

# BRENTSIDE HIGH SCHOOL

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LEARNING AND ACHIEVING TOGETHER

## Behaviour Policy

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Lead Member of Staff	MDu, Deputy Headteacher
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## **Section 1 - Introduction and Purpose of the Behaviour Policy**

Brentside High School is committed to providing a calm, positive, safe and secure learning environment where all students are supported to take advantage of excellent learning opportunities free from distraction and concern.

We have high expectations for everyone in the school community in all aspects of school life including what behaviours are permitted and promoted and what behaviours are prohibited. We value the power of mutual respect and positive relationships between students, staff and home.

This behaviour policy will outline and clarify what those expectations are, how we recognise and reward students that meet those expectations, how we guide, support and intervene with students to meet those expectations and when and how the school intervenes to sanction behaviour that is below expectations. This policy will draw reference to the legal framework that all state schools must follow and direct the reader to additional information where required.

This behaviour policy sets out the vision for Brentside High School and the positive behaviour culture we are developing.

Our teaching and learning at Brentside is about the whole individual and preparing all students for life beyond school. This includes:

- Understanding and being kind to yourself
- Building respect for oneself and others
- Building reflection, resilience and self-discipline
- A regard for authority and those that care and are responsible for students
- The prevention of all forms of derogatory behaviour, whether it be bullying (cyberbullying), any type of prejudice or discrimination against the nine Protected Characteristics of the Equality Act
- The value of hard work and applying yourself to all tasks

In essence this is a policy which should cover all aspects of school life. It will provide clarity for leaders in terms of what the statutory guidance dictates, how the school adheres to the guidelines, the systems and processes within the school for staff to follow, expectations on students and clarity for families.

### **1.1 Legislation 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 - February 2024](#)
- [The Equality Act 2010 - updated May 2014](#)

- [Keeping children safe in education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement August 2024](#)
- [Searching, Screening and Confiscation DfE advice for schools July 2022](#)
- [Use of reasonable force and other restrictive interventions guidance \(Feb 2025\)](#)
- [Supporting students with medical conditions at school - NOT FOUND](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice - January 2015](#)

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.

Statutory Guidance is updated on an annual basis and as a result the Behaviour Policy and its associated links will be updated at least on an annual basis. Other legislation is updated less frequently and will also be amended and updated where necessary.

## **Section 2 – Expected Behaviour**

The expected behaviour of students is based on fundamental principles that will guide students to act in a manner that supports a calm and safe environment whereby they can learn and progress.

This expected behaviour will provide the foundation for developing them as an individual in preparation for life beyond Brentside High School, becoming a well-informed, rounded individual with the ability to make good choices while making a worthwhile contribution to their community and society.

### **2.2 Expected behaviour – individual impact**

This expected behaviour will support good decision making so that any choice or action taken by a student will not have a detrimental impact on their physical, mental and emotional wellbeing, their ability to feel safe, and their ability to learn and progress.

### **2.3 Expected behaviour – impact on other students**

This ability to make good choices also widens to any action or interaction, with other students at Brentside High School, which should not then have a detrimental impact on other students' physical, mental and emotional wellbeing, their ability to feel safe, and their ability to learn and progress.

The choices made by students and their impact are not limited to what happens within Brentside High School.

#### **2.4 Expected behaviour – impact on adults and their ability to run the school**

The choices made by students should enhance and improve the learning experience as opposed to being detrimental to the overall learning environment. The choices made by students should therefore not have a negative impact on the role that all adults play at Brentside High School.

Adults on the school site all support the day-to-day operations and running of the school. Student choices should not have a detrimental impact on adults' ability to create a safe environment, to be able to deliver lessons and teach in a stimulating environment providing excellent learning opportunities and allowing all students to progress.

Adults perform a wide variety of roles within and beyond the classroom and all staff retain the right to do their job effectively and to the best of their ability whether that is teaching, administrative, supervisory or in a volunteer capacity.

#### **2.5 Expected behaviour – act in a manner that promotes safety**

Students are encouraged to think before they act and to ensure their choices cannot harm themselves or others which includes:

- Making choices that keep themselves safe
- Making choices that keeps others safe
- Listening to staff instructions
- Following staff instructions
- Asking for clarity if they do not understand staff instructions
- Taking advantage of opportunities to learn how to keep themselves safe
- Moving around the school in a calm manner, walking and talking
- Moving around the school in a way that does not impact the movement of students and staff
- Asking for support or advising a member of staff if they do not feel safe
- Advising a member of staff when the actions and choices of another person makes them feel unsafe, threatened or intimidated
  - This includes in person, in school, outside of school or online

#### **2.6 Expected behaviour – be organised and ready for learning**

Students are encouraged to take ownership of their learning and progress which includes:

- Students learn to leave for school in plenty of time to allow for any unforeseen delay that may occur

- Coming to school on time and being in tutor time for 08:45
- Coming to school in the correct uniform
  - Any uniform issues, students go to the correct person to address the issue
- Knowing what lessons, they have each day
- Packing their bag with the correct exercise or textbooks, pens and other necessary lesson specific equipment, (i.e. PE kit, ingredients etc.)
- Keeping up with the schedule of home learning having completed it in time with the required effort
- Knowing where to go for lessons
- Moving to lessons in a manner that allows the lesson to start on time
- Students arrive at lessons, take off outdoor wear, get their books out and start the 'do now' task
- Be proactive about issues, take responsibility and speak to someone before it becomes a bigger issue

## **2.7 Expected behaviour – positive behaviours and reinforcement**

We have high expectations of every student at Brentside High School. We will challenge everyone to rise to meet those standards daily. Where practical and where possible we would like to catch students doing the right thing. Positive behaviour management encompasses noticing and commenting on the expected and good behaviour for learning which can positively impact upon less than expected behaviour nearby.

The recognition of positive behaviour can be recognised through a variety of methods:

- Verbal praise
- Written praise (feedback within exercise books or assessments)
- Good behaviour points or achievements on Classcharts
- Positive phone calls home
- Positive postcards home
- Shout outs in assemblies
- Certificates from the Headteacher
- Prize draws in assemblies
- Rewards parties (e.g. pizza party or afternoon tea)
- Rewards Trips
- Awards Evening

## **2.8 Expected behaviour - how the school will communicate expectations**

This policy will be the key document that underpins all aspects of behaviour within Brentside High School. Its purpose is to provide guidance and clarity for all expectations and processes within the school that supports good behaviour.

**2.8.1 The Home School Agreement** – this is based upon the principles of all the key stakeholders working together in a strong and positive relationship whereby each has a role to perform. The *'Home School Agreement'* outlines:

- what families can expect from the school,
- what the school expects from parents and carers and
- what the school expects from students

This can be found in [Appendix 8](#).

**2.8.2 The Student Planner** – the planner provides students with many tools to support student learning and the ability to understand and follow expectations and helps them be organised. This includes:

- A calendar with key dates
- The school day
- Absence procedures
- Uniform guidance
- Equipment Guidance
- Key personnel for parents/carers
- Prohibited Items
- School Prohibited Items
- Smartphone policy
- Rewards
- Expected Behaviour – Student Code of Conduct ([Appendix 2](#)) ([LINK](#))
- Support
- Sanctions
- Learning Habits
- Managing your time
- Study Skills
- Mind Mapping
- Wellbeing
- Careers

**2.8.3 Staff Planner** – provides staff with guidance to follow all the processes within the school to support students to become good learners following expected behaviours.

**2.8.4 Classrooms** – All tutor groups start morning registration at 08.45 and each tutor group has their own classroom and a display board. Within this board each class will display key aspects of this behaviour policy including the Student Code of Conduct, Uniform expectations, Flow Diagram for removal from lessons ([Appendix 1](#)).

**2.8.5 Tutor Time** – This is a time set aside each morning for students to arrive to school and to prepare themselves for the day ahead. There is a schedule of activities that are in place to support students in their journey through school that includes (as an example)

- Monday - Ready to Learn
- Tuesday - Upskill Activities
- Wednesday - Wellbeing
- Thursday - Assembly
- Friday - Student Bulletin

Students can review what is happening in the world or discuss key events or issues. The time can also be used to look at what is happening within the school or events that are upcoming, and tutors will use this time to read notices about opportunities that are available to them.

Tutor time is also a time for generic interventions. For example, peer to peer reading, catch-up reading, literacy and numeracy interventions.

**2.8.6 Assemblies** – Assemblies for each year group are scheduled to take place each week (on a separate day) and is an opportunity to build a sense of identity and community whereby key messages, the school values and ethos are communicated. This is also a platform for promoting the good and expected behaviour, the positive of expectations and recognition for good behaviour and achievement. The Year Leader will be the default lead of the assembly and members of the Senior Team and wider school body deliver on key values and ethos. Student reflection forms part of the assembly structure linked to the Thought of the Week.

**2.8.61 Return from half terms** – At the start of each half term students have a dedicated extended tutor time to support the transition from the school holidays back into the ways of working in school. Reviewing expected behaviour for students is part of that reintegration process.

**2.8.9 Student Transition** – Students transition into Brentside by a variety of methods and typically the integration into Brentside follows a set pattern.

**2.8.91 Year 6 into Year 7** – there are borough wide transition days whereby a day is specifically set aside for all primary school students to visit secondary schools. In the lead up to this day, Brentside staff would contact all primary schools that provide students. Brentside then arranges for staff to visit, with a view to ensuring support is in place for those students that require it on arrival.

**2.8.92 Casual Admissions** – happen throughout the year. There is an agreement for the size of each year group, in terms of number of student spaces, and the school actively works to ensure all spaces are filled. Families can apply through the Local Authority and follow the admissions process. The students will then be assigned to Brentside's

waiting list and students are prioritised according to a set criteria which follows the aspects of the Equality framework and prioritises certain student characteristics.

When the place has been offered and accepted the school will arrange an 'Induction Meeting' whereby the students and family will have a meeting with the SAFE worker assigned to the Year Group to allocate lessons and to provide advice, guidance and support for all aspects of the move to another school. At this meeting the Home School Agreement would be reviewed and signed by students and families.

**2.8.93 Refusal of a request to join Brentside** – Brentside has the right to challenge, and a request to refuse, a student's application on the grounds of challenging behaviour. For example, if the student was applying to come from another school having had challenging behaviour which:

- included suspensions and
- could have a detrimental impact on the year group proposed (due to existing challenging behaviour)
- could adversely affect the ability of the school to meet the needs of other students

**2.8.94 In Year Fair Access** – Students can be allocated to join Brentside if they come via the 'In Year Fair Access Panel'. This panel is made up of a group of senior leaders working with the borough of Ealing to find school places for students who:

- have been permanently excluded and are being reintegrated to schools within the borough
- are new to the country
- have been refused a school place at another local school

When allocated a student, Brentside would be required to provide a start date within 10 school days of the Panel meeting. This would involve working with Ealing Alternative Provision to support the student's transition and reintegration to the school. There is an induction meeting that may involve other professionals with the student and would always involve the student and family. Expectations, guidance and support would be made explicit at the 'Induction meeting'.

**2.9 Curriculum - PSHE/Citizenship, E Safety** – opportunities to educate students on how to make an educated, balanced and well-informed decisions that will benefit everyone and enable them to make a meaningful contribution to society. This would encompass covering all aspects of the relationships, health, wellbeing, citizenship and economic curriculum.

**2.10 Guest Speakers and workshops and visits** - are organised throughout the school year and on Applied Learning Day which takes place in the final week of each term. These speakers, workshops and visits mainly involve topics or issues relevant to young

people, and particularly the students to Brentside. This can involve contextual safeguarding including, but not limited to:

- How to keep yourself safe online
- How to keep yourself safe travelling on public transport
- How to respond in unsafe situations
- How to report threatening or abusive behaviour
- Mental health
- Consent (age appropriate)

### **Section 3 – Staff Conduct and Roles**

All staff are responsible for upholding the values and ethos of the school. All staff are role models and they each have a role to play in the day to day running of the school, following the teacher standards and the published policies, systems and processes. In short, all staff contribute to students following expected behaviours within the school. Staff are expected to be clear on what is expected of them, being consistent and assertive in all interactions with students within the classroom, in the corridors, in social areas and any trip, event or visit off site with students during term time, weekends and holidays where organised by the school.

Staff also align themselves to a Code of Conduct and Acceptable Use of IT Policy (see [Appendix 4](#)).

The British Values we encourage to achieve these aims are: -

- Democracy
- The rule of law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

#### **Roles and responsibilities for all staff**

All staff at Brentside High School are responsible for modelling and promoting good behaviour. All adults are expected to monitor conduct in lessons and around the school site ensuring students behave sensibly and be respectful to their peers, adults and the built environment. Any conduct that displays a lack of respect or sensibility to the individual, peers, staff or school property should be challenged appropriately. Primary considerations when challenging behaviour include:

- any behaviour that may pose a risk to anyone due to health and safety
- any behaviour that may pose a risk to anyone due to safeguarding reasons
- any behaviour that can impact on the progress of the individual
- any behaviour that can impact on the progress of the progress of others

- any behaviour that shows a lack of kindness, respect or tolerance to others
- any behaviour that may damage the reputation of the school
- any behaviour that may damage school property

All staff are expected to exemplify lifelong learning, being reflective of all aspects to their practice, understanding that as individuals we continue to learn and grow, and everyone contributes to the development of their colleagues. Staff are expected to take ownership of their development needs and to purposely seek opportunities to improve their practice.

Staff are expected to understand possible and probable everyday concerns and the associated risks/hazards. Staff will receive an induction and ongoing training to improve their practice. Staff should be aware (induction, training, practice) know the procedures and how to respond to situations that present an issue regarding:

- health and safety
- safeguarding
- poor behaviour from a student in lessons
- poor behaviour from a student around the school
- poor behaviour from a student outside of school

The Headteacher and SLT are responsible for ensuring that staff are clear about understanding their role and responsibilities. Ensuring staff understand their role and responsibilities forms part of their induction and ongoing professional development. The SLT will monitor this daily through learning walks, observation, professional dialogue, adherence to procedures, student voice, training, auditing of practice, reviewing behaviour statistics and working closely with families. The SLT will support staff in implementing the policies and provide adequate coaching, mentoring or training where there is a need for improvement (See Appendix - Staff Training and Development Behaviour for Learning).

The Governing Body are responsible for ratifying the Behaviour Policy in support of the strategic direction of the school ensuring the SLT are held accountable to both its implementation and adherence to. The Governing Body will set challenging whole school targets for behaviour for learning centred around statutory reported figures (i.e. Suspensions, Attendance, Persistent Absentees, etc.).

We work actively against: -

- Racism and all forms of discrimination (as outlined by the Equality Act and as defined by the Protected Characteristics)
- Bullying (including cyber bullying)

- Verbal and physical abuse
- Inappropriate use of social media e.g. ‘sexting’, uploading and distribution of images and videos, posting inappropriate or hurtful comments about others
- Bad language
- Disruption to the learning of others
- Dishonesty and theft
- Damage to the environment (both natural and built)
- Behaviour which endangers the health and safety of the individual or other members of the community
- Vandalism
- Cruelty and aggression
- Drugs and solvent abuse (including smoking, alcohol abuse and nitrous oxide)
- Criminal behaviour

### **3.2 Head Teacher and Senior Leadership Team**

The Headteacher is responsible for the overall strategic development of the school including all its policies.

The Headteacher directs the Senior Leadership Team (SLT) to take responsibility for key areas of the school. There are three Deputy Headteachers responsible for Behaviour and Inclusion, Teaching and Learning and Achievement, Assessment and Progress.

Each Deputy Headteacher line manages Assistant Headteachers who are responsible for sub areas.

**Year Leaders** – Leads the Year Team (Deputy Year Leader – dependent on year group size - and SAFE worker) Responsible for the overall progress of all students within their year group. This includes academic progress, attendance, behaviour, social, wellbeing and mental health progress. A large element of the role is supporting the development of student behaviours that enable self-management and self-regulation to take an increasing responsibility for their choices and development.

**Deputy Year Leaders** – Support the functioning of the Year Team, working in conjunction with the Year Leader and taking on all aspects of the role of Year Leader.

**SAFE Workers** – Working within the Year Team and Line Managed by the Year Leader, SAFE workers support the students and the work of the Year Leader supporting better student organisation, self-management, self-regulation, self-care, wellbeing and safeguarding working in liaison with outside agencies which include Alternative Provision, Ealing Attendance Team, Social Services, etc.

**Patrol Team** – Staff that support the daily running of the school. Patrol is present throughout the day supporting student movement and transition between lessons;

supporting taking students to the bathroom or to Welfare if required and on occasion supporting the movement of a student from a lesson into the Reflection Room or a Shadow Room (both rooms are outlined in Section 8).

**SMSAs** – School Meals Supervisory Assistants support the daily lunchtime routines ensuring students line up in a manner that supports the supply of food to students. They are mainly based in the two canteens of the school. They engage with students in a friendly and supportive manner and challenging any behaviour that falls below expected behaviour.

**BIS** – Behaviour Improvement Service from the borough of Ealing provides external specialist provision for supporting an improvement in the behaviour of students. There is a waiting list for this service. The school will seek consent before the delivery of this service. Initially there would be the sharing of behavioural and contextual information for each relevant student followed by an initial meeting. There follow weekly meetings usually for a period of no longer than six weeks. This is tailored to the needs of each student and may run for longer. The expectation is that following this intervention students will have more tools and techniques to make better decisions.

**CLIPS (Clinical Psychologist)** - A specialist that supports student mental and physical health by assessing psychological issues, distress and mental health disorders using evidence-based approaches to intervention and treatment. This includes anxiety, depression, addiction and learning difficulties.

**Educational Psychologist (EP)** – a specialist in psychology that focuses on supporting the learning, development, emotional well-being and teaching processes of young people. The EP works with families, teachers and other professionals to understand a child's unique needs, identify barriers to learning, and create strategies to help the student thrive both academically and socially.

**Counsellors** – A team of professionals working with the SENCO and DSL to identify and support students. There is a waiting list, and students are selected with parental consent, to speak in confidence to the counsellor about a range of challenges. Meetings are weekly and the length of time will be between 6-10 weeks.

**Learning Mentors** – Supports students to overcome barriers to learning including social, emotional and behavioural challenges. They provide guidance and support, one to one or small group, to improve students' achievement, self-esteem and motivation to re-engage with their education.

## **Section 4 - Parent/Carer contact, conduct and relationships**

When students join the school, parents and students are agreeing to comply with the Home School Agreement. This is the foundation to a successful working relationship with the school in partnership ensuring the student (their child or children) makes good

progress in all aspects of school life (academic, social, emotional, wellbeing) in preparation for making a meaningful contribution to society.

All the principles outlined in the Home School Agreement are based on aspects of all current legislation and guidance to schools in Section 1 of this document. The Home School Agreement is presented in its entirety and there are no optional elements to this.

**Home School Agreement** (please see [Appendix 8](#) for the Home School Agreement).

**As a parent/carer, I will:**

- Make sure my child attends school on time every day and goes to all lessons on time.
- Communicate all school absence in advance to [attendance@brentsidehigh.ealing.sch.uk](mailto:attendance@brentsidehigh.ealing.sch.uk)
- Make sure my child wears the correct school uniform.
- Make sure my child brings the correct necessary equipment for each day to school.
- Encourage my child to treat everyone in the school community with respect and encourage my child to treat school property and property of other students with respect.
- Encourage my child to understand what is expected from them while they are in school.
- Ensure my child obeys the school rules and follows the Student Code of Conduct.
- Encourage my child to do classwork and homework to the best of their ability.
- Encourage my child to follow instructions given by school staff and those in authority at the school.
- Encourage my child to seek staff assistance if there are any issues at school.
- Attend Parents' Consultation Evenings and Information Evening/Meetings.
- Read all letters and communication from Brentside to home.
- Accept and abide by the school's Behaviour Policy.
- Support the school by taking part in surveys.
- Support the school in new initiatives to improve life at Brentside.
- Avoid taking family holidays during term time.
- Take an active interest in my child's work and progress and support the school in providing extra support if my child is having difficulties including monitoring Classcharts.
- Respond promptly to messages from the school.
- Support the school in its efforts to instill polite and respectful behaviour in its students.
- Notify the school when medical conditions change for your child.
- Speak to and engage with staff in a polite and respectful manner.

**Parent Consultation Evenings** – These evenings present an opportunity to meet subject teachers and to review the academic progress of students within those subjects. These meetings are currently held online through School Cloud software. Families can book 5-minute appointments with staff throughout the evening from 16.30 to 19.00 and appointments are on a first come first served basis. Staff can invite families directly when they want to ensure a particular meeting takes place.

**Information Evenings** – These evenings are run yearly and take place in the Autumn Term between September and October. The evenings are a vital informational platform that provides a full outline of what life will be like for students in the year ahead and how families can best support their child/children in that year group moving forward.

**Parental Forum** – The parents forum meets once per term and is publicised in the Student Bulletin, on the school website and through messaging to families closer to the time via letter, text and email. All families are encouraged to attend.

**Classcharts** – Is an essential platform for all students and families. Every student has a unique access code, and families also have a unique access code. Classcharts is used to set all home learning, it is used to track all good and above expected behaviour and for monitoring behaviour that is below expectations. This is vital to ensure you are aware of how your child is conducting themselves in terms of organisation, arriving to school on time, arriving to lessons on time, good and expected behaviour in lessons, home learning and when behaviour is below expectations.

**Who to contact** – As part of a strong relationship with families it is important to be make contact for any matter or issue that is adversely affecting your child. A good first point of contact is to reach out to the relevant person. Below is a list of links to staff emails. It is important the correct person is contacted for notifications, to share information or to resolve any issue.

Please be mindful that teachers are primarily in the classroom and an email sent will not necessarily be replied to that same day. In many cases staff will not have access to emails from 08.30 until after 16.00 on any given day.

#### [Bretnside High School - Staff Contact by Department](#)

Contact teaching staff when there is an issue specifically within the subject or within the classroom. The escalation pathway would be then to contact the Subject Leader.

#### [Bretnside High School - Sixth Form Staff](#)

Contact Sixth Form staff when there is an issue specifically within the sixth form. The escalation pathway would be then to contact the Year Leader.

#### [Bretnside High School - Year Teams](#)

Contact Year Team staff, including the SAFE worker, when there is an issue specifically within the year team. The escalation pathway would be then to contact the Assistant Headteacher attached to that Year Group.

#### [Bretnside High School - Form Tutors](#)

Contact Form Tutor for general queries or there is an issue specifically within the form class or tutor time (messaging or matters arising during this time). The escalation pathway would be then to contact the Year Leader.

#### [Bretnside High School - SENCO](#)

Contact the SENCO for all issues or concerns for students recognised as having a Special Educational Need or Disability (SEND) or an Educational Health Care Plan (EHCP). If you feel your child has an undiagnosed need, please also contact the SENCO.

#### [attendance@bretnsidehigh.ealing.sch.uk](mailto:attendance@bretnsidehigh.ealing.sch.uk)

Contact attendance for all matters in relation to your child attending school, including appointments for all medical and dental needs. Where possible appointments should be made during non-school days or out of school hours.

#### **Implied Licence - Who can go onto school premises?**

Schools are private property. People do not have an automatic right to enter. Parents have an 'implied licence' to come on to school premises at certain times, for instance, when invited:

- for an agreed appointment
- to attend a school event
- to drop off or pick up younger children

Bretnside High School has an entrance by Greenford Avenue that is staffed all day with a professional security service. Entry to the school is granted only for families that have an agreed appointment with a member of staff. All families with agreed appointments will have a confirmation email they will need to show for entry.

When families enter the school site, they should proceed directly to the reception which is through the picnic table area in the playground on about 20 metres into the gap on the right between the Main Buildings known as The Street. Families should not engage with other students and must make their way directly to the reception only.

While in reception and while on the school site it is expected that families will engage with staff in a meaningful, courteous and respectful manner.

## **Implied Licence - Barring individuals from school premises**

School staff are professionals that serve the students and the school community. Everyone has the right to be treated with dignity and respect. As such we expect families to conduct themselves in a manner that is conducive to upholding the school values ensuring mutual respect.

Unacceptable behaviour includes the following:

- Raised voices/shouting
- Name calling
- Refusing to follow instructions on the school site
  - Demanding to see the Headteacher
  - Refusing to leave the school site when directed to do so
- Swearing at staff (all profanity/swear words whether intended or directed at the staff member or not)
- Threats to staff either directly i.e. 'I'll get you' or indirectly i.e. 'Wait and see', 'I'm going to come down there'
- Repeated attempts to gain access to the school site without a prior appointment

Raised voices, shouting and swearing are not respectful and can be intimidating and threatening. Any such behaviour will be challenged with a warning and following this families will be directed to leave the school site, and the meeting will be terminated.

Telephone calls are recorded as guided by the automated introduction on the school switchboard. These are accessed when requested by an offsite third party. Staff are professionals and expect to be safe in applying their skills to their designated role. Shouting or swearing at staff on the phone will lead to staff informing a caller:

*"You are shouting (at me), I would like to continue this conversation with you on the condition that there are no raised voices. If the shouting continues, I will have to terminate this call"*

Shouting continues.

*"I have advised you that I would terminate this call for continued shouting and this has happened. I am now terminating the call. Thank you and goodbye."*

Brentside can bar someone from the premises if they feel their aggressive, abusive or insulting behaviour or language is a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.

Trespassing is a civil offence. This means Brentside can ask someone to leave and take civil action in the courts if someone trespasses regularly. The school may want to write to regular trespassers to tell them that they are potentially committing an offence.

Brentside High School will notify an individual that they've been barred, or they intend to bar them, in writing. Letters should usually be signed by the headteacher. The individual must be allowed to present their side. A school can either:

- bar them temporarily, until the individual has had the opportunity to formally present their side
- tell them they intend to bar them and invite them to present their side by a set deadline

After the individual's has put forward their view, the school can decide whether to continue with barring them. The decision should be reviewed within a reasonable time, decided by the school.

The Department for Education (DfE) does not get involved in individual cases.

### **Implied Licence - Removing individuals from school premises**

Section 547 of the Education Act 1996 makes it a criminal offence for a person who is on school premises without legal permission to cause or permit a nuisance or disturbance. Trespassing itself does not constitute a criminal offence.

To have committed a criminal offence, an abusive individual must have been barred from the premises or have exceeded their 'implied licence', then also have caused a nuisance or disturbance.

If a school has reasonable grounds to suspect that someone has committed an offence, then they can be removed from the school by a police officer or a person authorised by the Governing Body.

**Complaints Process** – Should a family wish to make a complaint then use the link here [Complaints policy and procedure](#) which will take you to the policy which will support families to understand how to go about a complaint and what to expect from that complaint.

**Making representations regarding a suspension** – This process is separate from the complaints process above. Should a family wish to make representations they can use the link below to understand what is involved and to proceed.

[Making representations about a suspension - Page 7, Section 5](#)

## Section 5 – Expected Behaviour, Good and Poor Behaviour

Brentside High School uses SIMS (School Information Management System) for all aspects of recording basic staff and student information.

Student information includes all contact information (addresses, phone numbers, emails, etc.) for members of the family with parental responsibility and emergency contacts. This extends to all information gathered on admissions forms. All academic information in terms of all aspects of assessments, attendance, contact home and good and poor behaviour are recorded and sorted by academic year.

**Expected behaviour** – Students are expected to conduct themselves in a manner that supports the promotion of a calm, purposeful learning environment where everyone feels safe and valued. This is more readily expressed through the promotion of positive behaviours which includes, but is not limited to, the following:

<b>Before School</b>
<ul style="list-style-type: none"><li>• Have all your home learning completed to the best of your ability</li><li>• Look at your timetable and plan to have all the correct books and equipment ready</li><li>• Have your lanyard ready and your Yondr pouch</li><li>• Have the correct uniform ready</li><li>• Wear the correct uniform</li><li>• Leave in plenty of time to arrive on time to school to be in class for tutor time at 08:45</li></ul>
<b>Travelling to school, walking or using public transport</b>
<ul style="list-style-type: none"><li>• Be vigilant and be alert – eyes up looking in front of you</li><li>• Travel in groups where possible</li><li>• Keep any expensive accessories in your bag or in your blazer - out of sight</li><li>• Walk across roads only when the green person is lit</li><li>• Look both ways crossing the road</li><li>• Cross only where it is permitted</li><li>• Queue at the bus stop</li><li>• Get on the bus/train in a calm, civilised manner</li><li>• Treat everyone with respect</li><li>• Be courteous and polite – you are representing both yourself and the school</li></ul>
<b>Arrival to the school site</b>
<ul style="list-style-type: none"><li>• Put on your lanyard on arrival at the school – it is part of the uniform</li><li>• Unlock your Yondr pouch on entry</li><li>• Have your phone ready to place in the pouch as you walk to the desk</li><li>• Show your pouch to staff – close your Yondr pouch</li></ul>
<b>Engaging with adults/visitors</b>
<ul style="list-style-type: none"><li>• Engage with adults and staff in a positive manner as part of the school community</li><li>• Staff members have names, so use Mr. X or Ms. Y, sir or miss</li><li>• Always follow staff instructions</li></ul>

- Be respectful
- Knock before you enter a room, e.g. when visiting your Year Leader
- Lesson time is for lessons, look to speak with staff only before or after school, breaks or lunches
- Staff deserve a break during the day so may not always be able to meet you when you would like to
- Make way for adults coming through doors on the way to lessons
- Hold the door open and assist where you see adults or other students carrying equipment

### **Moving through the site and moving to lessons**

- You are part of a community so move around calmly, be kind to others and be polite.
- Walk purposefully in the shortest route possible to your destination
- Show respect and be considerate to staff e.g. say, 'good morning', 'please' and 'thank you'.
- Be mindful of walking through doors while staff are doing so
- Hold doors open or wait for staff
- Have awareness of how you move and who is around you
- Move through the school in small groups, sensible pairs or threes
- Keep your own property on you, you are responsible for your belongings
- Be respectful of the school buildings and furniture, let a staff member know if there is any damage
- Go to areas you know you are allowed to visit
- Line up against the wall upon arrival to your lesson
- Enter only when guided to by the member of staff
- In the event of a room change, move calmly and purposefully to the new location
- Always walk on the left
- Always move through the corridor purposefully

### **Lessons**

- Arrive on time
- Enter the classroom in a calm manner
- Acknowledge the teacher and take your seat (the seat allocated to you)
- Make sure that you are in the correct lesson
- Make sure you have the home learning completed, the correct books and equipment
- Take outdoor clothing off including jackets (all non-blazer items) hats, scarves, gloves
- Get your books out, write the date and the lesson title
- Complete the 'Do Now' or starter task
- If you complete those tasks, attempt the stretch question/task or review the previous learning
- Listen to all instructions being given by the teacher
- Ask questions if you need clarity about what to do
- Do each task to the best of your ability

- Look to take part in the lesson at every opportunity, answer questions, read aloud, participate as much as possible and enjoy the lesson
- Speak when asked to speak and be mindful if the class teacher is targeting students to answer, speak when it is appropriate to speak
- Let others take part and listen to their contribution
- Be mindful of whether it is a quiet task, independent or working as group
- Look to speak about the topic and to use the correct terminology, i.e. speak like a Geographer, speak like a Historian, a Scientist, etc.
- Respond to, engage with the work and the adult in the room delivering whether it is your teacher or another teacher (cover teacher or supply teacher)
- Let another adult or class teacher nearby know if you do not have a teacher present in your room

### Breaktime and Lunchtime

- Walk purposefully to the canteen and be aware of all others around you
- Follow the instructions of all adults, particularly those on duty in orange and yellow hi-vis
- Line up calmly where needed
- Follow the instructions of staff at the first time of asking
- Make up your mind about what you want to eat allowing the queue to move
- Always line up in single file
- Talk in a sensible manner, mindful of lessons taking place nearby
- All food must be eaten inside
- Be mindful that other students need to use the space after you
- Clear all rubbish to the bin and place cutlery and plates in the correct area
- Advise staff of any spillage or liquid on the floor and help staff to clear it up
- Enjoy being outside, stretch your legs, talk to friends and make sure you visit the bathroom
- Be aware of how you move around, walking calmly in all spaces
- Be aware the inside of the main building is kept clear during break and lunch
- Play sports (basketball) on the courts or football (astroturf) - running is encouraged
- When the bell rings, that means it is now time to move to lessons
- You can continue to walk and talk as you move off the playground
- Picnic benches have seats for sitting on, tables are for **eating food**
- Respect each other's personal space, engage with others in a way that is polite and respectful
- Report any concerns or issues to a member of staff nearby

### Using the bathrooms

- Respect the bathroom like it is in your home
- Use the correct toilet that is allocated to your year group
- Respect each other's privacy
- Respect each other's space
- The toilet is designed for one person only at a time
- Give yourself enough time to use the toilet each break or lunch
- Leave the toilet in the manner you would expect to find it

- Respect the toilet roll and dispensers
- Dispose of all rubbish in the correct bin
- Toilet roll is the only item that should be flushed

### **Assemblies, Guest Speakers, Performances and Events in school**

- Sit in the seat allocated
- Follow all staff instructions
- Take all outdoor clothing off
- Place bags on the floor
- Sit up straight and show you are paying attention by looking to the front
- Listen to the speaker, engage with and participate with the speaker where appropriate
- Show your appreciation at the end by clapping if it is an assembly or a speaker and cheering if it is a performance

### **School trips, Applied Learning Days, Sports Events**

- Be prepared for the school trip
- Wear the uniform that has been expected and communicated – it is full uniform unless stated
- Be on time for registration and departure for the school trip
- Ensure you have enough to eat and drink as per the instructions from the staff organiser
- The trip is there to be enjoyed, engage with staff and activities as the event requires
- Report any concerns you have while on the trip to a member of staff
- Represent yourself and the school as we would expect

### **On the way home from school**

- Have your pouch ready to unlock on exit
- Close your pouch immediately afterwards and place it back in your bag
- You can make a call or text home only
- The access to smartphones remains outside at all times
- When you have unlocked your phone, you must remain outside the buildings
- Always listen to staff instructions
- Walk calmly to the exits
- Always queue in a sensible manner, especially for buses
- Keep the pavement clear
- Always be aware of your surroundings
- Be mindful of non-school members of the public looking to use the public transport
- Cross the road only at the crossing provided
- Always look left and right when crossing
- Keep the exits of the school clear so there is a line of sight to the crossing
- Approach the crossing only if you intend to cross
- If you have the chance to get on the bus, then get on the bus
- Wearing the school uniform, you are representing yourself and the school
- Speak in appropriate and sensible language to one and other

- Engage with others from the school and the public in a kind and respectful manner
- On public transport look to be a valued member of society and give your seat to someone that may need it (an elderly person, someone with small children, someone with a disability or a badge)
- Go straight home
- Be mindful of your belongings
- If you are worried about someone or something, or if you feel unsafe, you can return to the school
- Contact your family if you are going to be significantly delayed
- Report any concerns when using public transport to a member of the public transport team (bus driver, station guard, etc)

Classcharts is used as a means of recording and analysing student information in relation to both good and poor behaviour. In Classcharts we have denoted this as G for Good behaviour and P for Poor behaviour.

Classcharts is a piece of software that can be accessed online or via the app. All students have access to their own Classcharts and all parents have been given access to Classcharts. This allows both the student and the family to access, monitor and review the learning behaviour of the student. This supports better communication and a more transparent model so students can begin to better understand expected behaviours and where they do not meet expected behaviours.

**Students that follow expected behaviour** – can be awarded ‘Good’ behaviour points. These are scaled from G1 to G3. To support student understanding we use dual coding (presenting the text for a behaviour with an image to aid understanding).



### **G1 Good behaviours include:**

100% Week Attendance, 100% Week Punctuality, Consistently Good Uniform, Good Effort, Home Learning, Progress, Work, Reading, Improved Attitude, Improved Work, Kindness, On Task, Good Other, Perseverance, Teamwork, Good Effort (Sustained).

### **G2 Good behaviours include:**

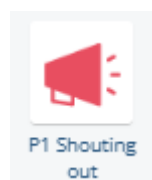
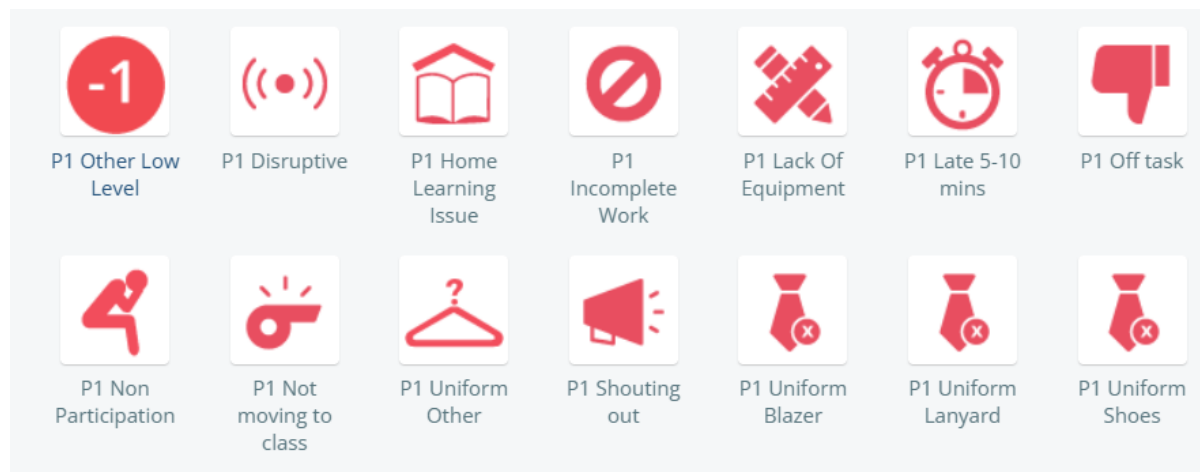
Oracy and/or Reading, Contribution or participation, Helping Others, Lesson Work, Good Other, Reading in Class, Teamwork.

### **G3 Good behaviours include:**

Good Other, Perseverance, Zero heroes.

**School rules and poor behaviour** – when these school expectations are not followed students can be deemed to have ‘not followed the rules’. There isn’t necessarily a rigid

hierarchy of behaviours because to some degree all non-compliance with expected behaviours is a concern for a variety of reasons. There are a range of positive interventions and support to be put in place for these behaviours when they occur and some sanctions are readily applied.



**P1 Poor behaviours include:**

Other Low Level, Disruptive, Home Learning Issue, Incomplete Work, Lack of Equipment, Late 5-10mins, Off Task, non-participation, Not Moving to Class, Uniform Other, Shouting Out, Uniform Blazer, Uniform Lanyard, Uniform Shoes, Shouting Out

These are generally organisation-based issues and are resolvable in the majority of cases with low level support and intervention.



## P2 Poor behaviours include:

- Failure to attend detention,
- Late Arrival After 08:45,
- Other – Persistent,
- Defiance Walking Off,
- Disruptive Corridor,
- Lunchtime/Canteen/Queue Disruption,
- Out Of Bounds Area,
- Persistent Disruptive,
- Refusal to Follow,
- Rudeness or Argumentative,
- Running – Unsafe,
- Unkind or Thoughtless



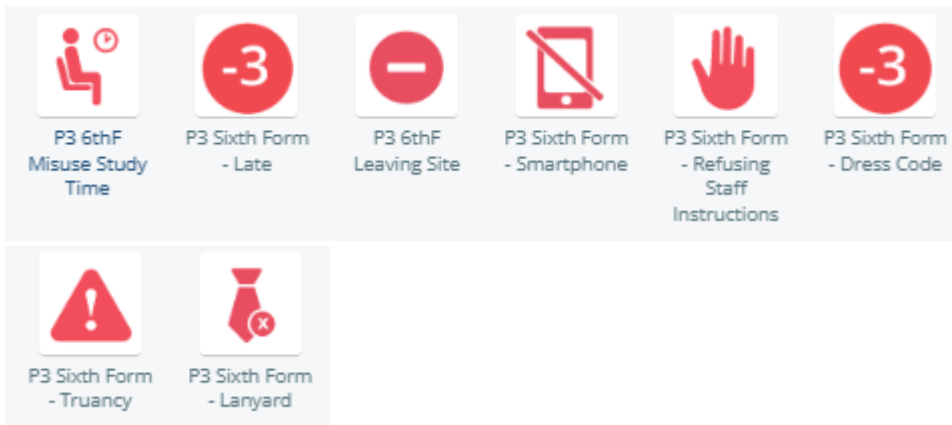
## P3 Poor behaviours include:

- Antisocial Water
- Cover Disruption
- Damage to School property
- Deliberate Cover Lesson
- Detention Disruption
- Late After Reg Closed 9.15
- Late >10mins
- Misuse of Bathroom

- Off site behaviour
- Other – High Level
- Multiple toilet use
- Protected Characteristic
- Refusal, Defiance or Ran Off – Detention
- Rough physical contact
- Running to Commotion
- Reflection Room – Poor behaviour
- Reflection Room – Walked out
- Running to Commotion
- Safeguarding Left Site
- Swearing at Staff
- Safeguard – Truancy
- Teacher Removal by Patrol



Patrol to Shadow and Patrol to Reflection are used when a student is removed from lesson.

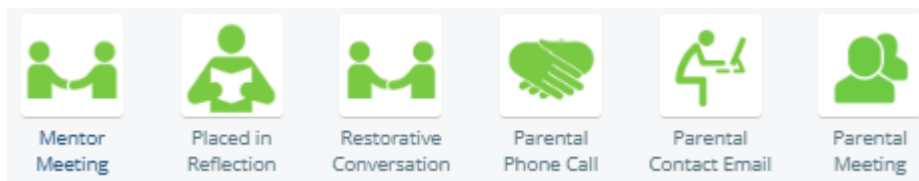


Sixth form codes are used to record behaviour that is below expectations.



There are specific codes used to support the use of the Yondr system and smartphones on the school site.

### Supportive Actions



The following codes are used in support of some behaviours recorded on Classcharts.

Mentor Meeting, Placed in Reflection, Restorative Conversation, Parental Phone Call, Parental Contact Email, Parental Meeting, Patrol To Shadow, Patrol To Reflection, Failure To Attend

### Prohibited items include:

- Knives or weapons (or anything that can potentially harm another person)
- Alcohol or illegal drugs
- Stolen Items
- Anything that can damage school property (including permanent markers)
- Tobacco, cigarette papers, lighters/matches
- Fireworks
- Pornographic images

### School Prohibited Items (but are not limited to):

- Smartphones
- Smart Watches
- Vapes
- In ear headphones (air pods)
- All over the counter medication (unless taken via Welfare)
- Aerosols and perfumes
- Stink bombs
- Water balloons or water pistols or use any item to throw water anywhere on the school site

## Section 6 – Discipline beyond the school gates

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school by any party (students – of Brentside or other schools, members of the public, local businesses/shops, neighbours, public transport staff and users, the police, other schools, etc.).

**Poor behaviour guidelines** - The school will respond in line with this behaviour policy and more generally that includes:

- any poor behaviour when the student is:
  - taking part in any school-organised or school-related activity, for example a school trip or event
  - travelling to or from school (regardless of the time of day)
  - wearing school uniform (regardless of the time of day)
  - in some other way identifiable as a student at the school
- or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another student or member of the public
  - could adversely affect the reputation of the school (bringing the school's name into disrepute).

**Working with the police** - In all the above outlined circumstances the behaviour will be assessed to determine whether the behaviour is criminal or poses a serious threat to a member of the public, in which case the police, (West Area Neighbourhoods Schools, Youth & Integrated Community Engagement Team) will be informed.

**Safeguarding concerns** - In addition, the safeguarding team will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff follows its safeguarding policy (LINK).

**Reporting an incident** - Should an incident or poor behaviour be reported that involves a student from Brentside High School (from a member of the public, a business, neighbours, parent, or a student) then the school can be notified through either sending an email (preferred method) to [info@brentsidehigh.ealing.sch.uk](mailto:info@brentsidehigh.ealing.sch.uk) or by making a telephone call 0208 575 9162.

All incidents will be reviewed, firstly to ascertain if the student is currently at Brentside High School and whether the student can be identified. Secondly, information will be gathered, and the origin of the concern will be contacted once there is a clear picture of

what took place and will be given an update, that will not include any information sensitive to the individual or the school. Any action taken will be in line with this policy.

**Possibility of a criminal investigation** - In situations whereby the school is notified of an incident that is criminal in nature and whereby the police have indicated there is likely to be an ongoing criminal investigation by the police the school will not conduct its own information gathering exercise unless explicitly directed to by the police. Should the incident not lead to a criminal prosecution it will be under the determination of the school as to whether it decides to issue an appropriate sanction dependent upon the conditions outlined above.

**Appropriate action and sanctions** - Brentside High School will not be prevented from taking an appropriate and measured sanction for an incident whereby the investigation and authority have been established by, or ceded to, the police for a possible criminal investigation and possible prosecution.

**The limitation of time** - will not be a factor in the application of a sanction (including a suspension or a permanent exclusion) dependent on the outcome of the criminal investigation by the police. The school will however consider how the student has conducted themselves from that period and will then determine whether it continues to be in the best interests of the of the student, school, other students, the wider school community and stakeholders to apply a considered sanction. Typically, health and safety concerns, safeguarding, peer on peer abuse, bullying, harm to others, damage to property or bringing the school's name into disrepute will be sanctioned, regardless of time since the event.

**The use of social media and other communication between students** - Inappropriate conduct beyond the school gates will be acted upon, at the discretion of the school, whereby those issues interfere with the day to day running of the school in terms of disruption and student wellbeing.

Students are advised that sending hurtful, intimidating or threatening messages to other students will be used against them. We advise all students that are subjected to this to take print screens (screen grabs or photos) of any behaviour towards them that is derogatory, intimidating or hurtful (please refer to our 'Anti-Bullying Policy').

Parents are advised to closely monitor their child's phone and access to various communication apps and platforms. Families should be aware of the age of restrictions that apply to many apps and social media platforms.

## 7 Unkind and derogatory comments, Protected Characteristics and bullying

The use of unkind and derogatory comments has a detrimental impact on the student being spoken about, the bystanders who observe this and the person delivering the comments. When such comments are made over a period or repeatedly or by groups of students towards another it can be interpreted as bullying behaviour.

All students have the right to attend school without fear. The school will do what is reasonably practicable to eliminate any types of bullying in school through education and the teaching of values that include the Equality Act and the nine protected characteristics including:

- Age
- Gender
- Race
- Disability
- Religion or belief
- Sexual Orientation
- Gender Reassignment
- Marriage or civil partnership
- Pregnancy or maternity

While a number of those aspects are not prevalent in schools it is part of a wider overall conversation that prepares students for life beyond the school to make a meaningful contribution to society. Beyond the protected characteristics Brentside teaches British Values and the School values.

### **Types of Bullying include but are not limited to:**

**Social bullying** - sometimes referred to as covert bullying because this is what happens indirectly and not in front of the person, i.e. it is not as public as other forms of bullying. This is often harder to recognise and can be carried out indirectly. It is designed to damage someone's social reputation and/or cause humiliation.

Social bullying and social exclusion include:

- Lying and spreading rumours
- Negative facial or physical gestures, menacing or contemptuous looks
- Playing nasty jokes to embarrass and humiliate. This could include racist, homophobic, sexist or comments related to
- Unkindly mimicking
- Encouraging others to socially exclude someone
- Damaging someone's social reputation or social acceptance.

**Verbal bullying** - includes the use of derogatory language and name calling, insults, teasing, intimidation, homophobic, transphobic or racist remarks, or verbal abuse (all swearing). While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual targeted. Verbal bullying can also escalate to physical bullying.

**Physical bullying** - includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

**Cyber bullying** - can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images, videos, sexting
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in
- Setting up anonymous or unnamed accounts to covertly send harassing, intimidating or threatening messages on online social media, messaging platforms or through text messaging

In all situations, immediate, reasonable and appropriate sanctions will take place to ensure these are eradicated. This may include support through:

- Education
- Mentoring
- Reflection and restorative conversations
- Early help referral

For all instances of possible breaches (and potential bullying) of the equality act and protected characteristics this is recorded on Classcharts as 'P3 Protected Characteristic'. This results in:

- An immediate same day detention
- A review of what happened and information gathered
- The signing of 'no contact' agreements
- The confiscation of smartphones
- Recommending parental controls on smartphones
- Moving students to different form groups or classes

This can be escalated or reviewed as part of a pattern of behaviour to then include:

- time in the Reflection Room or
- Suspension
- Referred to the police

All such incidents are closely monitored and recorded by the school and are regularly reported to the governing body. Brentside also works with external agencies to eliminate all types of bullying, such as social services, the police as well as internet and social media providers in conjunction with CEOP [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/).

For more depth information this can be found in the separate **Anti-Bullying Policy**.

## **8 Support, Interventions and Sanctions**

Below is a range of sanctions and other interventions for students that have displayed poor behaviour either as a one off or over a period in a persistent manner.

- Reprimand by Teacher and clarification of High Expectations
- Positive Resolution Meeting
- Confiscation
- Telephone Call Home
- Subject Report
- Report to Form Tutor
- Report to Head of Department
- Report to Head of Year
- Report to Assistant Head
- Progress Report
- Positive Behaviour Report
- Parental Meeting
- Letter to Parent
- Late Detention (30 minutes)
- Truancy or lesson removal (45 minutes to 55 minutes)
- Referral to Education Welfare Officer from Ealing
- Court Assessment
- Issue of a fine (from Court Assessment)
- Referral to Medical and Welfare Officer
- Referral to Behaviour Improvement Service
- Referral to CLIPs
- Referral to GP or CAMHS
- Reflection Room (or Shadow Room) for a lesson
- Reflection Room for a lunchtime
- Reflection Room for a day
- Inclusion for a day or more

- Tutor Group Move
- Meeting with West London Neighbourhoods Team
- Pastoral Support Plan/Reintegration Support Plan
- CAF (Common Assessment Framework)
- Alternative Provision
  - Directed offsite for behaviour
  - Academy 21 or Minerva (online learning onsite or at home)
- School to School Panel Move for temporary respite
- A Managed Move to another school
- Suspensions (from 1-45 days)
- Permanent Exclusion
- Any other support or sanction that is deemed appropriate by the school

### **Confidentiality of students' information**

Sanctions issued or support offered to students is confidential and in terms of data protection and GDPR will not be shared with any party other than the student involved and her parent/carer. The school response for the request for such information will be, 'the school has acted in line with our behaviour policy'.

### **Detention Guidance for schools**

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff

### **What the law allows**

Teachers have authority to issue detentions to pupils, including same-day detentions. A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

A detention outside normal school hours will be lawful if it meets the following conditions:

- *'Matters schools should consider when imposing detentions'* (see below)
- the pupil is under 18 (unless the detention is during lunch break);
- the headteacher 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;

### **Matters schools should consider when imposing detentions**

Parental consent is not required for detentions that satisfy the conditions mentioned in 'What the law allows'.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- notice may not be necessary for a short after-school detention where the pupil can get home safely; in some cases there will be a need to notify families
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

### **Specific Detentions at Brentside High School**

Brentside High School complies with the statutory guidance for detentions. Detentions are a means for students to reflect quite quickly on poor choices they have made. The detentions issued are not punitive in nature and are not overly long.

All families, as part of the Home School Agreement are expected to keep up to date with their child's progress and we provide a platform for parents to do this through Classcharts. Similarly, parents are expected to keep their details up to date on an annual basis to support contact home.

### **Automated notifications on Classcharts and via email**

All detentions are automatically assigned on Classcharts which means that students are provided with an automatic notification. This automatic notification also appears on the parent Classcharts feed and via email to the families from the address held on SIMS (Schools Information Management System). So even from families that do not have Classcharts they also receive a notification of a detention on the day it is issued.

Students are aware of what leads to detentions, and they have been briefed in assemblies, during tutor time, from the staff bulletin, while the student planner also

contains information about detentions and students are continually to be advised daily on routines that can lead to detention.

Associating lower-level sanctions, like detentions, is more likely to reduce the need to escalate sanctions to a higher level for persistent behavioural issues.

Detentions are given for:

- Being late to school after 8.45 (same day)
- Every 5 instances of being late to lessons by 5 minutes or more (next day)
- Every 3 instances of being late to lessons by 10 minutes or more (next day)
- Being removed from a lesson (same day)
- Not attending a previous detention (same day)
- All students that spend the day in the Reflection Room have a slightly extended day (same day)
- All instances of truancy (same day)
- Forgetting Yondr Pouch (same day)
- Persistent Uniform issues (next day)
- Health and Safety – running to a commotion (same day)
- Disrupting detention (next day)
- Damage to school property (same day)
- Misuse of the bathroom (same day)
- Off-site behaviour (same day)
- All instances of a breach of protected characteristics

All detentions range from 30 minutes to 45 minutes in total. On any given day a student may have a detention for several reasons. Repeated detentions and therefore repeated poor behaviour for learning can result in time in the Reflection Room.

Late arriving students will drop off their pouches, which securely hold their phones, on arrival to school. Staff will also collect pouches throughout the day from students who have detentions in order to support good decisions from students.

### **Reasonable Adjustments**

Most students comply with detentions and come in and accept the conditions they are present in. Reasonable adjustments can be made for students in several ways.

- A student is permitted to call home from their phone if they need to notify their family of any change to pre-existing arrangements
- For a most students a detention is not a regular occurrence and there may be a pre-existing appointment, as such staff on can permit a delayed detention for completion on another day

- Under other considerations it is possible to transfer an after-school detention to a loss of social time at lunch
- Some families also face other challenges and the school will work with them and through verification from SAFE workers a detention can be shortened, moved or cancelled
- If there is a significant morning traffic issue that affects staff as well as students and is widespread then a decision will be made that morning to forego the collection of pouches for late detentions
- Similarly, in particularly adverse weather conditions, ice and or snow, either existing or likely can lead to a decision to postpone or cancel the detention and students and families notified

At every point we will seek to work with families to support students to make better choices. However, reasons to cancel a detention (for lateness) does not apply to the following:

- Alarm clock did not go off
- Bus was late
- Traffic works
- Living far away would not be a long-term reason given the length of the detention

### **Students being removed from a lesson (Appendix 1)**

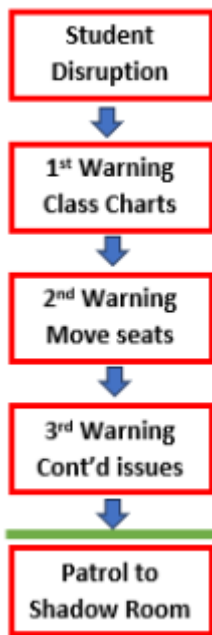
The class teacher has the power to remove a student from a lesson. This can be for one of two main reasons:

1. For a serious breach of expected behaviour like a physical altercation, derogatory comments against a protected characteristic or for behaving in a manner which could be deemed unsafe or undermining Health and Safety.
2. For repeated, or persistent breaches of expected behaviours.

All teaching staff are expected to follow the Flow Diagram for the removal of a student from a lesson. Students that make a serious breach of the expected behaviour (reason 1 above) will be removed immediately by Patrol. The student is escorted (by Patrol) to the Reflection Room whereby they will provide an account of what happened and they will remain out of lessons for the remainder of the day (due to the unsafe or inflammatory nature of what happened).

### **Persistent breaches of expected behaviours in a lesson**

Staff must follow the expected pathway to remove a student from a lesson students understanding of the impact of their choices.



While students are settling the class teacher can use positive behaviour management recognising that most/all students are displaying the expected behaviour. Some low-level verbal reminders can be given and would not necessarily form part of the removal process. Should a student then disrupt the learning of others or disrupt the ability of the teacher to deliver the lesson or behave in a manner beyond the expected behaviours a '1st Warning' should be given. Staff are advised to use the language here to support the student's understanding, i.e. Student X this is your first warning. If the student continues to disrupt the learning of others or the ability of the teacher to deliver the lesson either a '2nd Warning' or an instruction to move seats can be delivered.

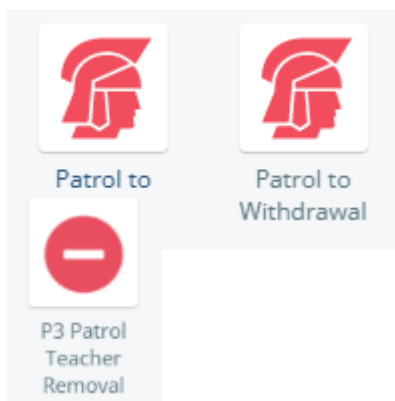
The third instance of repeated disruption will then result in the teacher making a request for Patrol to come and collect the student and to place them in a nearby lesson that is not in the same year group. This is the Shadow Room.

Better behaviour in line with expected behaviours in the Shadow Room will permit the student to continue with their learning with the view they will continue with their time tabled lessons. Any disruption in the Shadow Room will result in the student being removed to the Reflection Room for the remainder of the day until 15.45.

All students placed in the Reflection Room will continue with work supplied to them for their subjects or the core subjects.

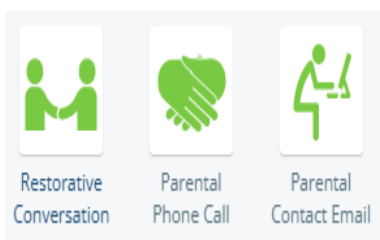
### **Recording of behaviour, contact home and restorative conversations**

When a student is placed in the Reflection Room the member of teaching staff that is supporting will ensure an email is sent to the parents/carers. This merely highlights the student has been removed and that the member of staff who has removed them will be in touch by phone later that same day to support understanding of the circumstances.

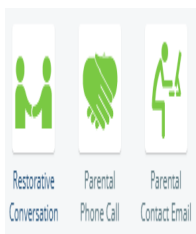


The Patrol Team will record the student has been removed from a lesson.

The teacher will record the reasons for the removal from lessons to the student's profile.



All teaching staff that remove a student from lessons are expected to make a phone call home that day to explain to the family the circumstances around the need to remove a student. A member of staff will leave a message where possible and follow up with an outline by email.



All students removed from lessons will have an after-school detention to facilitate where possible, a restorative conversation between the teacher and the student around the circumstances of the removal.

Subject Leaders and the Senior Leadership Team linked to that subject will oversee the communication with families and ensure restorative conversations take place, preferably before the student has another lesson with the same teacher.

Analysis will be conducted each half term to determine if there are patterns that are emerging and that are worth further investigation and consideration.

Continued removal from lessons can be indicative of a learning need and this can be reviewed with further testing where applicable.

## **Reflection Room**

The Reflection Room, which was formerly known as the Withdrawal Room, is a classroom with dedicated teaching staff who support students who are temporarily not permitted to attend lessons usually for a period of one lesson to one or more days. Students in the Reflection Room have consolidation work from prior learning for a range of subjects with access to the half termly work currently set in subjects.

The Reflection Room is staffed by teachers who can monitor and support students while in attendance. A Learning Mentor is also attached to the room who supports students with reflecting on their choices and what strategies they can use when faced with a similar scenario next time. If students have any difficulties with the work the class teacher can support with some guidance.

Students allocated time in the Reflection Room is a high-level supportive measure and sanction that allows students to have time away from their peers and lessons to reflect on their behaviour and their choices.

Students can only be placed in the Reflection Room by the following staff:

- Members of the Senior Leadership Team
- Year Leaders
- SAFE Workers (attached to each Year Team)
- Patrol (when escorting removal from lessons)

It is preferable that students and families are aware, where possible, in advance of a student being placed in the Reflection Room. This will be communicated by a phone call from the SAFE worker, Year Leader or Deputy Year Leader.

Students can be placed in the Reflection Room for the following reasons:

- Persistent or ongoing disruptive behaviour in lessons
- Persistent or ongoing truancy from lessons
- An incident that is currently under investigation directly involving them
- An incident that as a bystander they may be able to provide some information
- Waiting to see the Headteacher for a sanction following an incident
- Any other issue concerning safeguarding, health and safety,

Students will not be kept in the Reflection Room for any longer than is necessary.

Students can be present for any time in a day from a period (one hour) to all day.

An in-depth analysis of the Reflection Room data is carried out each term to track emerging patterns or trends. This is communicated with Governors.

### **Gathering Information**

All students have the right to be heard and to present their version of what happened. All students will be given the opportunity to reflect on what has happened. Honesty is always taken into consideration because this shows that a student is prepared to take responsibility for their choices and shows they are willing to work with the school to move forward together.

If a student refuses to provide information, then it will be recorded that when given the opportunity they did not wish to co-operate with the school in resolving the matter. If the student is one of the main protagonists (main person involved), then when the information is weighed up the school will refer to the 'civil burden' of proof to determine what is more likely than not to have happened.

All information provided by students will be protected and held as confidential and at no point will it be disclosed that 'student x' said this of 'student y'.

As a bystander when a student has provided information they will be permitted to leave to their lessons immediately.

### **Inclusion Room**

Reasonable adjustments are in place whereby, where possible, students with SEND needs will not spend any time longer than a day in the Reflection Room for an unplanned issue. Where an issue is emerging and known students will be placed in Inclusion.

Inclusion entails a day on the school site with a specialist Learning Support Assistant (LSA) who will support a student with their learning one to one for the duration of the day. The student will have their school day fully supported by staff away from the student body.

The Headteacher when considering an alternative to a suspension will place a student in Inclusion for one or more days. Inclusion may also be used in addition to a suspension whereby the number of days offsite is reduced but the level of the incident requires a sanction and support relevant to it. This will be formally communicated by letter emailed to parents/carers.

When a student with SEND displays persistent disruptive behaviours, that are approaching but have not yet reached the level of a suspension, they can be directed to Inclusion by the Deputy Headteacher. This will be formally communicated both by an emailed letter and a phone call from the SAFE worker, Year Leader or Deputy Year Leader.

In some instances, when a student does not reflect on their choices and continues to be disruptive the Inclusion Day can be repeated. This will follow the same process as outlined above.

Inclusion Days are reliant on adequate staffing which at peak times of the year or through absences for trips, illness, etc. meaning a delay is in place of a day or more.

### **Alternative Provision**

Students can be directed offsite to another place of education for their behaviour. This would be a decision which the student and family must abide by. The decision to direct a student off site for behaviour would usually be met when the following conditions are met:

- The student's behaviour is an ongoing concern
- Lower-level interventions and support have not had limited success, e.g. report cards, parental meetings, detentions, mentoring, meeting with BIS, etc.
- The student has had at least two suspensions
- The student is getting weekly detentions and increasing time spent in the Reflection Room and the behaviour is unchanged

Alternative Provision is one of the highest levels of support to be offered to a student and continued poor expected behaviour following time spent at an Alternative Provision would mean the student is at an increasing risk of a permanent exclusion. The school will exhaust all opportunities and strategies to avoid a permanent exclusion and for persistent general disruptive behaviour

The student can be at an Alternative Provision primarily focused on behaviour or the Alternative Provision can have an academic focus with the student using the time off site for respite and reflection.

All Alternative Provision is temporary in nature and after the completion of all provision there will be a reintegration meeting which will be held preferably in person (it can be online) with the student and the family to enable reintegration to the school. This would include a Pastoral Support Plan which would outline a list of expected behaviours. This is like a reintegration meeting following a period of a fixed term suspension.

## **9 Suspensions and Exclusions**

The decision to suspend a student may lawfully be taken by the headteacher in any of the following circumstances:

- In response to a serious breach of the school values and/or expected behaviours or rules.
- Repeated and persistent breaches of the school's behaviour policy.
- Where allowing a student to remain in school would seriously harm the education or welfare of other students or staff in the school.

The Headteacher may exclude a student for one or more fixed periods not exceeding a total of 45 days in any one school year.

If a student has an Educational Health Care Plan of Special Needs (EHCP), or has safeguarding, child protection concerns or is a child looked after (LAC), their needs will be fully considered before any decision to exclude is made.

The school is duty bound to ensure that there is greater emphasis on earlier identification/assessment of a student's needs. When a suspension or permanent exclusion is issued, the school has a duty to contact the social worker without delay, or the Virtual School Head. This can be done by email or text, if unavailable by phone.

When suspensions are issued a thorough investigation takes place; this will involve statements from staff, students and if needed, CCTV. A decision is made on the balance of probabilities. This means that the Headteacher decides that it is more probable than not that the student did what he or she is alleged to have done.

All students will also be given the opportunity to express their view (through a written statement) or may wish to communicate their view through advocates such as parents or, if the student has one, a social worker. Students may also verbally report, and staff will transcribe what has been said. Students will be read what has been written and then sign to verify it is an accurate representation.

Parents/carers (and social workers) will be informed on the first day (if not before) of the reason for the suspension. Parents/carers will also receive a letter which will include

the reasons for the suspension and a previously agreed time for a post suspension meeting.

The post suspension meeting will be with the Head of Year and a member of the Senior Leadership Team.

Following any suspension of whatever type or duration, the Headteacher will:

- Inform the parents of the period and nature of the suspension
- Advise the parents/carers about rights of representation to the governing body and how these representations may be made
- Make arrangements to provide suitable full-time education from the sixth day onwards for students who have been given a long-fixed period of suspension.

During a suspension, students will be set work by their teachers – reasonable adjustments will be applied to the work of any students with SEND. If a student is suspended for longer than 5 days, full time provision will be provided from the 6th day by Brentside High School offsite. This provision will be supplied by an approved educational provider.

Parents/carers have a duty to ensure that their child is not present in a public place during school hours and that they complete all the work that is being set by their child's teacher on-line. A parent/carer could be prosecuted or receive a penalty notice if their child is present in a public place during school hours on the dates of suspension. It will be for parents/carers to show reasonable justification.

### **Reintegration to Brentside High School**

Following a suspension, the student and their parents/carers will be invited in for a reintegration meeting. This can take place before the return date but should happen by the return date at the latest where possible. The purpose of the meeting is to welcome the student back to the school, to ensure they have understood why they were suspended and how their behaviour may have affected others, not just themselves, and have sufficiently reflected on their behaviour and can give an assurance that this behaviour will not happen again and that their behaviour will significantly improve.

The meeting will also be an opportunity to explore what support the child needs to improve their behaviour and will enable them to build their sense of belonging at Brentside High School. This support is likely to include the following:

- Reduced timetable for a fixed period start or end of day
- An adjustment to options on the student timetable where suitable and where there is capacity
- Being placed on Year Leader Report
- A referral to BIS

- A referral to Early Help
- Direction off site for behaviour to alternative provision
- Direction off site for behaviour (focussing on academic work) to alternative provision
- A referral made to the school-to-school panel
- A discussion with the Educational Psychologist

If the parent is unable to attend the meeting the student will have a meeting with the Year Leader and SAFE Worker and spend at least one period that morning with the Mentor for reintegration to support good choices.

### **Parental Right to submit representations**

**For suspensions of up to 5 days in one school term** - Parents/carers have the right to submit representations to the Governors. The Governors must consider and respond to parental (written) representations.

**For suspensions between 6 & 15 days in one school term** - Parents/carers have the right to submit (written) representations to the Governors. They also have the right to request that the Governors meet to discuss the suspension. If a parent/carer makes this request the Governors must meet within 50 school days of the date they were notified of the suspension. The meeting is unlikely to take place before the exclusion ends, and the Governors are therefore unlikely to be able to direct reinstatement. However, the meeting can still provide the opportunity for all parties to make their views known. Parents/cares have the right to present their views both in writing before the meeting and by speaking at the meeting. The Governors may then add their written views to the student's school file. Students are encouraged to attend the Governors disciplinary meeting.

For more detail and further information on suspensions greater than 15 days in one term or Permanent Exclusions please see the School Policy for [Suspensions and Exclusions](#)

### **10 SEND and Reasonable adjustments**

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 consider the specific circumstances and requirements of the student concerned. When considering a behavioural sanction for a student with SEND, the school will consider:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time because of their SEND?
- Is the student's behaviour likely to change because of their 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. For higher level sanctions Brentside can make reasonable adjustments for students with:

- Protected characteristics, primarily those students with SEND needs
- Students subject to Child Protection Plans
- Prior Child Protection concerns leading to possible/probably adverse living conditions that would be detrimental to the student's physical or mental wellbeing
- Students subject to established contextual safeguarding concerns

Students with identified needs will be offered adjustments and this will be recorded on the Suspension Summary report that is used to present the information to the Headteacher when deciding to suspend.

Reasonable adjustments to suspensions can include:

- A decision for the student to spend the time in Inclusion with one-to-one support for a period of days and not be recorded as a suspension
- A reduction in the period a student is suspended
- A mixture of suspension offsite and suspension onsite with support from Inclusion
- A mixture of suspension offsite and inclusion onsite but not inclusion not recorded as a suspension

Where there are clear concerns about undiagnosed SEND needs reasonable adjustments can apply.

### **Unidentified Needs**

All behaviour is a form of communication and where there is reasonable cause for persistent behaviour the student can be evaluated through testing with Lucid Lass, observation and gathering information from all relevant class teachers. This in turn may lead to further testing and support from the SENCO, Deputy SENCO or other professionals.

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.

## **11 Child on Child Abuse**

Child on Child abuse is any form of sexual harassment or violence carried out from one student to another. Brentside follows the outline guidance from Keeping Children Safe in Education 2025 (KCSIE 2025).

Brentside has a whole school approach including staff training, clear procedures for handling allegations, using CPOMS to record, informing the Designated Safeguarding Lead without delay and follow up actions.

Brentside takes a proactive approach teaching students about consent and healthy relationships and will not dismiss harmful behaviours as ‘banter’ or be dismissive of concerns. This includes in person and onsite provision, outside of school on public transport and online behaviours.

A proactive approach includes:

- Teaching consent and healthy relationships

- Age-appropriate teaching that abuse is never ok
- Promoting British Values, the school values and the Equality Act
- Addressing harmful behaviours
- Training for reporting and staff understanding of processes

Child on Child Abuse can be:

- Sexualised Comments as a one off or harassment over time through jokes, remarks and ‘banter’, forming a pattern of abuse
- Up skirting which involves the taking of photos or videos from under a person’s clothing with the intent to view the buttocks or genitals to obtain sexual gratification, humiliation or distress
- Sexting or youth produced imagery which includes videos or images shared between students
- Sexual violence which includes any form of sexual assault and rape

In all situations, there will be:

- Immediate support for the victim
- Risk assessments for how all parties will be supported
- Victim support with meetings to hear their voice and views
- Recognition the responses should be equally robust regardless of gender or sexual orientation
- Parental involvement unless doing so would put the child at further risk

## **12 Staff Training, Induction and Support**

Staff training, induction and support are ongoing and broad aspects of this are covered in the Appendices.

## **13 Searching, screening and confiscation**

The information summarised here is taken directly from DfE Guidance July 2022 on Searching, Screening and Confiscation. The purpose of this guidance is to ensure the powers bestowed on schools are used appropriately in the protection of student and staff welfare and to establish a safe environment for everyone. The guidance can be found using this link [Searching, Screening and Confiscation DfE advice for schools July 2022](#)

There are two types of items banned in Brentside High School. These are referred to as ‘Prohibited Items’ which means the school has a statutory right to search students or their possessions when there are reasonable grounds to believe a student may have such an item from the list below.

**Prohibited items** include:

- Knives or weapons (or anything that can potentially harm another person)

- Alcohol or illegal drugs
- Stolen Items
- Any article that staff reasonably believe has been or is likely to be used:
  - To commit an offence
  - To cause personal injury to, or damage to property of; any person (including the student)
- Tobacco, cigarette papers, lighters/matches
- Fireworks
- Pornographic images

**School Prohibited Items** (but are not limited to):

- Smartphones
- Smart Watches
- Vapes
- In ear headphones (air pods)
- All over the counter medication (unless taken via Welfare)
- Aerosols and perfumes
- Stink bombs
- Water balloons or water pistols or use any item to throw water anywhere on the school site

Under common law, school staff have the power to search a student for any item if the student agrees.

**The Headteacher, Designated Safeguarding Lead and Authorised Members of Staff**

Only the Headteacher can authorise members of staff to conduct searches. The Authorised members of staff to conduct searches at Brentside High School are:

- The Senior Leadership Team
- Year Leaders
- SAFE Workers
- Medical Welfare Officer

The Safeguarding Team (Designated Safeguarding Lead and Deputies) should be made aware of all searches that reveal any Prohibited Item or any item that could impact the welfare of the student.

**Before Searching**

A search can be considered if a member of staff has reasonable grounds to believe a student in possession of either a 'Prohibited Item' or a 'School Prohibited Item'.

The authorised member of staff must explain to the student why the search is taking place, how the search will take place and where it will take place. The student should be allowed to ask any questions about the search. The co-operation of the student will

always be sought in the first instance.

### **Refusal to co-operate with a search**

The authorised member of staff can consider why a student may refuse to co-operate. This may be due to one of the following reasons:

- The student does not understand the instruction
- The student is unaware of what may be involved
- The student may have a previous distressing experience of searching
- The student is in possession of the item being searched for
- The student is in possession of another item which is prohibited

### **Sanctions for refusing to co-operate with a search (or screening)**

Further information will be considered regarding the student from the relevant members of staff (SENCO, Year Leader, Safeguarding Team).

If there are no mitigating factors to be considered an obstruction to the search, then continued refusal to co-operate means a suspension will be strongly considered due to the underlying ramifications of whether a student potentially has an item that poses a risk to themselves or others. The underlying principles of conducting searches is about ensuring the school has a safe environment for all students and staff. This refusal to follow reasonable instructions of staff and to co-operate, has further health and safety and safeguarding implications in the event of an emergency. This refusal to co-operate also impacts on the ability of staff to run the smooth operations of the school and is considered significantly disruptive.

### **Reasonable Force if a student refuses to co-operate**

If a student continues to refuse to co-operate and if the item being searched for is from the Prohibited Items list and could cause significant harm, then reasonable force can be considered. Reasonable force cannot be used for School Prohibited Items.

This will be considered on a case-by-case basis where there is a belief there is a risk of harm to anyone (including the student), damage to property or to cause disorder. Dependent on the circumstances the police may be contacted in relation to the concerns and risk posed to the student and/or school community. Reasonable force will vary significantly between searches of possessions or searches of the student.

### **During a search**

**Where** - An appropriate location should be found away from other students or on the school premises unless under lawful control of the students (on a school trip in England, if on a foreign trip the searching laws are those relevant to that country).

**Who** – Only ‘authorised members of staff’ as designated by the headteacher. There must be two members of staff for each search conducted. The person conducting the search must be the same sex as the student.

There is a limited exception to the same sex and two-person rule if:

- The member of staff believes that there is a risk of serious harm to a person unless a search is conducted immediately

- In the time available it is not reasonably practical to carry out a search with a person of the same sex or in the presence of another person

If a search is conducted without a witness this needs to be reported immediately.

**The extent of the search** – The search will consist of the student's outer clothing (any item of clothing that is not wholly against the skin or immediately over clothing that covers underwear), pockets, bag, locker, etc.

Any students that have lockers at Brentside High School do so under the condition they can be searched at any time. No student other than those in the sixth form are permitted to use lockers.

A student's possessions can be searched only in their presence. On occasion bags and blazers are found on the school site where students have left them and to determine who owns those items staff will attempt to identify the owners, this will be non-invasive. Any item found in this instance will be sanctioned in line with this policy in terms of confiscation or other sanction.

Authorised members of staff are permitted to use metal detectors or wands to support searches. No member of staff can conduct a strip search. Please refer to pages 12-14 for guidance [Searching, Screening and Confiscation DfE advice for schools July 2022](#) on strip searching which is the exclusive domain of the police. Staff retain a duty of care to the students at Brentside High School and will always advocate for the student's wellbeing. If the police are on the school premises the decision to conduct a search lies solely with them. The school will advocate for the safety and wellbeing of the student. The school in this instance will contact the family immediately.

### **After a search**

If a student is found to be in possession of a Prohibited Item or a School Prohibited Item, then there will be an appropriate sanction. Support will also be given whereby a student has been found with an item that could be used to cause harm or gives cause to suspect the student may be suffering or is likely to suffer harm.

### **Recording Searches**

Any search for a Prohibited Item must be recorded, whether an item is found or not. It is at the school's discretion if a search for School Prohibited Items is recorded.

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a result of the search
- Parents informed, date and by whom

Basic analysis of searches should consider the impact on groups of students who are identifiable in any way to ensure equality and fairness.

## **Informing parents of searches and outcomes**

Parents will always be informed of any search for Prohibited Items.

Brentside High School does not have to communicate with families for conducting searches for School Prohibited Items apart from two scenarios whereby there will be communication with families if:

- A search has been conducted for a smartphone (whereby the student is not using the Yondr system in place) results in the confiscation of the smartphone
  - The first confiscation is for one week
  - The second confiscation is for two weeks
  - The third confiscation is for four weeks
- A search has been conducted for a vape and the student has been found to be in possession of one

## **Screening**

Screening provides reassurance to students, staff and families that the school is taking measures to create a calm, safe and supportive environment.

Brentside High School has the power to make rules on student behaviour and the duties as an employer (Health and Safety at Work Act 1974) in relation to the safety of students and staff and visitors means that students can be directed to undergo screening.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan students for Prohibited Items.

During screening processes other members of staff, under the supervision of authorised members of staff and the police, will support the screening process and assist with searching possessions (school bags and blazers).

If a student refuses to be screened the school can make reasonable conclusions why that may be their case. Refer to the section above 'Sanctions for refusing to co-operate with a search'.

## **Confiscation**

An authorised member of staff can confiscate any item they have reasonable grounds to suspect:

- poses a risk to staff or students
- is evidence in relation to an offence
- is a Prohibited Item or a School Prohibited Item

## **Controlled drugs**

Must be delivered to the police as soon as possible. If the legal status of the substance is unknown, then this can be given to the police.

### **Alcohol, tobacco, cigarettes, papers, fireworks**

Can be disposed of but must not be returned to the student.

### **Pornography**

Can be disposed of, unless it is felt this may constitute an offence (indecent image of a child) whereby it must be given to the police immediately. Members of staff should never intentionally view indecent images (including nudes, semi nudes). Staff should never copy, print, share, store or save such images.

### **Weapons or items which are evidence of a suspected offence or used to commit an offence or cause personal injury**

Passed to the police as soon as possible.

### **School Prohibited Items**

Members of staff can decide to return, retain or dispose of items banned under school rules. Staff should reasonably consider:

- the value of the item
- whether it is appropriate to return the item to the student or parent
- Whether the item is likely to continue to disrupt the learning or the calm, safe and supportive environment of the school

### **Confiscation as a disciplinary penalty**

Schools general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for the loss of, or damage to, any item confiscated, provided they have acted lawfully, i.e. in line with the information provided in this policy.

### **Electronic devices**

Smartphones can contain data or files which relate to an offence, or which may cause harm to another person. This includes but is not limited to indecent images of children, pornography, abusive messages, threats, images or videos, or evidence of criminal behaviour.

Authorised members of staff may examine any data or files on an electronic device they have confiscated as the result of a search.

If an authorised member of staff suspects they may find an indecent image of a child the member of staff should never intentionally view, copy, print, share, store or save

such images. The device must be confiscated, should not be looked at and given to the Designated Safeguarding Lead.

Further guidance can be found following the principles in [Keeping Children Safe in Education - Sept 2024](#) and reference to [Sharing nudes and semi-nudes: March 2024](#)

### **Good reason to examine**

The authorised member of staff must have a good reason to view the data or files in an electronic device. They must reasonably believe the data or file has been or could be used to cause harm to undermine the safe environment of the school and disrupt teaching or be used to commit an offence.

If there is any information relating to an offence the data or files should not be erased. In this instance it must be handed to the police. If it is not related to an offence the member of staff can delete the files if it is likely to cause harm to any person and if the student or parent refuses to delete the files or data.

### **Complaints regarding searching, screening and confiscation**

Any complaints about searching, screening and confiscation should be dealt with through the normal complaints procedure and will be determined in line with the searching, screening and confiscation policy as outlined here, i.e. did the school operate in accordance with the policy as outlined here.

## **14 The use of Reasonable Force (and restrictive intervention)**

The information contained in this section is based upon the information supplied in Section 93 of the Education and Inspections Act 2006. There are times when the use of reasonable force and restrictive interventions are lawful. The complete guidance can be found here [Use of reasonable force and other restrictive interventions guidance February 2025](#)

**Expected physical contact with students** – Schools should not have a ‘no contact’ policy between staff and students. Brentside High School will not grant any parental or staff request not to use reasonable force and/or other restrictive interventions. The adoption of a ‘no contact’ policy at leave staff unable to intervene where reasonable in the circumstances to fully protect students.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force

and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include

- to give first aid
- to guide or escort pupils
- to comfort a distressed pupil
- to congratulate or praise a pupil, e.g. a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

### **Terminology**

- The term ‘reasonable force’ is the physical contact by a member of staff on a pupil to control or restrain their actions or movements. Reasonable means using no more force than is necessary for the least amount of time, which depends on the circumstances.
- ‘Restrictive Intervention’ is any planned or reactive action which limits a student’s movement, liberty or freedom to act independently.
- ‘Restraint’ is a form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict or subdue movement of the body.

These terms are not mutually exclusive. For example, if two members of staff briefly physically pull apart two students from a fight, then all three definitions would be relevant.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force in certain circumstances. Brentside High School has a duty of care to the students and the staff employed by the school. Brentside High School has conducted a risk assessment to determine what training is needed for staff that are more likely to be involved in some form of physical intervention.

**When to use reasonable force** - In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement, have regard to the school’s child protection, the applicable circumstances (e.g. whether there are other adults present), the individual pupil’s age, and any other material factors, including but not limited to, whether the pupil has SEND or other vulnerabilities, or whether any alternative strategies which do not include physical contact can be used.

**Is it necessary?** - Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff should assess whether it

is likely to successfully reduce the relevant risks or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address.

**Is it proportionate?** Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. Staff should consider the personal circumstances of the pupil and other considerations and possible equality implications under the Equality Act 2010.

**Consideration of student welfare** - Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing. Best efforts will be made albeit this is not always possible in certain circumstances.

**Use of reasonable force to search students** – The Headteacher has authorised members of staff to conduct searches. These authorised members of staff have a statutory power to search students where they have reasonable grounds to believe the students may have a prohibited item (see Prohibited Items in Searching, Screening and Confiscation).

Authorised members of staff can use reasonable force to search for items that are legally prohibited, but not to search for school prohibited items (see School Prohibited Items in Searching, Screening and Confiscation). This decision is on a case-by-case basis.

**Unacceptable uses of force** – Staff must never use force as a punishment. Any use of restraint must not restrict airways or breathing and circulation. If a student is unintentionally held on the ground staff must release the student as soon as possible. Students should receive medical treatment immediately following any injuries

**When force is used in a 'significant incident'** – A 'significant incident' refers to any incident where the use of reasonable force goes beyond 'appropriate physical contact' between students and staff.

All incidents of the use of reasonable force must be recorded and described as 'Recording the use of force' (effective from September 2025). Following a significant incident staff and students will have a medical assessment or any treatment of injuries. Information will be gathered by from all parties and bystanders.

Follow up conversations will take place with all parties involved to support reflection, learning and to support the wellbeing of staff and students. This will be to ensure there is a reparative process whereby relationships are rebuilt. A member of staff that was no

involved in the incident will facilitate this, e.g. a Year Leader, or the member of SLT linked to that year group. Additional support can be offered to staff or students following a significant incident, e.g. follow up conversations, checking in or counselling, etc.

### **Consideration for SEND (special educational needs and/or disability) students**

Some students with SEND can react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. Some students who find verbal communication challenging may express their needs, discomfort or confusion through actions. These students can be disproportionately subject to reasonable force.

Brentside High School will endeavour to understand the underlying triggers of the challenging behaviour and will look to utilise staff who know individual students to help identify and manage where challenging behaviour is more likely to occur and therefore reduce the likelihood of the use of reasonable force. In mitigating the need for reasonable force to be used strategies will be agreed and shared with staff that may some of the following strategies:

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, the Inclusion and Behaviour teams can work with students with SEND and their parents to co-produce a Behaviour Support Plan. This plan should detail circumstances where it may be necessary for increased contact with students. Where there is a risk, with an increased likelihood for the need for reasonable force the risk should be mitigated through training and prevention strategies. Whether reasonable force is needed will depend on the circumstances irrespective of whether it has been considered as part of the Behaviour Support Plan. Such plans should be reviewed periodically.

### **Recording the use of force**

It is required as part of the statutory guidance that Brentside High School records all incidents where reasonable force has been used. This includes the following:

- names of pupil and staff directly involved

- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Following ‘significant incidents’ the Deputy Headteacher, SLT in charge of the year group and the Year Leader will review and evaluate the incident and the response and determine best practice and areas for improvement. This can be shared more widely with colleagues likely to be involved in the evaluation and review of such incidents and subsequent training.

### **Reporting the use of force**

Brentside High School must report to families all ‘significant incidents’ where reasonable force was used as soon as possible after the incident.

The only exception to this rule is where it appears to the staff member involved, that not using reasonable force would likely result in significant harm to the student, for example:

- if there was an intervention in a physical assault/fight that was taking place
- a physical fight appeared to be imminent with some contact initiated or the invasion of a student’s personal space
- or the student’s behaviour was as such that their actions may result in harm to themselves

Otherwise, the report for reasonable force should include:

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance

Brentside High School can determine the best means to communicate this information which can include a phone call or email. In some instances, the school may determine this is best face to face. The school can determine if there is a need for a follow up with:

- A discussion around the student's Behaviour Support Plan
- A discussion around triggers, warning signs whether any Behaviour Support Plan was followed
- What de-escalation strategies were used and how effective they were
- How to approach such an event in the future

### **Using data from reasonable force interventions**

The information recorded will be reported on a termly basis to the wider Senior Leadership Team and to the Governing Body. The effectiveness of the policy implementation and practice will be reviewed. A review will indicate where:

- There are areas for learning and further development that may include individual teachers, departments or wider non-teaching staff
- Some patterns are repeating, certain triggers are more prevalent and whether support measures are effective and determine where this may improve practice
- There may be a disproportionate use of reasonable force with students who have protected characteristics or other vulnerabilities

The Governing Body will consider and take care to ensure that analysis is proportionate and the avoid what can be inferred from the data and avoid over interpretation of small subgroups of students.

### **Complaints and allegations**

Any complaints regarding the use of reasonable force and other restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

## **Section 15 – Smartphones and technology**

Brentside High School recognises the role that technology now plays in all aspects of life. Having conducted stakeholder surveys in Autumn 2024 with over 900 students, 80 staff and over 200 families it was decided to go fully smartphone access free. In June 2025 the Yondr system for access to smartphones was introduced. Extensive communication with families took place between Autumn 2024 and June 2025.

Brentside High School acknowledges that some parents and carers wish students to have mobile phones so that they can contact their child before and after school. Students are permitted to bring a device to school which is entirely at the risk to the family and the school retains no responsibility for that choice. The school is not responsible for lost or stolen phones.

Brentside High School does require all students to use the Yondr pouch allocated to them. Each pouch has a number and that number is designated to the student. This is

school property loaned to each student. There is no charge for use of the pouch unless the pouch is either lost or damaged while in the possession of the student.

### **Entry to school**

The pouch must be brought to school every day. Upon entry of the school site, students should unlock their pouch and then present with all electronic devices (smart watches, ear pods) ready to be placed and sealed in the pouch.

### **Forgotten pouch**

Any student that arrives without their pouch will be required to hand over their phone to staff on entry or to the school reception (if the phone was not collected on the gate). The phone will then be returned after the student has attended their after-school detention. This should be until between 15.45 to 16.00 dependent on the finishing time of the school day for that student.

### **Consistently forgetting a pouch**

If a student consistently forgets their pouch, the pouch will be considered lost. The pouch will need to be replaced, and this comes at a set fee of £23.

### **Exit from school**

At the end of the day when students are being dismissed, students will be able to unlock their Yondr pouches using the magnetic locks provided by the school so they can access their mobile devices. Once unlocked students are not permitted to re-enter the building. The taking of all images and videos on the school premises is strictly forbidden. Students may use their phones to contact home. Any misuse can subsequently result in the confiscation of the phone.

### **Pouch Condition**

Students are required to ensure that they keep their Yondr pouches in good condition. Failure to do so will incur a replacement charge to families and a school sanction.

Examples of damage include the following:

- ripped fabric
- cut fabric
- torn fabric
- bent or cut pin
- Pen or marker lines inside the flap
- Graffiti of any kind on the fabric
- signs of force to the black button on the flap
- damage to the black ball, chips and scuff marks
- pouch opening without needing to use the unlocking station

The above are all examples of repeated attempts to gain access to smartphones and an attempt to damage school property. In all cases where the pouch becomes broken due to this the school will charge the family for a replacement and consider a suspension for the student in line with a review of other behaviour.

### **During the school day**

No access is permitted at any part of the school day.

### **Sixth Form students**

As young adults, the sixth form should not have their phone visible in any public area of the school space at any time. Sixth form students are allowed access in three areas:

- Sixth form study area in the common room
- Access in the additional study area
- Top floor of the library

Failure to adhere to these rules in line with the rest of the school population will result in the confiscation of the phone and time in the sixth form 5 O'clock club. Repeated misuse will result in specific sixth form students being issued with a Yondr pouch for a time limited period dependent on a case-by-case basis.

### **Found to be onsite with a phone outside of the Yondr pouch**

If students are found with any mobile phone which is not contained within a locked Yondr pouch, whether this is from:

- Using an alternate phone, a brick phone or broken phone in the pouch
- Ignoring staff on the gate on entry
- Bypassing staff in any way upon entry
- Pretending to lock their pouch
- Being dishonest about having a phone on them, which includes giving it to other students
- Any other means for not using the pouch in a manner that is dishonest with staff

Will result in the confiscation of the smart phone. Parents are advised in the first instance smartphones will be confiscated for one week. Therefore, if a phone is confiscated on a Tuesday the student will have the phone returned the following Monday.

### **The right to confiscate smartphones**

For further guidance about the school's right to exercise confiscation please see section 13. A smartphone is classified as a 'School Prohibited Item' and as such searches can be conducted for items where there are reasonable grounds to believe a student may have a phone. Offences are cumulative and there is no resetting of confiscations. Confiscations of being in breach of smartphones and Yondr rules will be as follows:

- First instance – 1 week
- Second instance – 2 weeks
- Third instance – 6 weeks
- Fourth instance – 3 months

Sanctions do not get reset from one school year to the next. The Yondr pouches are the Brentside High School's smartphone solution and students need to adapt to this and follow the expectations outlined.

### **Students with magnets**

Any student found in possession of a magnet will be deemed to be attempting to gain access to pouches and undermine school processes affecting the school staff's ability to run operate the school and may result in suspension.

### **Lost or accidental damage to pouch**

The student will be charged to replace the pouch. If a student fails to produce a school pouch when requested, over a couple of days, the school will determine the pouch has been lost and the family will have to purchase a replacement pouch.

Brentside High School will conduct stakeholder surveys around the use of technology, safeguarding and wellbeing on an annual basis for benchmarking purposes and to inform policy and procedures.

## **Section 16 – Malicious Accusations**

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.

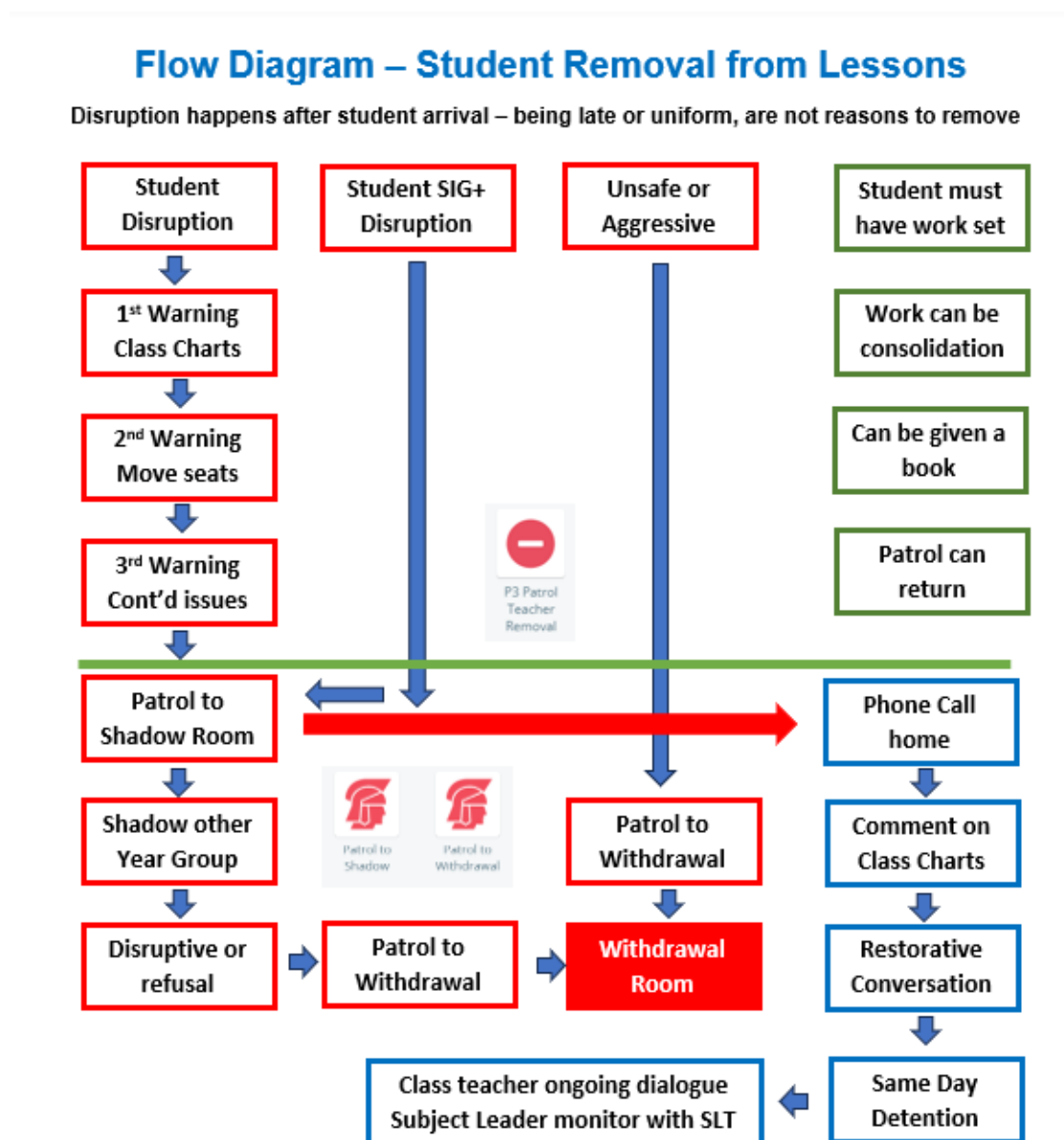
Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

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.

### Appendix 1 – Removal from lessons



## Appendix 2 – Suspension Form



**BRENTSIDE HIGH SCHOOL**  
LEARNING AND ACHIEVING TOGETHER

## Suspensions Form

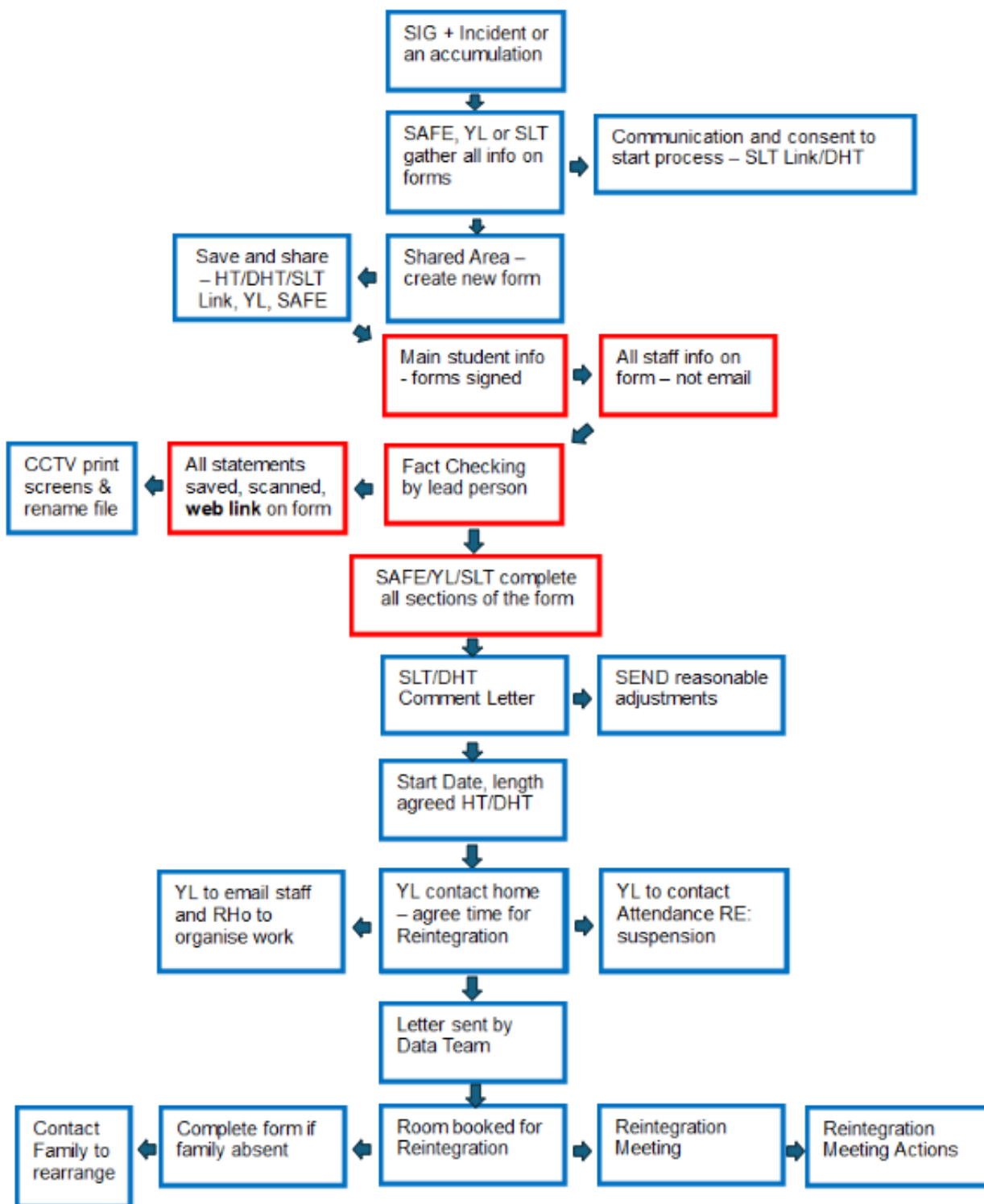
This document must be saved in Suspensions (Behaviour Drive): **Make a COPY DO NOT WRITE**

To be shared with the following: HT, Data (FDO), DHT (B&I), SLT Link, YL, SAFE Worker(s), AO (dates)

<b>Student Name:</b>	
<b>Year/Form:</b>	<b>Date:</b>
<b>Summary of the Incident (Year Leader or SLT Link). If Persistent then include behaviour log.</b>	
<b>Comment for the suspension letter (SLT Link or DHT B&amp;I)</b>	
<b>Number of Days:</b>	
<b>Start Date:</b>	
<b>SEND/Safeguarding – Reasonable Adjustment:</b>	
<b>Scanned information from all students (weblink):</b>	
<b>Name of any CCTV Footage and location (rename to include student name):</b>	
<b>Print Screens from Video Footage (scanned and uploaded, weblink):</b>	
<b>Does it include information from the main student:</b>	
<b>Year Leader to Email Attendance:</b>	
<b>Year Leader Contacted Home:</b>	
<b>Reintegration Time Agreed with Family</b>	7.45am – 8.15am – 8.30am – 3.00pm – 3.30pm – 4.00pm



# Suspensions Form



Appendix 3 – Reintegration and Pastoral Support Plan



**BRENTSIDE HIGH SCHOOL**  
LEARNING AND ACHIEVING TOGETHER

**Reintegration and Pastoral Support Plan**

**Student Name:**

**Form:** \_\_\_\_\_

**Date:**

**Adults present:**

**Reason for a Pastoral Support Plan/ Reintegration Meeting**

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**Key focus areas related to the Brentside Five**

1 Arriving on time and with the correct equipment	
2 Following staff instructions first time	
3 Moving calmly around the school	
4 Respecting everybody and the school environment	
5 Working to the best of your ability	

**What has the student learned? Background and moving forwards**

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What can the school do to support the student to be successful?	
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Staggered start/finish time (for two weeks)	
Parents drop and/or collect from school	
Report to Year Leader, SLT Link or Deputy	
Subject/Timetable adjustment	
No Contact Agreement	
Inclusion instead of Reflection	
SAFE Team Groupwork	
Referral to BIS, CBT, SAFE Team	
Contextual Safeguarding	
Alternative Provision for time limited period (onsite or offsite – study or behaviour)	
Meeting with the Educational Psychologist	
Review Meeting (date and time)	

Wider discussion about where choices may lead to	
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Importance of being in lessons	
Importance of focusing <u>in</u> lessons and not disrupting	
Importance of following instructions	
Importance of being polite and respectful to staff	
Importance of not walking away from staff	
What may lead to further suspension?	
Potential to have some time at an Alternative Provision	
Potential to be permanently excluded	

Declarations	
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I agree; this is an accurate record of what has been discussed and agreed on. We (parent and child) are both clear on what the expectations are moving forward; the school policy is on the website. We are aware that continued poor choices will have consequences, and these have been described for clarity.

<b>Student Signature</b>	
<b>Parental Signature</b>	
<b>Year Leader or SLT Link Signature</b>	

## Appendix 4 – Student ICT Acceptable Use

### Appendix 5 - Quality first teaching, a positive environment and good relationships

**Planning, student progress, differentiation and challenge** - Effective classroom management has a sound foundation in the class teacher having excellent subject knowledge, an understanding of their students and the progress they have made and their capabilities. A well-planned lesson that is both engaging and that presents the right balance between challenge and scaffolded support for students will greatly support a purposeful and productive environment for learning.

**Positive Reinforcement** - Developing a positive learning environment is supported through catching students doing the right thing, recognising where effort and hard work are being applied consistently with positive verbal reinforcement and praise. Teachers are expected to recognise student achievement and to record achievement on SIMS.

**Routines** - Students need to understand what is expected of them and they need to be presented with a consistent pattern of routines. Where appropriate, students should be lined up in silence before entering a room. They need to habitually know to get their planner, reading book and exercise book out at the start of each lesson. The starter, ‘think now’ or quiz needs to be ready on the board when students enter to immediately engage them in the lesson.

**High Expectations** - Teachers should consistently apply high expectations on all students for all aspects of their work, attitude to learning and progress. Teachers are not expected to compromise and to accept at face value any area where a student falls below expectations, i.e. uniform, punctuality, attendance, effort, organisation, participation, focus, respect, etc. Students must be challenged and in nearly all instances behaviour for learning below expectation must be recorded on SIMS to enable an accurate picture of a student’s progress and the obstacles presented.

**Recording and Sanctioning** - Low level behaviours (no Home Learning, incomplete tasks) are self-explanatory and do not need a comment recorded. Any behaviour beyond that which is disruptive in nature or persistent must be recorded with some descriptive detail in the comments section on Classcharts/SIMS. These behaviours usually need to be communicated with parents/carers by the class teacher. Persistent issues over time within the same subject/class will require the Subject Leaders to support the class teacher.

**Immediate Challenge to disruptive behaviour** - Class teachers should give a first warning to students with regards to their conduct. Students will be allowed a second warning (and or move seats) and be advised that any further need to speak to the student will result in them moving classes to the Shadow Room or Reflection Room. Please see Flow Diagram.

**Positive Resolution and Detentions** - Where practical teachers would walk through the behaviour with the student after school (or at the start of break, lunch or after school) to determine how different choices could have been made to come to a different conclusion. Teachers may hold students back at the end of school for no more than 10-15 minutes without the need to call parents/carers for consent. It is best practice to notify parents regarding any obstacles/barriers to the student's progress or personal development.

## **Appendix 6 - How staff can minimise and respond to instances of poor behaviour**

How to prepare for and respond to poor behaviour:

- High Expectations, communicated clearly
- Be consistent with applying expectations and routines to all classes, every day
- Check student understanding of expectations
- Clearly enforce boundaries
- Student behaviour below standard - First warning
- Student unresponsive/does not improve - Second warning and/or move seats within the class
- Student does still not improve - Move within department or call patrol for withdrawal
- Patrol (at any point a student may persistently refuse to follow reasonable instructions - this is not permitted)
- Record on Classcharts/SIMS (as soon as possible afterwards)
- Positive Resolution Meeting
- Detention after school for 15 minutes
- Class teacher and/or Head of Department contact home

- After school detention
- Contact family
- Liaise with the Year Leader
- Subject Report
- Department support re-rooming student for 1 or 2 lessons
- Overall report to Subject Leader, Year Leader or SLT
- Positive Report

## **Appendix 7 - Behaviour Management Strategies**

The following list represents best practice and is not necessarily exhaustive.

- Calm, authoritative, no shouting
- Know student names
- Build relationships and rapport
- Seating plan
- Know student characteristics
- Catch students doing the right thing - Praise
- Line up outside
- Enter in silence
- Students can line up and enter a second time if unsuccessful first time
- Activities on the board
- Review expectations
- Speak when students are attentive
- Don't let students speak over you
- Wait for attention - challenge inattentiveness
- Use student names
- Positive Reinforcement
- Directly challenge non-compliance/poor behaviour
- For attention: Countdown, raise arm, pause/holding narration, gestures
- Remind students of expectations
- Map out student choices against school expectations and pathways
- Use behaviour sanctions
- Record all instances of positive and negative behaviour on Classcharts, add comments for where it is required P2s/P3s, quote where possible

## Appendix 8 – Home School Agreement



**Brentside High School**  
Learning and Achieving Together

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### HOME SCHOOL AGREEMENT

We are led by our motto 'Learning and Achieving Together' in everything that we do at Brentside High School. We have always been committed to a close three-way partnership between students, [staff](#), and parents/carers. This Home School Agreement reflects this commitment and follows consultation from all three parties.

#### **Brentside High School will:**

- Provide a safe, secure, and welcoming environment in which your child can learn.
- Provide a broad, balanced, coherent curriculum for your child within constraints set by the Government.
- Provide programmes of out-of-class activities to enrich your child's school and learning experience.
- Provide your child with challenging classes and homework and the support to be able to do it.
- Operate our Discipline Policy fairly, including the use of rewards and punishments.
- Keep you informed of developments and events that take place in the school.
- Value your child and treat them with respect.
- Outline how we expect your child to conduct themselves.
- Have high expectations for your child.
- Outline when they fall below expectations and advise them how to improve.
- Support your child to better self-regulate.
- Provide you with regular reports on your child's progress and achievement opportunities for you to discuss this progress with us.
- Provide extra support for your child if they are experiencing difficulties.
- Let you know promptly of any concerns we might have about your child and respond promptly and constructively to any concerns that you bring to our attention.
- Deal with any matter that is causing your child to feel insecure at school.

#### **As a parent/carer, I will:**

- Make sure my child attends school on time every day and goes to all lessons on time.
- Communicate all school absence in advance to [attendance@brentsidehigh.ealing.sch.uk](mailto:attendance@brentsidehigh.ealing.sch.uk)
- Make sure my child wears the correct school uniform.
- Make sure my child brings the correct necessary equipment for each day to school.
- Encourage my child to treat everyone in the school community with respect and encourage my child to treat school property and property of other students with respect.
- *Encourage my child to understand what is expected from them while they are in school.*
- *Ensure my child obeys the school rules and follows the Student Code of Conduct.*
- Encourage my child to do classwork and homework to the best of their ability.
- Encourage my child to follow instructions given by school staff and those in authority at the school.
- Encourage my child to seek staff assistance if there are any issues at school.
- Attending Parents' Consultation Evenings and information meetings.
- Read all letters and communications with home.
- Accept and abide by the school's Behaviour Policy.
- Support the school by taking part in surveys.
- Support the school in new initiatives to improve life at Brentside.
- Avoid taking family holidays during term time.
- Take an active interest in my child's work and progress and support the school in providing extra support if my child is having difficulties including monitoring Classcharts.

- Respond promptly to messages from the school.
- Support the school in its efforts to instill polite and respectful behaviour in its students.
- Notify the school when medical conditions change for your child.
- Speak to and engage with staff in a polite and respectful manner.

**As a student, I will:**

- Attend school every day and on time and go to all lessons on time.
- Wear the correct school uniform (no hoodies or tracksuit bottoms under trousers)
- Bring the necessary equipment (books, pens, bags, PE kit, ingredients, etc.) to school.
- Accept and abide by the Student Code of Conduct – outlined in the student planner (Expected Behaviour).
- Follow instructions given by school staff or any adult at school.
- Always move calmly around the school site.
- Treat everyone in the school community with respect.
- Treat school property and the property of other students with respect.
- Show care for the school community by putting my litter in the bin and clearing the space used.
- Complete all classwork and homework to the best of my ability.
- Seek staff assistance if there are problems at school.
- Ask if I am unsure what is expected of me or the correct way to behave.
- Cooperate with the school when conducting searches and screening while keeping everyone safe.
- Follow all principles and guidelines as laid out in the school's Behaviour Policy.

I understand that bringing a prohibited item (banned item) into school may lead to suspension, including permanent exclusion. School Prohibited Items will be confiscated.

**Prohibited items** include:

Knives or weapons (or anything that can potentially harm another person)  
 Alcohol or illegal drugs  
 Stolen Items  
 Anything that can damage school property (including permanent markers)  
 Tobacco, cigarette papers, lighters/matches, vapes  
 Fireworks  
 Pornographic images

**School Prohibited Items** (but are not limited to):

Smartphones, Smart Watches, In ear headphones (air pods)  
 Vapes, e-cigarettes, shisha pens  
 Full face masks, balaclavas  
 All over the counter medication (unless taken via Welfare)  
 Aerosols and perfumes  
 Stink bombs, Water balloons or water pistols or use any item to throw water  
 Laser pens/pointers  
 Sweets, Fizzy and/or canned energy drinks, chewing gum

Date: \_\_\_\_\_

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

Tutor group: \_\_\_\_\_

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

Signed parent/guardian: \_\_\_\_\_