	Fridays 16:15 to 17:00	24 hours' notice
SLT Saturday Detention	Saturday 09:00 to 10:00	24 hours' notice

Head's Saturday Detention	Saturday 09:00 to 11:00	24 hours' notice
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Following a full investigation, an email will be sent 24 hours prior to the detention, informing parents and /or carers of the event. Students should arrive promptly and in full school uniform.

Examples of Behaviour:

- Repeated Level One behaviours
- Being in possession of a Mobile Phone
- Removal from class by SLT

Level Three

These are behaviours which would result in an Internal Suspension, External Suspension or Permanent Exclusion.

Duration:

Internal Suspensions duration can be 0.5 day, 1 day or 2 days.

External Suspension duration can be up to 5 days. After 5 days, students will be set work via online pathways

Following a full investigation, decisions on the sanction will be made on a case-by-case basis where mitigation or escalation by SLT can be applied once any relevant factors have been considered.

Examples of Behaviour:

- Repeated Level Two Behaviours
- Bringing illegal, inappropriate or dangerous items, including those on the prohibited list into school, such as drugs, weapons (including replica), pornographic material etc.
- Using an item on the Prohibited Items list
- Being in the immediate vicinity with someone using a Prohibited Item
- Being caught in a toilet cubicle with another student
- Behaviour in dangerous manner (Health and Safety)
- Setting off the fire alarm
- Physical assault against students or adults
- Threatening behaviour against students or adults
- Bullying, including cyberbullying, with reference to policy

- Committing a criminal offence
- Abuse on the grounds of any form of unlawful discrimination
- Sexual harassment or misconduct, including non-consensual sharing of nude or semi-nude content, including fakes / AI generated
- Drug, alcohol or controlled substance misuse (use / possession / supply)
- Damage / wilful damage / vandalism to property
- Computer hacking
- Theft or unauthorised possession of any property belonging to the school, another student, or member of staff
- Sexual activity on site/during school activities
- Misconduct or behaviour that adversely affects, or is likely to adversely affect the welfare / wellbeing of a member or members of the community
- Strong misconduct or behaviour out of school which brings or is likely to bring the school into disrepute

List of Prohibited or Banned Items

Prohibited Items

These are items which if found will receive zero tolerance as they are either illegal or deemed to be a safeguarding risk.

- Knives or Weapons including replicas
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and cigarette papers/ Vaping paraphernalia
- Fireworks
- Pornographic Images
- Any item that has been, or is likely to be, used to cause injury, or commit offence, or damage to property of any person

Banned Items

These are items not listed in the Prohibited Items list but are not acceptable in our school. This list is not exhaustive, but includes:

- Mobile Phones
- Chewing Gum
- Fizzy Drinks, Energy Drinks and Hot Drinks
- Unhealthy Foods, such as sweets, chocolate and cakes

- Items containing Nuts
- Tattoos

Any prohibited items listed above found in students' possession will be confiscated.

These items will not be returned to students.

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

If we suspect a child has an item from the prohibited or banned lists, member of staff should inform the SLT. A member of SLT, with another member of staff, will conduct a search in the Meeting Room.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Supporting Students Behaviour

Legislation and Statutory Requirements

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

- [Behaviour in Schools](#)
- [Keeping Children Safe in Education](#)
- [Search, Screening and Confiscation in Schools](#)
- [Restrictive Interventions, including the Use of Reasonable Force, in Schools](#)
- [The Equality Act 2010](#)
- [Supporting Student with Medical Conditions at School](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Related School Policies

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

- LPSC Safeguarding and Child Protection Policy
- LPSC Anti-Bullying Policy
- LPSC E-Safety and Acceptable Use Policy
- LPSC Exclusion, Removal and Review Policy

Annex 1: Restrictive Interventions, including Use of Reasonable Force.

Our Approach

At London Park School Clapham, we strive to create a safe, secure and supportive environment for all our students and staff. Restrictive interventions, including reasonable force and seclusion, are only ever used as a last resort, once all other prevention and de-escalation strategies have been exhausted.

Key Definitions

- Restrictive interventions: Actions to prevent, restrict or subdue movement to keep students safe
- Reasonable force: Physical contact using no more force than needed for the least time necessary
- Restraint: Intervention that immobilises or limits movement (may include direct physical contact)
- Seclusion: Keeping a student confined away from others and preventing them from leaving for safety reasons

When Force May Be Used

All staff have legal power to use reasonable force to prevent or stop a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder

Never acceptable:

- Using force as punishment, threat or deterrent
- Restraining in ways that affect airway, breathing or circulation
- Using force on the ground

Prevention and De-escalation

Staff will always attempt de-escalation techniques first, including:

- Open body language and respecting personal space
- Speaking calmly one-to-one away from audiences
- Using empathy and distraction techniques
- Offering calm spaces for self-regulation
- Verbal warnings about consequences

Decision-Making

When considering restrictive intervention, staff must assess:

- Necessity: Are there other more effective, less restrictive ways?

- Proportionality: Use the least force for the least time required
- Staff should consider the student's age, size, medical conditions, SEND, and other vulnerabilities.

Special Considerations for SEND

We carry out risk assessments for students with SEND where there is increased likelihood of needing restrictive interventions. We work with students, parents/carers and professionals to develop behaviour support plans with prevention and de-escalation strategies and make reasonable adjustments under the Equality Act 2010.

Recording Requirements

Staff must record in writing, on the same day where possible, all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Records must include:

- Names of student(s) and staff involved
- Time, date, location, duration
- Brief description of what happened and why intervention was necessary
- Type/degree of force or intervention used
- Any injuries sustained
- Support provided afterwards
- Student's SEND status if applicable

Reporting to Parents/Carers

We inform parents/carers about incidents as soon as possible, endeavouring to do this on the same day, even if the intervention is part of an agreed behaviour support plan.

Exception: If informing parents/carers would likely result in significant harm to the student, we report to the local authority instead.

Reports include:

- Time, date, location, duration
- Why intervention was necessary
- Type and degree of force used
- Any injuries sustained
- Support Following Incidents

As soon as possible after any incident, we:

- Evaluate why intervention was used and its impact
- Provide medical assessment and treatment if needed
- Offer students and staff opportunity to reflect through follow-up conversations

- Continue monitoring wellbeing and provide additional support as needed

Training and Risk Assessments

All staff likely to need to use restrictive interventions receive adequate training in their safe and lawful use and in preventative strategies. We carry out risk assessments to ensure staff can work safely with students where interventions may be required.

Complaints

Complaints about use of restrictive interventions are handled through our complaints policy. Allegations of inappropriate use are dealt with following Keeping Children Safe in Education guidance.

Annex 2: Alcohol, Drugs and Tobacco

It would be irresponsible of the School not to be aware of the threats and dangers posed by drug misuse in contemporary society, particularly to children and teenagers. Of equal concern is the impact and effect of socially acceptable drugs such as tobacco and alcohol on its students. The School's position has been formulated with this in mind.

Objectives

1. to ensure that London Park School Clapham is free from illegal drugs as well as psychoactive substances and solvents
2. to educate students on the effects of drugs on the mind and body
3. to provide opportunities for students to practise the personal and social skills and the strategies needed to deal with situations involving drugs
4. to promote the individual's self-confidence, self-esteem and self-worth
5. to explain the legal situation with regard to the use and misuse of drugs
6. to enable young people to identify sources of appropriate personal support
7. to enable parents to acquire knowledge and support

Any student found to be involved with illegal or other harmful drugs while under school jurisdiction either on or off school premises can expect to be suspended from School and may subsequently be expelled depending on the circumstances. The school reserves the right to inform the police.

It is important to note too that if drug-related concerns around a student are raised in relation to activity during school holidays, the School reserves the right to respond to ensure the safety and wellbeing of students. However, the School considers each drug related incident individually and recognises that a variety of responses is necessary to deal with incidents. It considers carefully the implication of any action it takes and

seeks to balance the interests of the students involved, other school students and the local community.

Alongside sanctions, pastoral support for students may include the use of in-school counselling, referral to outside agencies for counselling and agreement to our Supportive Regime document (including the willingness to submit to drug testing), more details of which can be found below and at the end of this policy.

The management of drug related incidents is coordinated by the Assistant Head Pastoral or Deputy Head in consultation with the Head.

Drug testing

Where there is suspicion about a student regarding the misuse of drugs, the School reserves the right to arrange for drug testing. Student consent is required for a test to take place and parents will be informed also. Refusal of consent may amount to a breach of our Parent Contract (Terms and Conditions) and our Safeguarding and Positive Relationships (Behaviour) Policies, and therefore in such cases this may put the student's place at the school under review.

Should a drugs test be found to be positive, the costs of the testing will be met by the parents or guardians of that student. In such cases the school reserves the right to apply the full range of sanctions, regardless of whether the drug misuse took place under periods of the School's authority or not.

Our drugs test are carried out by a reputable external provider employed by the School, not by members of London Park Schools Clapham staff. Our providers send their professional sampler to the School, and they will take a sample of hair, typically in the privacy of the Medical Room. Every effort is made to make this process as discreet and dignified as possible.

The hair sample is then taken to our provider's labs for assessment. The results usually take 5 - 7 days to be returned to the School, and as soon as the School receives the results these are shared with the student and their parents or guardians.

The outcome of the test, whether positive or negative, will not form part of the student's permanent medical record, and the existence of the contract would not usually be communicated with outside parties.

Supportive Regime and Final Warning

In some cases the School may choose to adopt the 'Supportive Regime' route with students involved in drug misuse. In such cases, a student and their parents or guardians will sign the Supportive Regime document, countersigned by the Head or

Deputy Head; in it, the student commits to making better choices in the future and submits to future drugs testing at the School's discretion as well as drugs counselling/further drugs education. The Supportive Regime approach also is accompanied by a Final Warning: a student undertaking the Supportive Regime can expect to lose their place at the School if they test positive for drugs.

Tobacco, Vaping and SNUS (Nicotine)

The school approach to smoking and vaping aims to give students the message that the habit creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that it receives support from the School and staff.

Aims:

- to ensure that cigarette smoking, including e-cigarettes and vaping, is not tolerated at the school
- to educate students as to the immediate dangers of smoking
- to encourage those students who do smoke to break the habit

Smoking, or being in possession of cigarettes, tobacco, vaping devices, SNUS, nicotine-based products and other smoking and vaping paraphernalia, is prohibited at School and when a student is under the School's authority.

Students found smoking or vaping, or in possession of related paraphernalia, can expect their parents to be informed and an appropriate sanction administered. For a persistent offender the Headmaster reserves the right to review the student's membership of the School community.

Alcohol

The school approach to alcohol aims to do the following:

- develop knowledge and understanding about alcohol as a drug and its effects on the body
- encourage sensible, appropriate and safe drinking behaviour
- practise personal and social skills and the strategies needed to deal with situations where alcohol is present

Drinking, or being in possession of alcohol is prohibited:

- in school buildings or grounds
- when under the authority of the school, in public houses and other licensed premises
- whilst on school outings and trips

Students found using or in possession of alcohol whilst under the authority of the School can expect to be suspended; repeat offenders may be expelled.

Support for Parents

From time to time the school will arrange sessions in which information about illegal drugs and their use will be presented, as well as on tobacco and alcohol.

Educational programme

The School has a proactive policy concerning the use of illegal drugs and substances, alcohol and tobacco. This is expressed in assemblies, tutor periods, science lessons and in the Wellbeing

Supportive Regime Document

Student's full name:		Student School Year	
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I understand that the School has grave concerns about my wellbeing for at least one of the following reasons:

- I have made a voluntary admission of having used a controlled drug or substance in breach of the School's policy
- I have undertaken an 'on suspicion' drugs test organised by the School and this has yielded positive results for prohibited substances

As an alternative to exclusion, the Head has offered me a supportive regime under which:

For a period agreed by the Head, without obligation on the part of the School, I may at any time be asked to undertake a drugs test for analysis in accordance with the procedures described in the attached policy which I have read and understood.

- I understand that I may be asked to undertake a drugs test at any reasonable time even though no grounds exist at that time to suspect that I have been involved with drugs or substances.
- I agree to be subject to this regime and to co-operate with the School in every respect.
- I understand that the School will take all reasonable care to preserve my confidentiality and human rights in the operation of this regime.
- I also understand that if without good reason I fail to co-operate with this regime or if a test proves positive I would almost certainly be required to leave the School.

Signed

Date

Declaration of Parents / Guardians

I / We the undersigned accept the Headmaster's offer of a supportive regime for the above named student, as laid out above.

I / We undertake to co-operate with the regime in all respects and to pay the laboratory charges for each test.

Signed	Signed
Full name	Full name
Relationship to student	Relationship to student
Date	Date