



# **BRENTSIDE HIGH SCHOOL**

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LEARNING AND ACHIEVING TOGETHER

## **Behaviour Policy**

Ratified by Governors	March 2024
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SLT responsible	MDu

## Table of Contents

1. Aims .....	3
2. Legislation, Statutory Requirements and Statutory Guidance .....	3
3. Definitions .....	3
4. Bullying .....	4
5. Roles and Responsibilities .....	5
6. School Behaviour Curriculum.....	8
7. Responding to Behaviour.....	9
8. Serious Sanctions .....	17
9. Responding to Misbehaviour from Students with SEND.....	18
10. Supporting Students Following a Sanction.....	20
11. Student Transition.....	20
12. Training.....	20
13. Monitoring Arrangements.....	21
14. Links with Other Policies .....	21
Appendix 1: Behaviour Principles Written Statement, 'The Brentside Five' .....	22
Appendix 2: Community Service.....	25

## 1. Aims

This policy aims to:

- **Create a positive, inclusive culture that promotes excellent behaviour**, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- **Establish a whole-school approach to maintaining high standards of behaviour and culture** that reflect the values of our school.
- Outline the expectations of positive behaviours, and consequences of poor behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## 2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department of Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement August 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

## 3. Definitions

**Brentside High School supports and challenges all students to achieve excellence as lifelong learners** with the highest expectations of themselves and others. No exceptions, no excuses.

Brentside High School values every child, and recognises our duty to develop independent, confident young people.

We are committed to providing a caring, friendly, supportive and safe environment for all our students so they can learn in a relaxed and secure atmosphere.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude, both in conduct towards peers and adults
- Incorrect uniform and/or equipment

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying or discrimination, towards individuals or groups
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Any form of 'banter', i.e., behaviour that is offensive and causes upset, and is not good humoured or welcomed by the recipient
  - Physical behaviour such as interfering with clothes or touching more generally
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - **Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence**, or to cause personal injury to, or damage to the property of, any person (including the student).

## 4. Bullying

Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell adults, and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell staff.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## **PROCEDURES**

1. Report bullying incidents to staff, as promptly as possible.
2. In all cases of bullying, the incidents will be recorded by staff.
3. In serious cases, parents/carers should be informed and asked to come into a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

We believe that educating and promoting anti-bullying within our community is the most effective method of preventing bullying and therefore we ensure that we:

- learn about self-respect and appropriate behaviour towards others through our PSHE programme.
- promote anti-bullying around the school.
- Promote anti-bullying through our virtual community.
- share this policy with our staff, students, parents/carers and governors.

## **5. Roles and Responsibilities**

### **5.1 The Governing Board**

The Behaviour and Inclusion Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (see Appendix 1).

- Reviewing this behaviour policy in conjunction with the Headteacher and Senior Leadership Team (SLT).
- Monitoring the policy's implementation and effectiveness.
- Holding the Headteacher and the SLT to account for its implementation.

The policy can only be adopted by the Full Governing Body.

## **5.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the SLT and Behaviour and Inclusion Committee.
- Giving due consideration to the school's statement of behaviour principles (see Appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff are trained effectively to manage poor behaviour.
- Ensure that staff manage poor behaviour effectively and consistently.
- Monitoring that the policy is implemented by staff consistently with all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see Section 13.1).

The Headteacher is able to delegate aspects of the above to leaders whose roles relate closely to the remit of this policy.

## **Charging for vandalism and damage caused to the school buildings and environment**

Where appropriate, Brentside High School will charge parents/carers for damage caused to the school environment by a student acting alone or as part of a group collectively causing damage. This can include a reasonable addition of labour costs. Such a charge can only be sanctioned by the Headteacher and will as far as is reasonably practicable, take into account a student's circumstances. Brentside High School is able to allow parents/carers to repay such a charge over time.

## **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm, predictable and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently and fairly.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.

- Modelling positive relationships with staff, students, parents/carers, governors and any other professionals.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations and model the highest standards of expected behaviours in own practice.
- Recording behaviour incidents promptly.
- Supporting students to meet the school's expectations.
- Using information about students, such as Reading Ages, to plan appropriate sequences of learning so that young people are able to experience success in every classroom.

## 5.4 Parents and carers

Parents/carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher, tutor, or other linked staff member promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- Uphold the behaviour system when working with the school.

The school will always endeavour to build a positive relationship with parents/carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

The school publishes staff contact information on its website and through other communications for the purposes of supporting communication from parents/carers to staff.

## 5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That students are expected to view adults as appropriate authority figures, who are investigated in their future and bring consistency to the school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- Students are expected to report any instances of poor or concerning behaviour to an appropriate adult, in keeping with our approach of being a 'telling school'.
- The pastoral support that is available to them to help them meet the behaviour standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions and reminders wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

All students have reminders and guidance about the behaviour expectations, communication routes, banned items and other supporting information in their student planner.

## 6. School Behaviour Curriculum

Students are expected to:

- Behave in an orderly, calm and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

**Students are expected to attend every lesson promptly.** Where students are late to either tutor time, assembly or to lessons, they will be issued sanctions in line with the Brentside High School Behaviour Management Chart, as an L1 (late within 10 minutes), or an L3 attendance (late after 10 minutes), or an L4 (truancy of the lesson).

**Teachers will monitor the accumulation of Achievement Points and Behaviour Incidents** regularly. Where appropriate, teachers, form tutors, Year Leaders and SLT will support students to improve their choices and behaviour through reports, detentions, parental/carer meetings, other sanctions including of privileges. In all cases, sanctions are fair and proportionate to the young person's behaviour and are focused on ensuring that each child is aware of the impact of their behaviour on others. Please see Appendix 1 for more details of how behaviour incidents are linked to sanctions.

**Students and parents/carers are required to read the Home School Agreement**, and in good faith, seek to uphold the agreement. Effective home-school partnership is vital to a child's success.

### 6.1 Mobile phones

Brentside High School does not allow students to use mobile phones between 08:45 and 15:05. If mobile phones are seen or heard, they are confiscated by the member of staff. They will then be stored in the school safe in reception until collected by the child's parent/carer.

## **7. Responding to Behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding policy for more information.

The Brentside High School Safeguarding Statement is available [here](#).

### **7.3 Responding to good behaviour**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise home to parents/carers via a phone call or email
- Issuing certificates

## **7.4 Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Loss of privileges – for instance, the loss of a prized possession.
- School-based community service, such as tidying a classroom.
- Referring the student to a senior member of staff.
- Letter of phone call home to parents/carers.
- Agreeing a behaviour contract.
- Putting a student 'on report' to a member of staff, for a defined period of time.
- Removal of the student from the classroom, to work in another classroom away from peers.
- Suspension.
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 7.6 Confiscation, screening and searching

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

### Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search, the authorized member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student what a search entails – e.g., “I will ask you to turn out your pockets and remove your scarf”.
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student’s cooperation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead (DSL), to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching students’ possessions**

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers

- Bags
- Electronic devices such as mobile phones or laptop computers

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student.
- Not be a police officer or otherwise associated with the police.
- Not be the Headteacher.
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a student of our school, such as being part of a sports team.

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.
- Could adversely affect the reputation of the school.

### **7.8 Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student is identifiable as a member of the school.

### **7.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, or member of SLT as discharged by the Headteacher, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our Child Protection and Safeguarding policy for more information.

## **7.11 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will

consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **8. Serious Sanctions**

### **8.1 Detention**

**All members of staff at Brentside High School have the authority to set detentions**, in line with this policy. This includes Learning Support Assistants, support staff and supply staff, i.e., any adult acting in regulated activities. Please note:

A person is in regulated activity if they regularly (once a week or more often, or on **four or more** days in a 30-day period):

- Work in or for a 'specified place' (see definition below) and have opportunity for contact with children.
- Are unsupervised and
- Are responsible for teaching, training, instructing, caring for or supervising children.
- Provide advice or guidance to children on physical, emotional or educational wellbeing.

Students can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety.
- Conflict with a medical appointment.
- Prevent the student from getting home safely.
- Interrupt the student's caring responsibilities.

### **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meeting with mentors
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Student support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

### **8.3 Suspension and permanent exclusion**

The school can 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.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

**Please refer to our exclusions policy for more information.**

## **9. Responding to Misbehaviour from Students with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#)).
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

## **9.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student's behaviour likely to change as a result of their particular SEND? For example, a child may become more withdrawn in lessons if they have an auditory processing disorder.

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's Special Educational Needs Co-Ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **9.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Information re Ealing's Local Offer is available [here](#).

## **10. Supporting Students Following a Sanction**

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings with parents or carers.
- Support in attendance of Homework Club, or other academic interventions.
- Daily contact with the appropriate pastoral lead.
- A report card with personalised behaviour goals.
- In another setting under off-site direction.
- Referral to local support services, such as CAHMS or Kooth.

## **11. Student Transition**

### **11.1 Inducting incoming students**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing students for transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint.
- The needs of the students at the school.
- How SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

## **13. Monitoring Arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of student support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys).

The data will be analysed every term by the Deputy Headteacher.

The data will be analysed from a variety of perspectives, including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and the Behaviour and Inclusion Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behavioural data (as per section 13.1).

The written statement of the behavioural principles (Appendix 1) will be reviewed and approved by the Behaviour and Inclusion Committee annually.

## **14. Links with Other Policies**

This behaviour policy is lined to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Physical Restraint policy
- Mobile Phone policy

## **Appendix 1: Behaviour Principles Written Statement, 'The Brentside Five'**

Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with behaviour policy.
- The behaviour policy is understood by all students and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Students are helped to take responsibility for their actions and to reflect upon their actions.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life.

### **The Brentside Five**

1. Arrive on time and with the correct equipment
2. Follow staff instructions first time
3. Move calmly around the school
4. Respect everybody and the school environment
5. Work to the best of your ability

# Behaviour Management Chart

	Behaviour Concern	Common strategies and consequences:
<b>L1</b> 1 BTF	<b>Low Level disruption, e.g.</b> <ul style="list-style-type: none"> <li>Off-task talking</li> <li>Shouting out</li> <li>Out of seat/fidgeting</li> <li>Chewing</li> <li>Late (within 10 minutes)</li> <li>Inadequate equipment</li> <li>Poor engagement</li> </ul>	<ol style="list-style-type: none"> <li>1. Move student to a different seat</li> <li>2. Monitor student's work more closely</li> <li>3. Direct more questions at the student</li> <li>4. Allow 2-minute reflection time</li> <li>5. Remediation conversation</li> <li>6. Verbal warning explaining consequences</li> <li>7. Scheduled mediation meeting / 10m detention</li> <li>8. Student apology / corrective behaviour</li> <li>9. Log a L1 incident</li> </ol>
	<b>No/inadequate homework</b>	<ol style="list-style-type: none"> <li>1. Log a L1 incident</li> <li>2. Opportunity to complete/improve for next morning</li> <li>3. Student apology / corrective behaviour</li> </ol>
	<b>Uniform issue with no parental note or uniform slip</b>	<ol style="list-style-type: none"> <li>1. Log a L1 incident</li> <li>2. Refer to tutor for uniform slip and further action</li> <li>3. Student apology / corrective behaviour</li> </ol>
	<b>Mobile phone seen/heard</b>	<ol style="list-style-type: none"> <li>1. Confiscation -until end of day from reception</li> <li>2. Student apology</li> <li>3. Reception to log a L1 incident</li> </ol>
	<ul style="list-style-type: none"> <li>• Repetition of the above over two or more lessons/tutor times</li> <li>• On-going homework concerns</li> <li>• Inappropriate language towards another student</li> </ul>	<ol style="list-style-type: none"> <li>1. Log an additional L1 incident</li> <li>2. Issue a Subject/Tutor Report</li> <li>3. 20m subject/tutor detention and remediation meeting</li> <li>4. Refer to homework club</li> <li>5. Call parents/carers</li> <li>6. Student apology / corrective behaviour</li> </ol>
<b>L2</b> 2 BTFs	<b>On-going / escalated concerns including failure to attend detention/remediation meeting</b>	<ol style="list-style-type: none"> <li>1. Referral to Subject Leader (Year Leader if from tutor)</li> <li>2. Log a L2 incident</li> <li>3. Student can be sent to subject shadow room</li> <li>4. Face to face parent/carer meeting</li> <li>5. Subject Report reporting to Subject Leader (or Year Leader Report if across 3 or more areas)</li> <li>6. 30m Subject Leader detention and remediation meeting (45m if with Year Leader)</li> <li>7. Student apology / corrective behaviour</li> </ol>
<b>L3</b> 3 BTFs	<b>On-going concerns / serious misdemeanours e.g.:</b> <ul style="list-style-type: none"> <li>Anti-social behaviour, e.g., swearing, throwing water</li> <li>Open defiance on one occasion, e.g., walking away / refusing to converse / refusal to follow instructions</li> <li>Unsafe behaviour, e.g., play-fighting, running around corridors</li> <li>Prejudicial behaviour of any kind</li> </ul>	<ol style="list-style-type: none"> <li>1. Student is removed by Patrol to withdrawal room</li> <li>2. SLT to log a L3 incident</li> <li>3. SL/YL report, also reporting to SLT</li> <li>4. Face to face parent/carer meeting</li> <li>5. 1hour SLT detention and remediation</li> <li>6. Student apology / corrective behaviour</li> <li>7. Headteacher meeting if no improvement, carrying a 1.5-hour detention</li> </ol>
<p>If, through tutors' and Year Leaders' weekly behaviour monitoring, students display any of the above across 3 or more subjects, strategies are centralised through tutors/YLs, and <b>on-going communication is maintained between pastoral and curriculum staff</b>, including the arrangement of remediation and apology.</p>		

## L4: Severe Behaviours Leading to High Level Sanctions

-Referral by YL/AHT to Deputy Headteacher or Headteacher (4 BTFs)

<ul style="list-style-type: none"> <li>On-going defiance/anti-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>1 day inclusion to 2 days suspension and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Truancy</li> </ul>	<ul style="list-style-type: none"> <li>1 day inclusion/suspension and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Bringing the school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>1 day inclusion to 4 days suspension and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Verbal abuse of staff</li> </ul>	<ul style="list-style-type: none"> <li>1 to 3 days inclusion and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Prejudicial behaviour, e.g., racism, sexism, homophobia</li> </ul>	<ul style="list-style-type: none"> <li>1 to 3 days inclusion and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>1 day inclusion to 3 days suspension and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>1 day inclusion to 3 days suspension and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Online abuse of students or staff</li> </ul>	<ul style="list-style-type: none"> <li>1 to 3 days inclusion/suspension and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Fighting</li> </ul>	<ul style="list-style-type: none"> <li>2 to 3 days suspension and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Physical assault on a student</li> </ul>	<ul style="list-style-type: none"> <li>2 days suspension to permanent exclusion and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Physical assault of staff</li> </ul>	<ul style="list-style-type: none"> <li>2 days suspension to permanent exclusion and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>
<ul style="list-style-type: none"> <li>Carrying a weapon or illegal substances</li> </ul>	<ul style="list-style-type: none"> <li>2 days suspension to permanent exclusion and parent/carer meeting</li> <li>2-week YL report on return, also reporting to SLT</li> </ul>

### Behaviour Points Tariff per term -monitored weekly by FT/YL/SAFE worker

NB common sense should be used when considering behaviour points – e.g., persistent failure to complete homework may mean the student needs differentiation / homework club / school laptop whereas points for dangerous behaviour would be treated differently. Points continue to accrue after a suspension/inclusion day and cannot be removed but staff will support students to change their behaviour whenever possible by acknowledging and rewarding improved attitude to learning and to the community.

Points	Actions	Points	Actions
0-9	<ul style="list-style-type: none"> <li>Conversation with Form Tutor regarding behaviour</li> <li>Form Tutor to call home</li> </ul>	46-55	<ul style="list-style-type: none"> <li>Key Stage AHT Report (2 weeks)</li> <li>AHT parent/carer meeting</li> <li>Decide strategies at Inclusion Panel</li> </ul>
10-15	<ul style="list-style-type: none"> <li>Form Tutor Report (2 weeks)</li> <li>Form Tutor parent/carer meeting</li> </ul>	56-65	<ul style="list-style-type: none"> <li>DHT Report (2 weeks)</li> <li>DHT parent/carer meeting</li> <li>Decide strategies at Inclusion Panel</li> </ul>
16-35	<ul style="list-style-type: none"> <li>Year Leader Report (2 weeks)</li> <li>Year Leader to arrange a meeting with parents/carers</li> </ul>	66+	<ul style="list-style-type: none"> <li>HT / Governors meeting</li> <li>HT / Gov parent/carer meeting</li> </ul>
36-45	<ul style="list-style-type: none"> <li>Year Leader Report (2 weeks), reporting to attached SLT</li> <li>SLT parent/carer meeting</li> </ul>		

## Appendix 2: Community Service

### Community Service

The school's behaviour policy identifies community service as part of the range of possible sanctions. This is supported by the Department for Education guidance [here](#).

#### Purpose of community service

Where a student has wilfully damaged school property there is always a cost to the school. That cost includes materials but also the staff time taken to repair, make good or replace the damaged item/s. This cost should not be borne entirely by the school, because the damage was wilful. Students should also be supported to understand the impact of their actions on the school community.

Any incidents of damage through vandalism are investigated thoroughly using CCTV, interviews and student and staff statements, as appropriate. Other tools, such as identifying the student logged on at the time that a computer was damaged, will also be used. Once vandalism has been attributed to a young person or group of young people their family is informed. Vandalism includes any act that mistreats school property, and on rare occasions, this may have no immediate visible impact. For example, if a student kicked a locked door but the lock did not break, this remains an act of vandalism.

Students and families may be given the opportunity to 'pay back' through community service when a student has vandalised school property/damaged such through inappropriate use. This may be as part payment alongside a financial cost which goes towards replacing or repairing the item damaged.

The principles of joint enterprise will be applied by the school, for example in identifying a group of students who have been present when one or more has caused damage, if there was time and opportunity for them to walk away or inform a member of staff, but this opportunity was not taken, all students who were part of that action may be required to contribute. Community service provides a vehicle for positively contributing to the community that has been damaged.

Community service will be employed with the agreement of the parent. Should they wish to pay the full amount of the damage instead, they are entitled to do so, but we would urge consideration of how the student will learn from their anti-social conduct. Students can be allocated community service by the Headteacher or their deputies, in collaboration with the Senior Leadership Team and/or Year Leader.

All community service will be overseen by a member of staff. The maximum time that community service can be enacted in any one day is 75 minutes. Community service will usually be undertaken at the end of the school day. Community service may be in addition to any school sanction, as appropriate.

Examples of community service:

- Litter picking
- Gardening
- Supporting the running of an extracurricular club
- Tidying classrooms or displays
- Supporting in the library

All community service will be risk assessed through a dynamic risk assessment. Examples of measures taken to reduce risk are below:

<b>Litter picking in the metropolitan open land space within the school grounds:</b>	
<b><i>Risk factors</i></b>	<b><i>Mitigation of risk:</i></b>
Uneven surface on the ground.	Students to be told about the uneven nature of the ground and to be careful. No requirement for moving at speed
Potential sharp edges when picking up rubbish.	Students to use a picker and gloves. (Students should notify staff of any allergies to glove materials.)
Students picking up water bottles or other that may carry germs.	Students to be provided with a picker and gloves. (Students should notify staff of any allergies to glove materials.)
Students may be in areas of the grounds not usually accessed by students and could be challenged by staff.	Students to wear high vis gilets if outside and to be accompanied by a staff member in the area.