

The Ripley Academy

A member of the East Midlands Education Trust



Behaviour Policy



We are Ambitious... We are Committed... We are Proud...

#nothingshortofremarkable

Policy Review: February 2023

Governors Review March 2023

Reviewed by: Mrs Frost-Briggs / Mr Kingsland

Related Policies, Statements of Practice and procedures

- DfE Guidance - Behaviour in Schools: Advice for Headteachers and senior staff, September 2022
- DfE Searching, Screening and Confiscation Advice for schools, July 2022
- DfE Guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022
- EMET Physical Intervention policy
- EMET Safeguarding and Child Protection policy
- EMET SEND Policy

Appendices

- i. **Appendix 1. The Consequence System - behaviour for learning in lessons.**
- ii. **Appendix 2. Conduct around the school – The Ripley Way**

1 – Statement of Intent

All pupils should be able to attend The Ripley Academy feeling safe, able to enjoy learning and thrive academically and personally within a caring and aspirational environment. The key elements that underpin all of our work are:

- Encouraging all of our pupils to conduct themselves according to The Ripley Way. **We are Ambitious. We are Committed. We are Proud.**
- The development of good relationships between staff and pupils
- The effective, fair and consistent use of rewards and consequence across the school where the prevailing culture is one of praise, positivity and optimism.

This policy sets out how the whole academy community works together to achieve desired conduct, how we deal with low level disruption in lessons and how we recognise and reward the positive behaviours displayed by our learners. Academy staff should understand the principles underpinning the policy and should know what is included in it, so that they can refer to it as necessary.

2- Values – The Ripley Way

This Code of Conduct covers what is expected of all pupils around the school, to create the best possible learning environment and ensure that The Ripley Academy is a safe place to learn. We aim for our pupils to leave at the end of each school day having achieved Nothing Short of Remarkable. To support this, we expect all of our pupils to be **AMBITIOUS**, to be **COMMITTED** and to be **PROUD**. These three basic expectations are on display in every learning area:

We are AMBITIOUS. We are COMMITTED. We are PROUD.

We are AMBITIOUS...

	with our classwork
	with our homework
	with our targets
	with our choices
	for our futures

We are COMMITTED...

	to respecting one another
	to working hard
	to attending on time
	to being ready to learn
	to doing our best

We are PROUD...

	of our school
	of our achievements
	of our behaviour
	of our appearance
	of our differences

Teachers and leaders are responsible for establishing clear classroom procedures and ensuring that school rules are uniformly applied in line with the behaviour policy. Pupils are responsible for following the behaviour policy in the classroom and around the school site, including accepting responsibility when they have received sanctions.

In instances where pupils' behaviour remains a concern, we will work collaboratively with parents, pupils and teachers to address the situation, resolve any issues and prevent repeated behavioural issues.

3. Roles and Responsibilities

Expectations with regards to pupils:

Pupils will be expected to take responsibility for their own behaviour and will be made aware of the school policy, procedures and expectations.

Pupils will be expected to:

- Follow the school's code of conduct – 'The Ripley Way'. **We are Ambitious. We are Committed. We are Proud.**
- Arrive on time to school and lessons.
- Wear the correct school [Uniform Policy \(ripleyacademy.org\)](http://ripleyacademy.org) and understand that when they are in uniform, they are representing the school.
- Bring the correct equipment for each lesson, including their Standards Card.

Expectations with regards to staff:

Staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff will be expected to:

- Arrive on time to lessons.
- Greet pupils as they enter the room and create a purposeful start to the lesson.
- Promote and reinforce positive behaviour in and outside of the classroom.
- Deal with incidents of unacceptable behaviour by following the school's behaviour policy.
- Contact parents/carers if there is a problem with attendance, punctuality or conduct.
- Use the consequence system effectively and consistently.

Expectations with regards to Parents/Carers:

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.

Parents and carers are expected to:

- Work in partnership with staff to promote positive behaviour choices.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school on time, wearing the correct uniform and equipped to learn.
- Avoid holidays during term time.
- Treat staff with respect.

4. The Rewards System

We recognize that an effective behaviour policy makes use of rewards to motivate and celebrate pupils' success, as well as sanctions to address instances where pupils' behaviour may not be in line with our policy. We want to ensure that we recognise pupils' efforts and achievements using a variety of rewards to create a positive culture where our pupils will be motivated to give their best and contribute to the life of the school and wider community. Details can be found in our [Rewards Policy](#) located on the school website.

5. Consequence System

Pupils are encouraged to take responsibility for their learning and behaviour, including playing their part in creating a positive, caring and safe environment within the school and the local community.

We operate a staged approach of consequences for behaviour in lessons known as the Consequence System (C1 – chance to improve, C2 – choice to make, C3 reflect & change, C4 – failure to comply).

C1 – CHANCE TO IMPROVE

C2 – CHOICE TO MAKE

C3 – REFLECT & CHANGE → Referral & Stage 1
centralised detention

C4 – FAILURE TO COMPLY → Stage 2
centralised detention

Consequences are more likely to promote positive behaviour if pupils see them as fair; this is achieved through the certainty of the consequence rather than the severity. Pupils are mindful of how the tiers work and the opportunities given at each stage to modify behaviours. See **Appendix 1. The Consequence System - behaviour for learning in lessons.**

Where there are incidents of unsatisfactory behaviour or conduct it is important that sanctions are applied consistently and fairly by all staff across the school. Whilst there will always be an element of professional judgement, all staff should endeavour to apply sanctions consistently in line with the details set out in Appendices 1 & 2.

6. Conduct around the school

Pupils are asked to move around the school site calmly and with purpose and focus well in lessons allowing quality teaching and learning to take place. If an incident occurs outside of lessons or does not fall under the lesson consequence system, then the member of staff involved should attempt to resolve the situation and make a record. Depending on the level of seriousness, the incident may be actioned by the Pastoral Team. See **Appendix 2. Conduct around the school.**

7. The Standards Card

The Standards Card promotes high standards in terms of pupil punctuality, uniform and appearance.

- We are committed to high standards of uniform and presentation from all pupils. We believe smart uniform and appearance are pivotal in promoting the ethos of the school, providing a sense of belonging and identity, setting an appropriate tone for education and creating positive community recognition. It also reflects the high standards and expectations we set throughout the school. All of our staff are required to ensure pupil uniform and appearance are monitored at all times through the 'Standards Card,' and we ask parents/carers to support and enforce our [Uniform policy](#).
- Punctuality plays a key role in making sure pupils are ready to learn and maximises precious lesson time which is essential for pupils to achieve their full educational potential. All of our staff are required to ensure poor punctuality is challenged and monitored at all times through the 'Standards Card,' and we ask parents/carers to support and enforce our [Attendance and Punctuality policy](#).

8. Challenging Poor Behaviours

The school will actively promote positive behaviour management strategies and seek to develop good relationships at all levels. These strategies may include, but are not limited to,

- the consequence system in lessons or the Ripley Way around school site;
- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks (reflection) such as an account of their behaviour;
- restorative conversations;
- contact with home;
- detention (see section 10);
- school-based community service, such as tidying a classroom;
- pupil behaviour reports to tutor / Head of Year / SLT;
- parental 'working together' meetings;
- Internal Reflection Unit / external reflection (see section 13);
- suspension; and (see section 14)
- in the most serious of circumstances, permanent exclusion (see section 15).

9. Monitoring Report

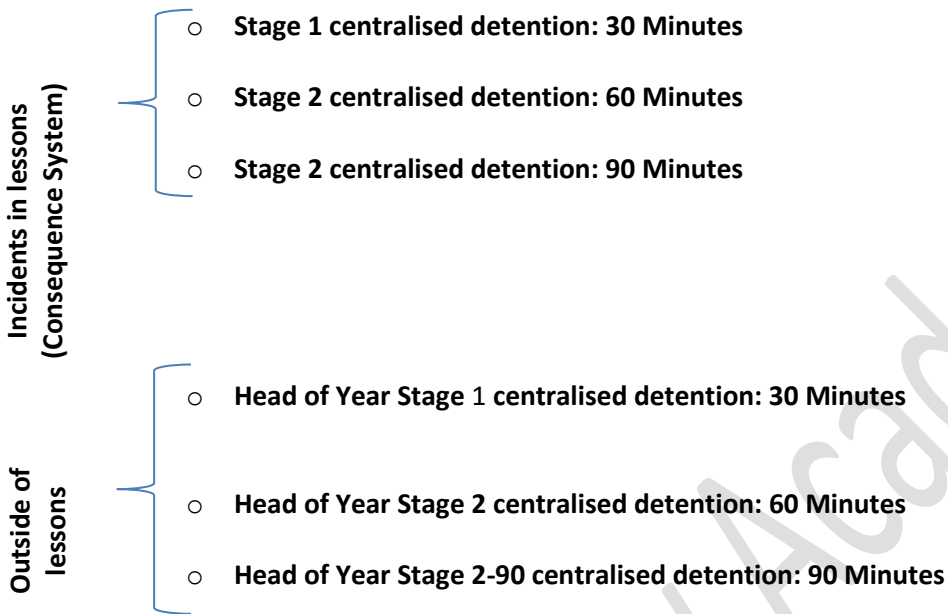
If we believe a child is struggling with effort, progress or behaviour we may decide to place the pupil onto a two-week monitoring report with targets. The report is a mechanism that enables staff to monitor a pupil's progress against agreed targets, both recognising success and breaking down barriers. This in turn will allow the school to put appropriate support in place to improve the academic development of the pupil. Parents are asked to support school by signing the report and reinforcing the school's expectations. Dependent on the need for the report, a pupil may be placed on Tutor, Head of Department, Head of Year, Senior Leadership Team or in the most serious cases a Head of School report.

10. Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is a short period where the pupil is required to remain under supervision of school staff during unstructured times. Depending on the severity of the incident, staff may issue one of the following detentions

Break / lunch time detention

These may be issued for failure to complete homework or incidents around the school site. If a child is in a break/lunchtime detention, staff will allow reasonable time for the pupil to eat, drink and use the toilet.



At The Ripley Academy, detentions (including detentions out of school hours) will be used as a sanction. [The DfE guidance - Behaviour in Schools: Advice for Headteachers and senior staff](#) sets out that: a detention outside normal school hours will be lawful if it meets the following conditions:

- the pupil is under 18 (unless the detention is during lunch break);
- the behaviour policy has communicated to pupils and parents that detentions outside school sessions may be used; and the detention is held at any of the following times:
 - any school day where the pupil does not have permission to be absent;
 - weekends during term - except a weekend during, preceding or following the half term break; or
 - non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

At The Ripley Academy, all teaching staff and the pastoral teams can issue detentions in line with this policy. Parents and carers should note that:

- Detentions are not optional;
- Parental consent is not required for detentions that are set in line with this policy; however, we will seek to notify you 24 hours in advance;
- Failure to attend a detention may result in an escalated sanction.

11. Supporting Individual Needs

The Senior Leadership Team and Staff will ensure that there is a consistent application of the policy and procedures, which will consider, and not discriminate against gender, race, disability, Special Educational Need, religion or belief, sexual orientation, pregnancy, gender reassignment or identity.

We will ensure that:

- Staff members are well informed about cultural differences in behaviour
- Staff do not discriminate against pupils
- All pupils are supported in understanding the behaviour policy
- Staff make reasonable adjustments in the application of the behaviour policy for any SEND
- Staff make additional or alternative provision where behaviour is related to learning difficulties
- Staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause, in order to prevent reoccurring behaviour.

Where pupils have a special educational need or display social emotional behavioural difficulties, sanctions may be revised, and reasonable adjustments made which are appropriate to the individual's needs. A review may be called by the SENCO. Our expectations and standards of children with a special educational need are high and we ensure they are not discriminated against. Parents and carers will be invited to be part of this process (where appropriate) and revised strategies will be communicated to each pupil and their teachers and will be reviewed on a regular basis.

The school will continue to work positively with external agencies to seek appropriate support to ensure that the needs of pupils are met through utilising the range of external support available.

12. Lesson referral / lesson exclusion

Lesson referrals (lesson exclusions) are initiated when a pupil is issued a C3 – Reflect & Change – in-line with the Consequence System, in an individual lesson. This will remove the pupil from a potentially disruptive environment in an attempt to ensure they have time to reflect and change their conduct. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. As set out in **Appendix 1. Behaviour for Learning in lessons – The Consequence System**, C3 lesson referral is sanctioned with a Stage 1 centralised after school detention the following day.

Lesson referrals are not optional, and the following may result in an escalated sanction as set out in **Appendix 1. Behaviour for Learning in lessons – The Consequence System**; refusal to attend the referral room and complete work, truancy or further disruptive / defiant behaviours. Referred pupils are expected to engage in the reflection process as part of their reintegration back into the classroom, when appropriate.

13. Internal Reflection Unit (IRU) / External Reflection

Internal reflection / external reflection are the last step the school can take before a fixed term suspension. Depending on the severity of the incident this will take place in the school's IRU or at our sister EMET school, John Flamsteed, as an external isolation. These are serious sanctions and should only be used when:

- directed by a member of the Senior Leadership Team;
- where a subject department / pastoral team have exhausted possible strategies to improve the behaviour of a pupil;
- the actions of the pupil were serious enough to escalate the sanctions immediately to internal or external reflection;
- a pupil acts in clear defiance of the school rules- i.e. refusing to go to a lesson referral, refusing to follow instructions, repeated failure to attend detention etc.

Pupils referred to the IRU / external reflection will be provided with work for continuation of the pupil's education in a supervised setting. Poor behaviour in the IRU could result in a suspension or extended IRU / external reflection. Poor behaviour in the IRU could result in a suspension or extended IRU / external reflection.

14. Suspension

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school will use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods.

A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

15. Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school**

Suspensions and permanent exclusions follow the [DfE Guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022](#)

16. Managed moves / off-site direction

A managed move is a formal agreement between two schools, a child and his/her parents / carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the [Suspension and Permanent Exclusion guidance](#)) may be used. Managed moves should only occur when it is in the pupil's best interests.

17. Additional behaviour incidents

Incidents out of school

The school may sanction pupils for incidents outside the school grounds, including online. For example,

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- actions that could have repercussions for the orderly running of the school;
- actions that pose a threat to another pupil; or
- actions that could adversely affect the reputation of the school.

Bullying:

The Ripley Academy has a zero-tolerance approach to bullying. This is set out in our tac Anti-Bullying Policy which is published on the school website [Anti-Bullying Policy \(ripleyacademy.org\)](#), and includes online bullying.

Child-on-child sexual violence and sexual harassment:

The Ripley Academy have a zero-tolerance approach to sexual violence and sexual harassment. Following any report of sexual violence or child-on-child sexual harassment offline or online, the pastoral team will follow the safeguarding principles set out in part 5 of Keeping Children Safe in Education. The designated safeguarding lead(s) will advise on the school's initial response, which may involve contacting the police. Each incident should be considered on a case-by-case basis and recorded on the school's child-on-child abuse log and should be reviewed by a member of the Senior Leadership Team. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- Displaying pictures, photos or drawings of a sexual nature;
- Upskirting
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#) provides detailed advice for schools and colleges;
 - Sharing of unwanted explicit content;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including on social media;
 - Sexual exploitation; coercion and threats
 - Coercing others into sharing images of themselves or performing acts with which they are not comfortable online.

Mobile Phones

Allowing access to mobile phones in school introduces complexity and risks, including safeguarding related issues, distraction, disruption, bullying and abuse, and can be a detriment to learning.

Pupils are not allowed to use mobile phones during the school-day on school-site. If a member of staff sees a pupil using a mobile phone it will be confiscated and the pupil will be able to collect it at the end of the school day. Refusal to follow this instruction may lead to an escalated sanction. If a pupil breaches this school rule on multiple occasions then parents may be asked to collect the mobile phone from school.

Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. For further information please see the DfE [use of reasonable force Advice for headteachers, staff and governing bodies July 2013](#) guidance.

18. Sixth Form Approach

We see our Sixth Form pupils as ambassadors for younger pupils at The Ripley Academy. Please see our [Sixth Form Behaviour policy](#).

19. Searches

The school may conduct searches in line with the DfE "[searching, screening and confiscation at school](#)" July 2022 guidance. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The following are strictly forbidden on the school site. Bringing any of these onto the school site or being in possession of them could result in permanent exclusion:

- smoking paraphernalia including e-cigarettes; and vape liquid,
- knives or weapons;
- alcohol;
- illegal drugs;
- legal-highs;
- unknown substances;
- stolen items;
- matches, lighters;
- fireworks
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

20. Discretion

No policy can cover all eventualities and the Executive Headteacher and Head of School reserve the right to use their discretion, in line with this policy, to help pupils make better choices, learn positive behaviour and reduce disruption to learning and poor behaviour in order for The Ripley Academy to be a safe place to learn

21. Malicious allegations against school staff

The school will follow the guidance in [Keeping Children Safe in Education](#) when dealing with unsubstantiated, unfounded, false or malicious allegations against staff. Where pupils are found to have made malicious allegations this would be considered a breach of the school behaviour policy. The school will therefore consider whether to apply appropriate sanctions, which could include a suspension or permanent exclusion; as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The Ripley Academy

Appendix 1. The Consequence System - behaviour for learning in lessons-

C1 – Chance to Improve

Reasons C1 could be given	Teacher will	Objective of C1
<ul style="list-style-type: none"> • Low Level Disruption (LLD) • Refusal to work • Defiance • Failure to follow instructions 	<p>Inform the student they have been issued a C1 using the 'C language'</p> <p>“C1 this is your chance to improve”</p> <ul style="list-style-type: none"> • Write students name on board Under the C1 heading 	Encourages the student to settle and stop the behaviour, without disrupting learning.

C2 – Choice to Make

Reasons C2 could be given	Teacher will	Objective of C2
<p>Continued LLD /refusal to work /defiance / inappropriate behaviour</p> <p>No modification of behaviour</p>	<p>Inform the student they have been issued a C2 using the 'C language'</p> <p>“C2, you now have a choice to make”</p> <ul style="list-style-type: none"> • Write students name on board Under the C2 heading <p>The teacher may consider classroom intervention at this point, e.g. seating change, to help the student reflect and stop the behaviours.</p>	<p>Student is choosing to continue with their behaviour. This is their final chance before receiving a sanction (consequence).</p> <p>Student now has a choice to make. Improve behaviour or receive a C3.</p>

C3 – Reflect & Change

Reasons C3 could be given	Teacher will	Consequence of C3
<ul style="list-style-type: none"> • Continued LLD • Continued refusal • Continued defiance <p>No modification of behaviour</p>	<p>Inform the student they have been issued a C3 using the 'C language'</p> <p>“C3 time to reflect and chance”</p> <ul style="list-style-type: none"> • Write student's name on board under C3 heading • Write C3 detention on their Standards Card • Student will be sent to lesson referral room <u>with class work</u>. 	<p>Stage 1 detention</p> <p>30 min afterschool</p> <p>(Centralised Detention the next day)</p>

C4 – Failure to Comply

Reasons C4 could be given	Teacher will	Consequence of C4
<ul style="list-style-type: none"> • Student walks away, refuses or fails to go to the department referral room • Student refuses to enter classroom / sit where instructed • Student fails to complete work in referral 	<p>Inform the student they have been issued a C4 using the 'C language'</p> <p>“C4 you have failed to comply”</p> <p>Where possible, the staff member will write C4 detention on their Standards Card.</p>	<p>Stage 2 detention</p> <p>1-hour afterschool</p> <p>(Centralised Detention the next day)</p>

* above are examples of reasons why a C1, C2, C3 or C4 could be awarded. However, it is impossible to define in advance all circumstances and so professional judgement will always be used.

**Appendix 2. Conduct around the school
- The Ripley Way -**

Below are examples of consequences / actions staff may take for pupils failing to adhere to The Ripley Way. However, it is impossible to define in advance all circumstances and so professional judgement will always be used.

'I am not very well organised'	
What happens if...	Consequence
I don't get to school on time	If you enter through the gates after 8:37am, or reception if after 8:50am, your lateness will be recorded on SIMs and your Standards Card. If you receive three lates in a half-term you will be placed in a Stage 1 Head of Year centralised detention.
I don't get to lesson on time	Your lateness will be recorded on SIMs and your Standards Card. If you receive three lates in a half-term you will be placed in a Stage 1 Head of Year centralised detention.
I don't bring the correct equipment to lesson	You may be placed in a break / lunch time detention by your class teacher, form tutor or Head of Year for repeat failure to be equipped to learn. This also includes your PE kit.
I don't do my homework	You may be placed in a break / lunch time detention by your class teacher where you can complete the missed homework. A call home to parents will be made by the class teacher for persistent failures.

'I don't follow the expected uniform standard'	
What happens if...	Consequence
I am wearing incorrect uniform.	Your tutor will send you to a Head of Year during morning standards check where you will receive a uniform signature on your card and a temporary limited pass. The Pastoral Team will make a call home to discuss. Where there are legitimate reasons for wearing incorrect uniform and these are resolved quickly the uniform signature may be removed by the Head of Year.
I had a uniform pass but it has expired.	Your tutor will send you to a Head of Year during morning standards check where they will review your last pass and use their professional judgement on next steps.
I wear my trainers and had a pass but my parents have told school I have school shoes, but I don't like them.	Your tutor will send you to a Head of Year during morning standards check but you will not be issued with a uniform pass and will receive a uniform signature. 3 uniform signatures will result in a Stage 1 Head of Year centralised detention. Heads of Year may apply a Stage 2 for persistent offenders.
I wear piercings, too much makeup, jewellery or nails are against the uniform policy	Your Standards Card will be signed. You will be asked to remove anything additional to this immediately as well as excessive makeup, jewellery or nail extensions. If you receive three signatures, you will receive a Stage 1 Head of Year detention. Heads of Year may apply a Stage 2 for persistent offenders.
I wear the wrong skirt / trousers	Your tutor will send you to a Head of Year during morning standards check but you will not be issued with a uniform pass and will receive a uniform signature. Parents will be contacted. 3 uniform signatures will result in a Stage 1 Head of Year centralised detention. Heads of Year may apply a Stage 2 for persistent offenders.
I wear my shirt untucked or don't wear my blazer	Your Standards Card will be signed each time. 3 uniform signatures will result in a Stage 1 Head of Year centralised detention. Heads of Year may apply a Stage 2 for persistent offenders.

Serious incident

I verbally or physically abuse a pupil or member of staff	<p>All serious incidents will be investigated and findings will be reviewed by a member of Senior staff. A proportionally appropriate sanction could include:</p> <ul style="list-style-type: none"> • Internal Reflection Unit • external reflection • a fixed-term suspension – including a reintegration meeting • reporting to the police • a formal meeting with the school governors • direction to Alternative Provision • offsite direction / managed move • a referral to the Pupil Referral Unit (PRU) or alternative • a permanent exclusion
I am deliberately defiant and refuse to follow instructions or I make others feel unsafe through reckless or dangerous behaviour	
I give or sell smoking paraphernalia including vapes to another pupil	
I persistently fail to follow The Ripley Way / Consequence System and fail to engage in interventions to improve my conduct.	
I make racist/homophobic/transphobic or discriminatory remarks to a pupil or a member of staff	
I am involved in a fight with another pupil	
I bring or take illegal, unknown or banned substances or dangerous items into school	
I bring a weapon into school, even if I do not use it	