

# The BRIT School

## Behaviour Policy 2018-2019

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#### *Document Control*

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## Introduction

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### *Original, Ambitious and Responsible*

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The BRIT School's Behaviour Policy is designed to uphold the values and beliefs in the mission statement:

The BRIT School for the Performing Arts & Technology aims to provide a high quality education for 14 to 19-year-olds through a specialist curriculum. Performing and creative arts with their related technologies are at its core and contribute to a curriculum aimed at developing the whole person. We aim to develop students academically, vocationally, socially and morally so that they leave the school as independent, co-operative, responsible and creative young people with a lifelong interest and ability in learning, the arts, technology and self-development. We believe that these skills and qualities, coupled with relevant academic and vocational qualifications, prepare our students to go into further and higher education and the world of work, positively contributing to society.

We believe that:

- Young people wish to learn and participate in a creative environment within a firm framework of teaching and learning;
- The best discipline comes from a commitment to shared goals;
- Students need understanding of, and access to, developing technology to encourage participation and leadership in a rapidly changing society;
- The arts encourage each individual to work in a creative, co-operative and collaborative manner;

The BRIT School is committed to these beliefs and its structures and teaching methods are planned to reflect them.

## Aims of the Behaviour Policy

The policy recognises current legislation, and is designed to ensure that all staff, students and parents have a clear framework and understanding of the school's expectations. Within the guidance, there are clear expectations for students, parents, teachers, Principal and governors.

The policy includes guidance outlining the powers to discipline, the power to search, the use of reasonable force and the power of the Principal to discipline beyond the school premises. All actions must be consistent with safeguarding procedures, and the BRIT School's policy on safeguarding.

It is not an exhaustive list of sanctions and should be applied using reasonable understanding and common sense. The policy is available to parents and students via the school website.

The policy aims:

- To provide a safe, purposeful and professional environment enabling teachers to teach and all to learn, free from disruption, violence, bullying and any form of harassment or discrimination.
- To determine the boundaries of acceptable and unacceptable behaviour, the graduated responses regarding rewards and sanctions and how these responses will be fairly and consistently applied by all.
- To ensure a range of early intervention strategies are in place to both support expected behaviour, challenge behaviour concerns and help reduce the risk of both fixed and permanent exclusions.
- To support the ethos of the school in promoting positive relationships, fostering equal opportunity and raising attainment for all.

- To value the individual, promote equality and support the school's work in social inclusion.
- To focus throughout on rewarding exemplary behaviour rather than only responding to behaviour concerns.
- To ensure that the disciplinary procedures seek to resolve concerns.
- To ensure that there are regular reviews of its effectiveness by senior leaders, pastoral staff and governors.
- To be accessible to all members of The BRIT School community.
- To be used as a clear foundation for communication between staff, students and parents/carers.

## BRIT School Expectations - Students

*Students, parents and staff are expected to familiarise themselves with these guidelines; paying due care and attention to these guidelines helps to foster the unique atmosphere of our institution.*

### Equal Opportunities

Students are expected to adhere to all aspects of the BRIT School Equal Opportunities policy and to play an important part in its effective implementation.

*Policy extract: "The BRIT School is committed to working towards becoming an equal opportunities institution in its intention not to discriminate against any person on the grounds of race, colour, religion, gender, sexual orientation or disability and in its active promotion of respect and response to a full range of individuals reflecting the society in which it operates."*

### Conduct

Students are expected to conduct themselves in a professional, productive manner appropriate to the institution they have joined. Respect and understanding must be shown towards other students, teachers, support staff, visitors and to the environment within which everyone is working. This includes the local community and other site users.

Physical violence, threats, bullying, deliberate malice, theft, being in possession of or under the influence of illegal drugs or alcohol, inappropriate language, sexist / racist / homophobic comments and gestures will not be tolerated and will result in disciplinary action. The misuse of drugs will result in a fixed term exclusion and may lead to permanent exclusion (see the school's Anti-drugs Discipline Structures pgs. 19-21).

### Personal Organisation

Students are required to prepare themselves for their programme of study, to be punctual and properly equipped for each session. Curriculum/professional requirements and deadlines must be adhered to.

### Attendance

Students are expected to attend all their timetabled sessions throughout the year. The minimum expectation for student attendance is 96% (including lates) each term. All absences must be substantiated by an appropriate note, phone call and/ or medical certificate; details will be noted in the students' personal files. Family holidays must not be taken during term time. Parents should note that some public examinations fall during BRIT School holidays. Requests for term time absence due to student extra-curricular commitments outside of school can only be authorised in exceptional circumstances by the respective Pastoral Leader.

### Time Keeping

Students are expected to develop the excellent timekeeping required in the competitive industries for which they are preparing themselves. Lateness may result in unauthorised absence or non-admittance to lessons. This will be noted in the students' personal files and may have a bearing on the minimum 96% attendance (including lates) requirement. Punctuality is important after lunch and breaktime and students are expected to manage their own timekeeping. KS4 students are only allowed offsite at lunchtime when they do not have lessons or activities in the afternoon.

### Care for the Environment

The BRIT School has a wealth of equipment and is a good environment in which to work. Students are expected to take care of this environment and equipment. Misuse of the environment, equipment, computer network or Internet facilities is not acceptable and will result in disciplinary action. Students are expected to observe the requirements of

all professional and designated learning areas. Please see guidelines issued by areas for subject-specific matters. Eating or drinking is permitted only in designated areas. Vandalism, litter or graffiti are not acceptable.

### Smoking

The BRIT School site is a non-smoking environment. Smoking is not allowed anywhere on school site and is discouraged anywhere in sight of the school premises. The school is also committed to encouraging and supporting Post 16 students choosing to smoke to quit through the Personal and Professional Development (PPD) education programme. Any student (KS4 and Post 16) or their family expressing a concern about smoking can be referred to various support agencies by pastoral staff.

### Corridors and Communal Eating

No eating or drinking is allowed in the foyer of the BRIT School. Eating should take place in either of the canteens. When the canteens are full it is expected that students eat outside. When poor weather makes this impractical students may eat in areas of the school building where their presence does not hinder others. All litter must be discarded responsibly.

Students are asked to note that the BRIT School receives a multitude of visitors on a regular basis. It is important that these visitors see young potential professionals hard at work during their time here.

Students are reminded that the Learning Resource Centre (LRC) is a place for students to study quietly. Social activities should not take place in these areas and staff will ask students to leave if behaviour is a concern. Repeated concerns in the LRC will be brought to the attention of the relevant Pastoral Leader.

### Dress, Presentation and Personal Possessions

Students are expected to present themselves in a professional manner; makeup, hair and dress should be suitable to a working arts environment. They may be sent home if dressed inappropriately. Jewellery must be removed if staff are concerned about safety or appropriateness. Students are advised not to bring valuables, expensive clothing or large quantities of cash into school. The BRIT School cannot take responsibility for the loss of or damage to personal property and staff are not encouraged to take responsibility for these items. (including during practical activities such as Dance or PE). The school provides lockers for all students to store their personal property.

### Mobile Phones

Mobile phones may be used freely in the canteen and outside of school buildings. Elsewhere in the school building they must not be used for phone conversations although can be kept on silent and used to share photos, videos and texts. Photos/ videos must never be taken without the consent of the subject. In lessons and rehearsals mobile phones must NOT be used unless directed by the teacher. In some cases teachers instruct students to use their mobile for educational purposes. The teacher has the right to confiscate a student's phone if they are used without permission. Phones may then be collected from Student Services at the end of the day.

### Security

Students are expected to take reasonable steps to ensure the safety of themselves and their peers. Students should acquaint themselves with the document, 'Safety and BRIT School Students' available at Reception. Students are expected to report strangers on site, to observe the rules regarding visitors, and only use selected entrances and exits to the school except in emergencies.

### Student Visitors

Student visitors are only allowed on site in exceptional circumstances and special permission must be sought at least 24 hours in advance. Request forms are available from Reception.

### Identity Cards

Each student is issued with a BRIT Identity & Access Card at the start of the academic year. Students must wear this card using the provided lanyard and it must be clearly visible at all times whilst on the school premises. Students must have the card in their possession at all times as it will allow access to important areas of the school and provides security and a level of safeguarding for our students and staff. It is also needed to borrow books from the library and borrow equipment from departments. If a Post 16 student fails to bring their identification they must purchase a new one from reception before attending any lessons. A charge of £5 will be levied to cover the cost of production. P16 students who do not have funds to purchase a new card will be required to return home and either collect their card or the required £5 to purchase a new card. Parents of KS4 students will be invoiced for KS4 students requiring a new card, but without funds.

### Relationships with the community

Students are reminded that the school is in a residential area and the school's relationship with its neighbours is important. Students must therefore remember to be courteous and quiet and fulfil the high expectations of the school

when in the surrounding area and when on school visits or trips. Failing to fulfil expectations in these circumstances will be considered in the same light as if in school.

### Performances and Copyright Law

Parents/carers and students are requested to respect the school's obligations under copyright law by not filming or recording performances unless they have first obtained written consent from the copyright holder.

### Parent/Carer Role

The school asks for parent/carers co-operation in achieving the above and will expect to meet with them if the student's conduct, achievement, attendance or punctuality is considered unacceptable.

KS4 Parents/carers are expected to make use of the school planner to communicate with school and to check and sign it on a regular weekly basis.

## BRIT School Expectations – Staff, teachers, parents, governors and other adults

**All school staff are expected to uphold the behaviour policy. Teaching staff will be expected to model good practice in support of the behaviour policy demonstrating:**

**High expectations:** Help students understand the boundaries for attendance, behaviour and quality of work.

**Early intervention:** Prompt intervention will help to prevent further escalation of attendance, behaviour or underachievement. Ensuring the students understand this will not be tolerated and action will follow where required.

**Identifying Issues:** Prompt investigation into why a student's behaviour is a cause for concern. Are there issues accessing the curriculum? Is there literacy or numeracy weaknesses requiring additional support? Each member of the BRIT School is responsible for seeking the appropriate additional support for students.

**Rewarding Achievements:** Positive recognition of students, classes and groups achievements in attendance, behaviour, progress and attainment through formal recognition, letters of praise, certificates and/or prizes.

**Providing Additional Support & Time:** Provide assistance with 'Learning to Learn' techniques. Ensuring each student understands how to access the intended knowledge or skill expected. Provide activities or time for students to receive extra support or opportunities to extend their engagement through intervention, extension clubs or a lesson follow-up to ensure all students are working towards and beyond expected progress.

**Using Sanctions:** The BRIT School staff must follow the agreed sanctions process, applying sanctions consistently to address behaviour concerns, attendance, lack of work, or other relevant concerns.

### **Parents will be expected to:**

- Support expected behaviour through the re-enforcement of the behaviour expectations set by the school.
- Participate in all Parents' Evenings to review student attendance, behaviour, progress and attainment.
- Participate in Parent Teacher Meetings to discuss any attendance, behaviour, progress or attainment concerns.
- Read, sign and return any letter forwarded to parents informing of any attendance, behaviour, progress or attainment concerns.
- Support school decisions in support of their child's education and welfare.

It is also hoped that parents will engage with and enjoy the BRIT School community by attending the diverse range of events and engaging with the Parent Forum where possible.

### **Communication with Parents/Carers:**

Parents/carers form a crucial partnership with us in the education of their children and have a right to information about their progress and behaviour. All parents/carers sign a partnership agreement when their child joins the school. Forms of communication with parents/carers should be clear, concise and free of jargon. The school aims to provide an interpreter, when necessary, for ESOL parents/carers who require it.

### **Governors will be expected to:**

Review and ratify the behaviour policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (*Further guidance can be found in the DfE publication 'Governors Handbook' 2015*)

Attend necessary meetings for pre and post exclusions.

### **Others adults:**

Any adult employed directly or indirectly will be expected to uphold the school behaviour policy.

### **Taking account of individual needs:**

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs
- Children looked after by the local authority
- Sick children
- Young carers
- Children from families under stress
- Any other students at risk of disaffection and exclusion

## Guidance on responses to behaviour concerns

The BRIT School teaching staff are expected to deal with the following in the first instance:

- Attendance and punctuality
- Manners and use of language (including body language)
- Respect to one and other
- Lack of equipment
- Lack of classwork or quality of classwork
- Lack of homework or quality of homework
- Maintaining expected behaviour in classes and around the school

The BRIT School staff must address the behaviour concerns listed above. Initially staff members should aim to deal with the situation as it arises. Referral should only be taken when the staff member has dealt with the situation and one of the following has happened:

- After investigation it is deemed the need to be escalated to their appropriate line manager.
- The student has not responded accordingly to the teacher's instructions.
- The teacher has ongoing concerns.

There are times when a staff member may need to refer a situation at hand directly to their line manager/pastoral leader/a designated safeguarding officer.

All staff should refer the following behaviour concerns:

- Use of obscene / offensive language
- Bullying of any form - based on eg, race, religious, sexuality, gender, disability, (including cyber/online bullying)
- Intimidating, threatening or violent behaviour (emotional, psychological or physical)
- Fighting
- Theft – also to be logged at Main Reception by the student
- Vandalism
- Truancy
- Deliberate disobedience/defiance
- Smoking, drug or alcohol related concerns (including so called 'legal-highs')
- Possession of an illegal item related concerns
- Safeguarding concerns - to be referred to the designated safeguarding officer, logged through CPOMS (on the school website)

**Any staff member who is not sure how to proceed with a behaviour or disciplinary situation or issue must seek support from their line manager/pastoral leader. If in the rare instance their line manager/pastoral leader cannot be found, then advice must be sought from a member of the Senior Leadership Team**

## Recording, recognising, awarding and addressing behaviour KS4 & Post 16

Positive and negative effort, behaviour and achievement must be recorded both at KS4 and at Post 16 in order to recognise or address them accordingly. Behaviour is logged by staff as 'Behaviour Events' on Progresso.

### Positive Events

Students receive merit points for positive events logged on Progresso. This may be single events/pieces of work or repeated evidence over the course of a term. The merit points are then recognised in the KS4 Awards and Strand Awards. KS4 certificates are awarded based on the number of merit points from 10-100.

Attendance and punctuality to school above 96% is automatically recognised through certification each term.

*(See Appendix 4)*

### Awards

Awards	How will this be achieved?
KS4 Awards (3 per term)	Students selected by the KS4 team based on merits.
P16 Awards (1 per term)	Students selected by Strands based on merits.
Principal Award (3 per year)	Students selected by the KS4 Pastoral Team/Post 16 Pastoral team in consultation with Curriculum & Strands, AEN and Principal awarded for realisation of the school ethos of original, responsible, ambitious. e.g., community work, service to others or extraordinary endeavour.

### Negative Events

Teachers log concerns for each individual concern/incident. Concerns can be viewed by all teaching staff and are monitored by Pastoral teams at KS4 and Post 16 to ensure that repeated concerns are identified quickly in order for them to be appropriately and effectively addressed. Attendance concern flags are also monitored by the Attendance Officer. More serious behaviour concerns are monitored by Pastoral teams at KS4 and Post 16 and SLT. Negative events are addressed and managed through the Discipline Structures for KS4 and Post 16.

*(See Appendix 4)*

### Serious behaviour concerns that are also safeguarding concerns

There will inevitably be crossover between certain serious behaviour concerns and safeguarding concerns, eg. student drug use. These events need to be logged in the relevant behaviour subcategory on Progresso if they fit any of the above types. **They must still be logged in CPOMS and any written comments must only be made in CPOMS.**

### Neutral Events

These enable teachers to input AEN concerns, attendance and punctuality concerns and log parental contact that is neither positive or negative using Progresso. However, this may crossover with safeguarding. Again, the event should be logged on Progresso and details put on CPOMS.

(See Appendix 4)

## Writing accounts and conducting investigations into incidents

Teachers find themselves dealing with incidents in a range of places. It is sometimes necessary to write an account of such incidents. It is not always practicable to use a single pre - printed account form as these may not always be to hand at the time of writing. It may be necessary to email an account form at a later point.

When writing an account, staff should include the following:

- the full name and tutor group of all those involved – unless a **safeguarding concern**, in which case the online **CPOMS** referral system must be used. If this is not possible at the time, the designated safeguarding office must be informed (the communication should be as discrete as possible, eg, only to those required to know in the first instance and the initials of the students involved used).
- the date, the lesson, location and time of the incident and a signature/staff name.
- a brief account of what had happened (including how it began).
- an account of what action has already been taken.

Staff should be factual in their accounts, avoid extraneous comments or value judgements, as the facts usually speak for themselves. Copies should go to the Tutor/Head of Year/Director/Pastoral Leader and if appropriate, to the appropriate member of the SLT.

Staff should use professional judgement on whether an incident should be recorded. Where matters have been resolved, this may not be necessary. However, all of the following must be recorded:

- Use of obscene / offensive language
- Bullying of any form - based on eg, race, religious, sexuality, gender, disability, (including cyber/online bullying)
- Intimidating, threatening or violent behaviour (emotional, psychological or physical)
- Fighting
- Theft – also to be logged at Main Reception by the student
- Vandalism
- Truancy
- Deliberate disobedience/defiance
- Smoking, drug or alcohol related concerns
- Possession of an illegal/banned item related concerns (including so called 'legal highs')
- Safeguarding concerns – to be referred to the designated safeguarding officer, logged through CPOMS (on the school website)

A range of staff may be involved in investigating an incident, and the following guidelines, which are general and not exhaustive, are intended to ensure the investigation is conducted fairly:

- Identify the main witness(es) and the main students(s) involved/affected
- Ask students to write accounts of their version of events and sign and date them
- Where AEN or EAL students are involved, ensure they have any necessary support in writing their accounts
- Review and cross-check the accounts and investigate discrepancies or points that are not clear
- Consult with colleagues as necessary
- Decide on appropriate course of action
- Contact Parents/carers and give relevant/appropriate details of the incident and action taken/to be taken (it may be necessary for a meeting to take place)
- The incident/concern is logged on Progresso

Parents/carers will be notified as and when appropriate and may be asked to attend a meeting at school.

*At all stages behaviour events should be recorded on Progresso. Hardcopies of account forms, parent meeting forms, support plans, reports, letters home, etc. must be copied to Student Services for the student's file.*

If an incident occurs outside of lessons (e.g. during lunch or a break):

## KS4 Home/School Agreements

**STUDENT FORENAME:** ..... **STUDENT SURNAME:** ..... **YEAR :** .....

### THE BRIT SCHOOL AGREEMENT KS4

#### The Brit School

We agree:

- To work towards the realisation of our mission statement;
- To encourage the well-being and success of every student;
- To facilitate and support the personal development of every student as appropriate;
- To provide a secure, positive, stimulating learning environment;
- To provide a comprehensive and specialised curriculum;
- To pursue excellent teaching and provide high quality resources;
- To raise student attainment through our programme of assessment and monitoring;
- To keep parents systematically informed of student progress;
- To promote highest standards of personal and professional conduct and to deal with counterproductive behaviour appropriately;
- To provide opportunities for students to be heard through student council, assemblies, creative output and policymaking.

Signed Principal:



Date:

#### Parents and Carers

I/we agree:

- To support the BRIT School in its realisation of its mission statement;
- To support the school's Attendance and Punctuality policy;
- To support your son/daughter's commitment to their whole Study Programme for the full course duration
- To ensure that holidays are not taken during term time.
- To support the completion of homework and coursework and sign the PLANNER every week.
- To give permission for the school to store data on my/our child/ward.
- To give permission for the school to use photographs and film footage of my/our child/ward in a school context for possible public circulation.
- To conform to the protocols for security and access required for the ICT network.
- To ensure all work submitted by my/our child's/ward's and particularly coursework submitted for examination units, is my/our child's/ward's own work and includes no form of plagiarism.
- To inform the school of welfare issues which could have a impact on learning or personal health;
- To provide resources and a suitable place for independent study;
- To stay informed and involved by attending performances, events and parents' evenings;
- To respect the school's obligations under copyright law by not filming or recording performances.

Signed Parent/Carer:

Date:

#### The Student

I agree:

- To work towards the realisation of The BRIT School mission statement;
- To commit to your whole Study Programme completing homework/coursework conscientiously and return it within the deadlines set;
- To work hard to reach my true potential both academically and creatively;
- To maintain an attendance & punctuality level in excess of 96% (including lates) for your chosen Study Programme
- To conduct myself in a respectful and professional manner in and around the school (see document *BRIT School Expectations*);
- Not book non-urgent medical or dental appointments during the school day;
- Not bring anything to the school which is dangerous, illegal or against The BRIT School rules including any implement which could be used as a weapon, alcohol or drugs;
- Wear ID badge and lanyard at all times so that it is clearly visible;
- To respect the school's obligations under copyright law by not filming or recording performances.
- To adhere to all aspects of the school's Equal Opportunities Policy;
- To take care of the school environment and equipment;
- To ensure my appearance and dress is appropriate for each lesson;
- To arrive at lessons on time and be properly equipped for work.
- To conform to the protocols for security, access required for the ICT network and use of the Internet
- Ensure all work submitted is my own work and includes no form of plagiarism.
- Keep my Planner up to date by entering all homework and any additional information as required.

Signed Student:

Date:

## Post 16 Home/School Agreements

**STUDENT FORENAME:** ..... **STUDENT SURNAME:** ..... **YEAR :** .....

### THE BRIT SCHOOL AGREEMENT P16

#### The BRIT School

We agree:

- To work towards the realisation of our mission statement;
- To encourage the well being and success of every student;
- To facilitate and support the personal development of every student as appropriate;
- To provide a secure, positive, stimulating learning environment;
- To provide a comprehensive and specialised curriculum;
- To develop and promote the digital literacy of our students;
- To pursue excellent teaching and provide high quality resources;
- To raise student attainment through our programme of assessment and monitoring;
- To commit to our legal requirement to deliver maths and English at Post 16 for those yet to achieve a C grade at GCSE;
- To keep parents systematically informed of student progress;
- To promote highest standards of personal and professional conduct and to deal with counterproductive behaviour appropriately;
- To provide opportunities for students to be heard through student council, assemblies, creative output and policy making.

Signed Principal:



Date:

#### Parents and Carers

I/we agree:

- To support the BRIT School in its realisation of its mission statement;
- To support the school's Attendance and Punctuality policy;
- To support your son/daughter's commitment to their whole Study Programme for the full course duration
- To ensure that holidays are not taken during term time.
- To support the completion of homework and coursework and sign the PLANNER every week.
- To give permission for the school to store data on my/our child/ward.
- To give permission for the school to use photographs and film footage of my/our child/ward in a school context for possible public circulation.
- To conform to the protocols for security and access required for the ICT network.
- To ensure all work submitted by my/our child's/ward's and particularly coursework submitted for examination units, is my/our child's/ward's own work and includes no form of plagiarism.
- To inform the school of welfare issues which could have an impact on learning or personal health;
- To provide resources and a suitable place for independent study;
- To stay informed and involved by attending performances, events and parents' evenings;
- To respect the school's obligations under copyright law by not filming or recording performances.

Signed Parent/Carer:

Date:

#### The Student

I agree:

- To work towards the realisation of The BRIT School mission statement;
- To commit to your whole Study Programme completing homework/coursework conscientiously and return it within the deadlines set;
- To work hard to reach my true potential both academically and creatively;
- To maintain an attendance & punctuality level in excess of 96% (including lates) for your chosen Study Programme
- To conduct myself in a respectful and professional manner in and around the school (see document *BRIT School Expectations*);
- Not book non-urgent medical or dental appointments during the school day;
- Not bring anything to the school which is dangerous, illegal or against The Brit School rules including any implement which could be used as a weapon, alcohol or drugs;
- Wear ID badge and lanyard at all times so that it is clearly visible;
- To respect the school's obligations under copyright law by not filming or recording performances.
- To adhere to all aspects of the school's Equal Opportunities Policy;
- To take care of the school environment and equipment;
- To ensure my appearance and dress is appropriate for each lesson;
- To arrive at lessons on time and be properly equipped for work.
- To conform to the protocols for security, access required for the ICT network and use of the Internet
- Ensure all work submitted is my own work and includes no form of plagiarism.
- Keep my Planner up to date by entering all homework and any additional information as required.

Signed Student:

Date:

## The BRIT School Discipline Structure – KS4

**Staff Check** All staff have a responsibility to uphold the school's behaviour policy. Teaching staff are responsible for addressing concerns in the first instance, e.g., attendance and punctuality, manners and the use of language, respect, equipment, classwork, homework and behaviour in class and around the school. The teacher:

Logs the concern  
Uses the appropriate sanctions, interventions and strategies to address the concern

If the concern continues or is more serious, the teacher:

Logs the concern  
Contacts the parent/carer  
Refers to the Head of Department (HoD) (Curriculum concern) or Assistant Director (Strand concern)  
The HoD/AD use the appropriate sanctions, interventions and strategies to address the concern

**Tutor Report** If the concern continues or is more serious, the Tutor/HoD/AD refers to the relevant Deputy Head of KS4: The relevant DH of KS4:

Logs the concern  
Calls/meets with the parent/carer  
Places the student on Tutor Report

**Stage 1** If the concern continues or is more serious, e.g., the use of obscene/offensive language, bullying of any form, intimidating, threatening or violent behaviour (emotional, psychological or physical) fighting, theft, vandalism, truancy, deliberate disobedience/defiance, smoking, possession of an illegal item, the relevant DH of KS4:

Logs the concern  
Meets with the parent/carer and student  
Issue a Stage 1 Warning

**Stage 2** If the concern continues or is more serious the DH/Head of KS4:

Logs the concern  
Meets with the parent/carer and student  
Issues a Stage 2 Warning and a Support Plan (SP) and the student is on report to the DH/Head of KS4

**Stage 3** If the concern continues or is more serious the Head of KS4 refers it to the relevant member of SLT who:

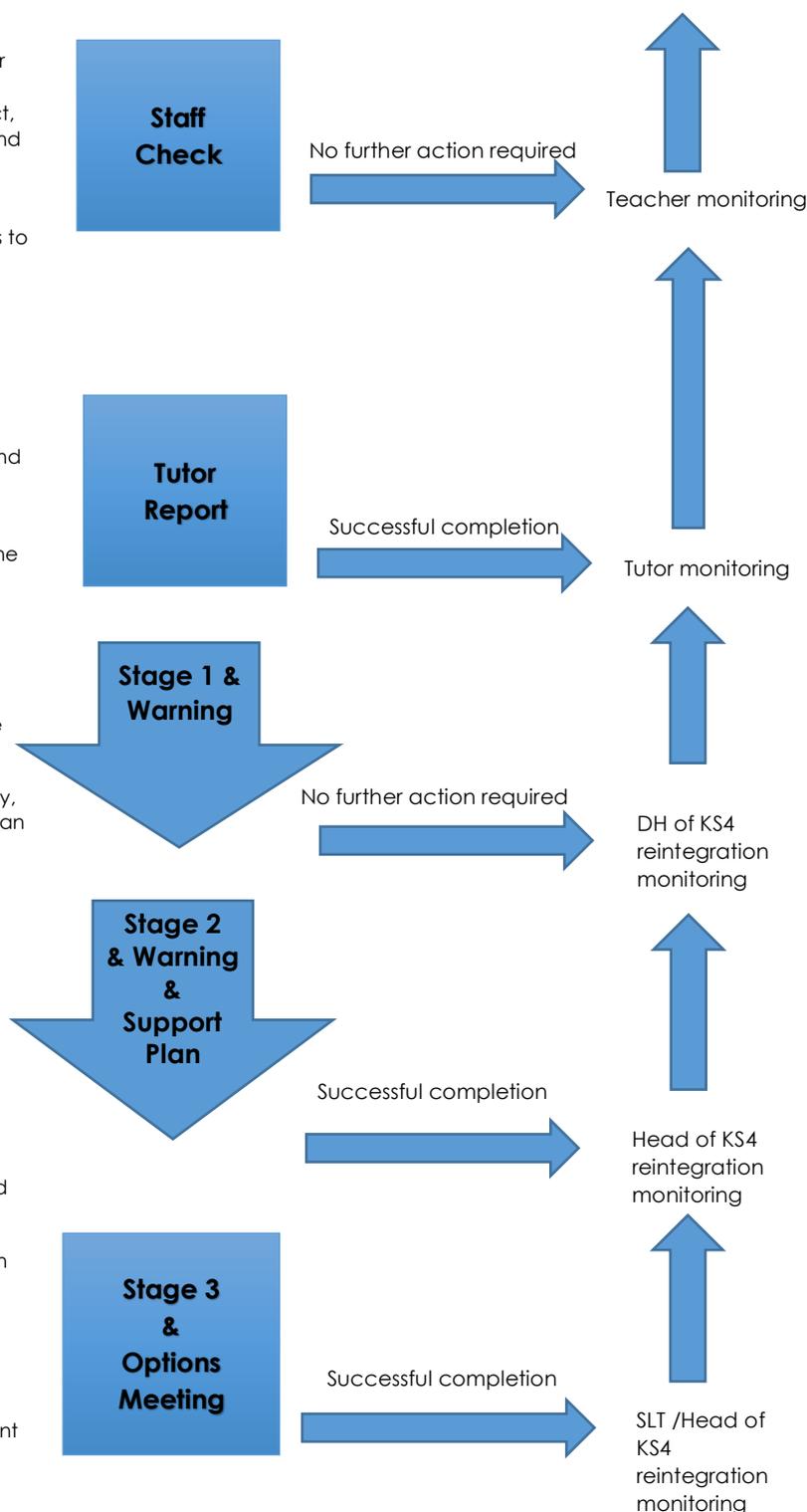
Meets with the student, parent/carer and relevant parties in an Options Meeting.

Following consultation, the Principal may:

- Recommend a managed move
- Permanently exclude the student
- Issue a Stage 3 Warning and a Support Plan and the student is on report to the Head of KS4/relevant member of SLT

If the student fails to meet the expectations in the SP the student may be still be recommended for a managed move or permanent exclusion.

Stage 3 must be understood to mean that a student is at risk of permanent exclusion.



## Guidance on the KS4 Discipline Structure

**Staff Check** includes initial concerns about attendance and punctuality, manners and the use of language, respect, equipment, classwork, homework and behaviour in class and around the school. Having been raised as a concern by a member of staff, it is the student's responsibility to address the concern immediately in the first instance. These are still logged on Progresso. Repeated concerns must progress the student to a Tutor Report and/or the Stages 1-3.

**Referral** When a student is referred to the next stage in the structure, a decision is made by the staff member responsible for overseeing the next stage. It is not an automated transition and it may be appropriate for a student to remain at the previous stage/not go onto a stage. This is dependent on the individual circumstances. A member of the SLT may consult on referrals.

**Tutor Report** Students are given the opportunity to address concerns with minimal intervention. Tutor reports are set for a 2 week period and then reviewed. The review takes place with the student at the end of the 2 weeks. All reports are stored with Student Services. It may be appropriate for the student to complete another period on report.

**Serious concerns** The earlier stages of the Discipline Support Procedure may be omitted and a student placed immediately at a higher stage following staff consultation for serious concerns including for example the use of obscene/offensive language, bullying of any form, intimidating, threatening or violent behaviour (emotional, psychological or physical) fighting, theft, vandalism, truancy, deliberate disobedience/defiance, smoking, drug (see Anti-drugs Discipline Structure or alcohol related concerns, or possession of an illegal item. These may result in immediate fixed-term exclusion. More serious concerns are likely to be Stage 1 in the first instance. The logging and referral of the concern is essential in ensuring the appropriate Stage allocation.

**Stages 1-2** Students remain at each Stage for a minimum of 4 weeks, which is then reviewed by the member of staff overseeing the student at that stage. Letters are sent home stating the reasons for the Stage Warning. At Stage 1 the student is given the opportunity to address the concern independently in the first instance and ensure they are meeting the expectations in the Student Agreement.

**Support Plans (SPs) & Reports at Stages 2 & 3** - The BRIT School is committed to enabling students to succeed. We acknowledge that students are all different and it may be necessary to consider many factors in seeking to address discipline concerns. Therefore our Support Plans include:

- Designated members of staff to support students in achieving expectations.
- Specific, measurable, time determined expectations.
- Strategies for students to achieve the expectations.

It is important that SPs are designed to enable students to succeed in meeting expectations and addressing concerns. The parent/carer and student attend a meeting when setting up a SP. Other key parties may also be present at this meeting, for example the Strand Assistant Director/Director and/or AEN staff, to ensure that adequate, specific intervention is being put in place to prevent permanent exclusion or withdrawal. SPs are set for a minimum of 4 weeks. At Stages 2 & 3 the student must complete a report detailing the expectations and strategies set out in the SP. A review takes place with the student and parent/carer at the end of the 4 weeks. All SPs and reports are stored with Student Services. It may be appropriate for the student to complete another period on report on the same plan. The student must also continue to meet the expectations in the Student Agreement.

**Stage 3 & Options Meeting** A member of SLT meets with relevant parties (as appropriate to the circumstances) in an Options Meeting. Following the meeting, the Principal may decide to permanently exclude the student, recommend a managed move or issue a Stage 3 Warning and a Support Plan (minimum 4 weeks). The student is on report to the Head of KS4. If the student fails to meet the expectations in the SP or meet the expectations of the Student Agreement, the student may still be permanently excluded. Students and parents/carers should understand that at Stage 3 a student is at risk of permanent exclusion.

**Reintegration Monitoring** Students successfully completing Stages 1, 2 & 3 are monitored by the relevant member of staff (see Discipline Structure) to ensure expectations are maintained.

**Sanctions/Interventions** A range of sanctions/interventions (pg. 21) may be used at any point in the Discipline Structure as part of the school's strategy to address behaviour concerns. Sanctions applied are in relation to the seriousness of the individual concern. Serious or repeated behaviour concerns are likely to result in internal or external exclusion for a fixed period. For internal exclusion the school will contact the parent/carer at the earliest opportunity. It may not always be possible or appropriate for a meeting with all parties to take place before a student is externally excluded. If the Principal seeks an external exclusion on the same day as an incident, the school will only proceed with parental consent.

**Extremely serious behaviour incidents** may, at the Principal's discretion, result in immediate steps to seek a managed move or permanent exclusion regardless of the Discipline Stages

## The BRIT School Discipline Structure – Post 16

**Staff Check** All staff have a responsibility to uphold the school's behaviour policy. Teaching staff are responsible for addressing concerns in the first instance, e.g., attendance and punctuality, manners and the use of language, respect, equipment, classwork, homework and behaviour in class and around the school. The teacher:

Logs the concern  
Uses the appropriate sanctions, interventions and strategies

If the concern continues or is more serious, the teacher:

Logs the concern  
Contacts the parent/carer  
Refers to the HoD (Pathway) or Tutor (Strand)  
Works with the HoD/Tutor using the appropriate interventions and strategies

**Tutor Report** If the concern continues or is more serious, **either** the HoD (Pathway concern) refers to the tutor:

The tutor:  
Logs the concern  
Calls/meets with the parent/carer and student  
Places the student on Tutor Report

**OR** the tutor (Strand concern/both):

Logs the concern  
Calls/meets with the parent/carer and student  
Places the student on Tutor Report

**Stage 1** If the concern continues or is more serious, e.g., the use of obscene/offensive language, bullying of any form, intimidating, threatening or violent behaviour (emotional, psychological or physical) fighting, theft, vandalism, truancy, deliberate disobedience/defiance, smoking, possession of an illegal item, the tutor refers to the AD. The AD:

Logs the concern  
Meets with the parent/carer and student  
Issue a Stage 1 Warning

**Stage 2** If the concern continues or is more serious, the AD refers to the Director (D). The D:

Logs the concern  
Meets with the parent/carer and student  
Issues a Stage 2 Warning and a Support Plan (SP) and the student is on report to the AD/D.

**Stage 3** If the concern continues or is more serious, the D refers to the relevant member of SLT who:

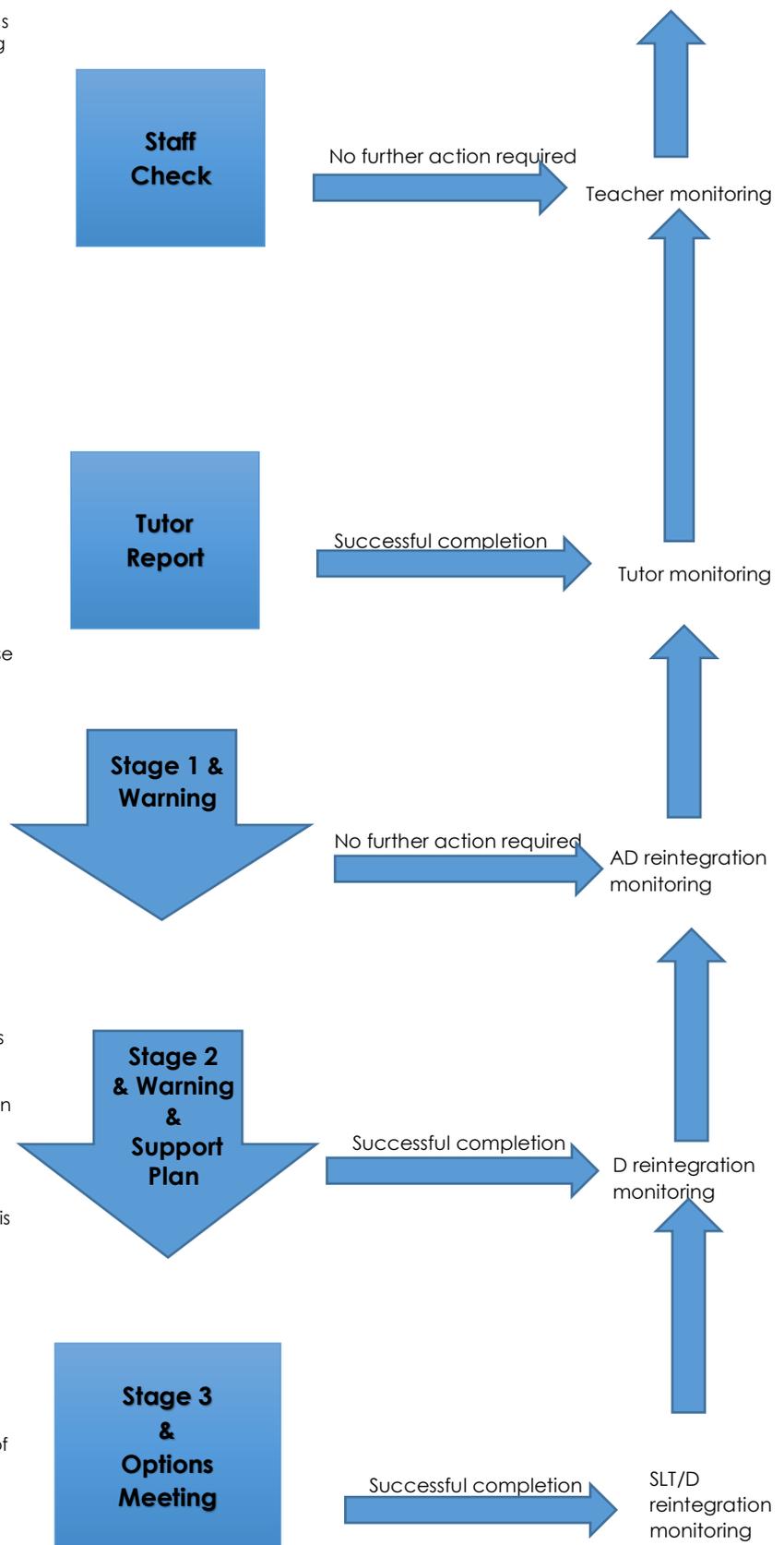
Meets with the student, parent/carer and relevant parties in an Options Meeting

Following consultation, the Principal may:

- Issue a Stage 3 Warning and a Support Plan and the Student is on report to the D/relevant member of SLT
- Make a recommendation for the student to find alternative provision
- Permanently exclude the student

If the student fails to meet the expectations in the SP the student may still be recommended for alternative provision or permanent exclusion.

Stage 3 must be understood to mean that a student is at risk of permanent exclusion.



## Guidance on the Post 16 Discipline Structure

**Recording/Documentation** Progresso is used to record all behaviour. Support Plans and Reports are stored with Student Services. This evidence may be scrutinised in the event of an appeal and is essential for a clear overview and the appropriate and consistent management of student behaviour.

**Staff Check** includes initial concerns about attendance and punctuality, manners and the use of language, respect, equipment, classwork, homework and behaviour in class and around the school. Having been raised as a concern by a member of staff, it is the student's responsibility to address the concern immediately in the first instance. These are still logged on Progresso. Repeated concerns must progress the student to a Tutor Report and/or the Stages 1-3.

**Referral** When a student is referred to the next stage in the structure, a decision is made by the staff member responsible for overseeing the next stage. It is not an automated transition and it may be appropriate for a student to remain at the previous stage/not go onto a stage. This is dependent on the individual circumstances. A member of SLT may consult on referrals.

**Tutor Report** Tutor reports are set for a 2 week period and then reviewed. The review takes place with the student at the end of the 2 weeks. All reports are stored with Student Services. The tutor may decide it is appropriate for the student to complete another period on report if they have failed to meet expectations.

**Serious concerns** The earlier stages of the Discipline Support Procedure may be omitted and a student placed immediately at a higher stage following staff consultation for serious concerns including for example the use of obscene/offensive language, bullying of any form, intimidating, threatening or violent behaviour (emotional, psychological or physical) fighting, theft, vandalism, truancy, deliberate disobedience/defiance, smoking, drug or alcohol related concerns (see Anti-Drugs Discipline Structure), or possession of an illegal item. These may result in immediate internal or external fixed-term exclusion. More serious concerns are likely to be Stage 1 in the first instance.

**Stages 1-2** Students remain at each Stage for a minimum of 4 weeks, which is then reviewed by the member of staff overseeing the student at that stage. Letters are sent home stating the reasons for the Stage Warning. At Stage 1 the student is given the opportunity to address the concern independently in the first instance and ensure they are meeting the expectations in the Student Agreement.

**Support Plans (SPs) & Reports for Stages 2 & 3** The BRIT School is committed to enabling students to succeed. We acknowledge that students are all different and it may be necessary to consider many factors in seeking to address discipline concerns. Therefore our Support Plans include:

- Designated members of staff to support students in achieving expectations.
- Specific, measurable, time determined expectations.
- Strategies for students to achieve the expectations.

It is important that SPs are designed to enable students to succeed in meeting expectations and addressing concerns. The parent/carer and student attend a meeting when setting up a SP. Other key parties may also be present at this meeting, for example the Strand Assistant Director/Director and/or AEN staff, to ensure that adequate, specific intervention is being put in place to prevent permanent exclusion or withdrawal. SPs are set for a minimum of 4 weeks. At Stages 2 & 3 the student must complete a report detailing the expectations and strategies set out in the SP. A review takes place with the student at the end of the 4 weeks. All SPs and reports are stored with Student Services. It may be appropriate for the student to complete another period on report on the same plan. The student must also continue to meet the expectations in the Student Agreement. **Post 16 Pastoral Manager/Post 16 SLT Pastoral Lead** may be involved in supporting students at Stages 2-3.

**Stage 3 & Options Meeting** A member of SLT meets with relevant parties (as appropriate to the circumstances) in an Options Meeting. Following the meeting, the Principal in consultation with SLT may decide to permanently exclude the student, recommend a managed move or issue a Stage 3 Warning and a Support Plan (minimum 4 weeks). The student is on report to the Director. If the student fails to meet the expectations in the SP or meet the expectations of the Student Agreement, the student may still be permanently excluded. Students and parents/carers should understand that at Stage 3 a student is at risk of permanent exclusion.

**Reintegration Monitoring** Students successfully completing Stages 1, 2 & 3 are monitored by the relevant member of staff (see Discipline Structure) to ensure expectations are maintained.

**Sanctions/Interventions** A range of sanctions/interventions (pg. 21) may be used at any point in the Discipline Structure as part of the school's strategy to address behaviour concerns. Sanctions applied are in relation to the seriousness of the individual concern. Serious or repeated behaviour concerns are likely to result in internal or external exclusion for a fixed period. For internal exclusion the school will contact the parent/carer at the earliest opportunity. It may not always be possible or appropriate for a meeting with all parties to take place before a student is externally excluded. If the Principal seeks an external exclusion on the same day as an incident, the school will only proceed with parental consent.

**Extremely serious behaviour incidents** may, at the Principal's discretion, result in immediate permanent exclusion of a student regardless of the Discipline Support Stages

## The BRIT School Anti-Drugs Discipline Structure – KS4

**Concern** Any concern raised over association with an illegal/banned substance can include the following actions:

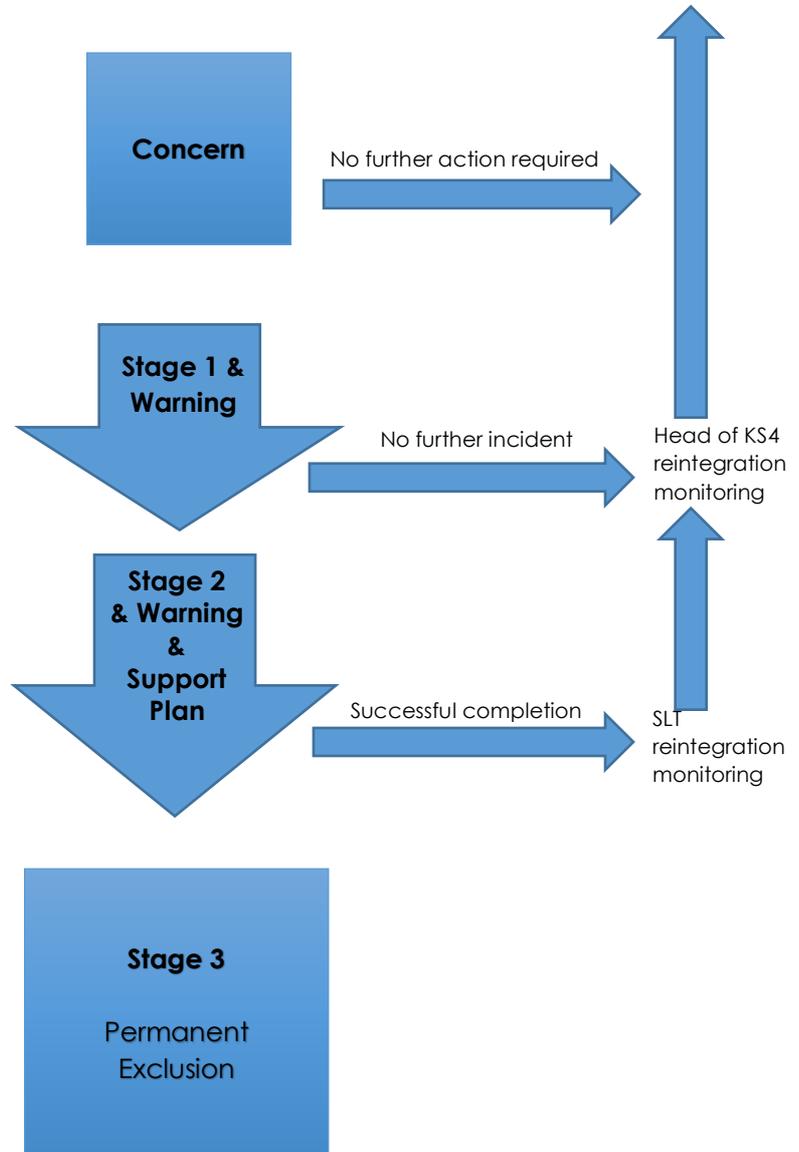
- Referral to safeguarding team
- Parent/carer informed of concern
- Student interviewed
- Student searched
- Further investigation/action

**Stage 1** First Incident of association with/possession/use of an illegal/banned substance on site or in the local area. The Head of KS4 and a member of SLT meet the parent/carer and student. The student is issued with a fixed-term external exclusion of 1-3 days and a Stage 1 Warning for the use of an illegal/banned substance.

**Stage 2** Second/or more serious incident of association with possession/use of an illegal/banned substance onsite or in the local area. The Head of KS4 and a member of SLT meet with the parent/carer and student. The student is issued with a fixed-term external exclusion of 3-5 days, a Stage 2 Warning for an illegal/banned substance and placed on a Support Plan (minimum 6 weeks).

**Stage 3** Third/or more serious incident of possession/use of an illegal/banned substance onsite or in the local area. The Principal meets the parent/carer and student informing them of the permanent exclusion.

Police involvement may be required by law, depending on the circumstances.



The Principal reserves the right to immediately permanently exclude a student regardless of the stages if there is evidence of:

- Sharing an illegal/banned substance with others.
- Intent to supply others with an illegal/banned substance.
- Supplying others with an illegal/banned substance.
- Putting self or others at risk as a result of using an illegal/banned substance.

## The BRIT School Anti-Drugs Discipline Structure – Post 16

**Concern** Any concern raised over association with an illegal/banned substance can include the following actions:

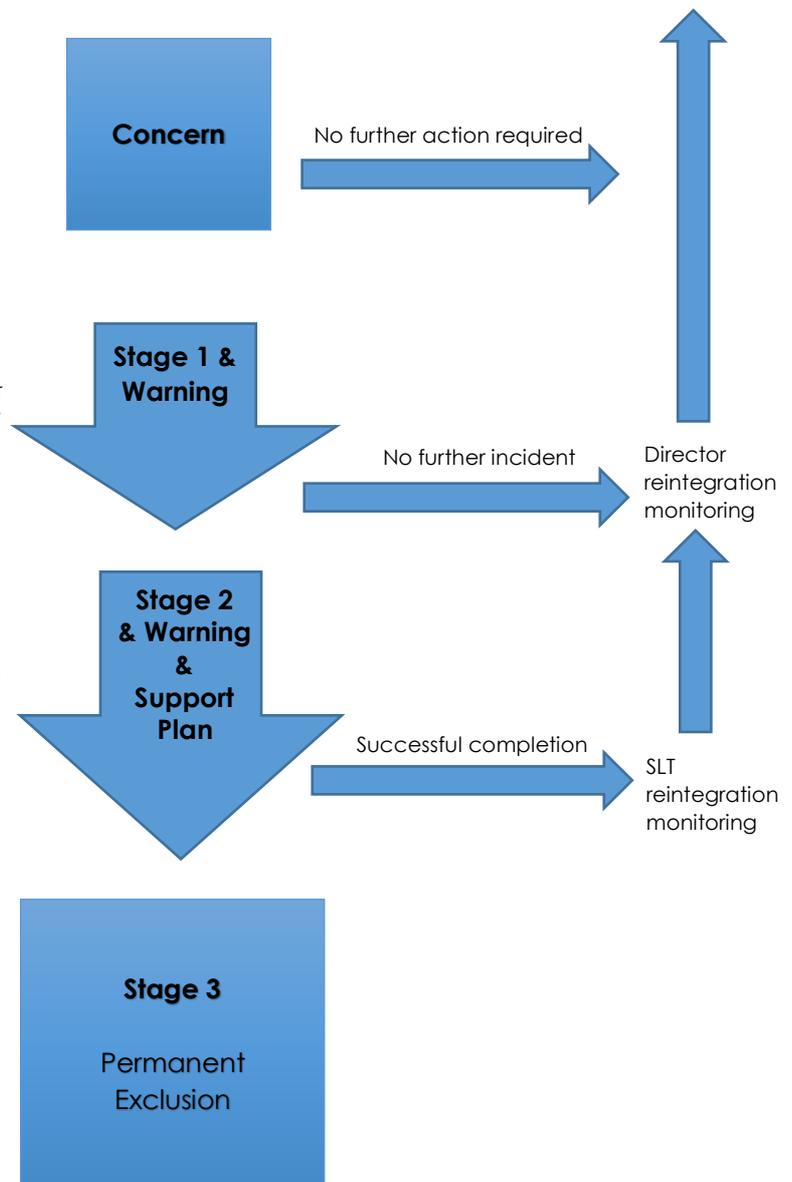
- Referral to safeguarding team
- Parent/carer informed of concern
- Student interviewed
- Student searched
- Further investigation/action

**Stage 1** First Incident of association with/possession/use of an illegal/banned substance onsite or in the local area. The Director and a member of SLT meet the parent/carer and student. The student is issued with a fixed-term external exclusion of 1-3 days and a Stage 1 Warning for the use of an illegal/banned substance.

**Stage 2** Second/or more serious incident of association with possession/use of an illegal/banned substance onsite or in the local area. The Director and a member of SLT meet with the parent/carer and student. The student is issued with a fixed-term external exclusion of 3-5 days, a Stage 2 Warning for an illegal/banned substance and placed on a Support Plan (minimum 6 weeks).

**Stage 3** Third/or more serious incident of possession/use of an illegal/banned substance onsite or in the local area. The Principal meets the parent/carer and student informing them of the permanent exclusion.

Police involvement may be required by law, depending on the circumstances.



The Principal reserves the right to immediately permanently exclude a student regardless of the stages if there is evidence of:

- Sharing an illegal/banned substance with others.
- Intent to supply others with an illegal/banned substance.
- Supplying others with an illegal/banned substance.
- Putting self or others at risk as a result of using an illegal/banned substance.

## Sanctions, interventions and strategies to address behaviour concerns

### **AEN and Learners with Disabilities (LDD)**

With AEN and LDD students, it is important to consult with and include the AEN coordinator, to ensure appropriate support (especially in Support Plans). The AEN team keeps detailed records and IHCP IEPs on all AEN and LDD students. Other agencies might need to be involved at any stage of the process, for example speech and language therapy, educational psychology, or off-site provision.

### **KS4 Detentions**

All teaching staff are supported and encouraged to challenge attendance and punctuality concerns, manners and the use of language, respect, equipment, classwork and homework concerns, etc. Detentions may take place at lunchtimes (up to 30 minutes) or on Friday afternoons from 2.15 - 3.15pm.

### **One to one meeting student/teacher meetings**

In order to address concerns, teachers may meet with students to discuss the behaviour concern with the student and establish how to address the concern.

### **Parent/carer & student calls/meetings**

It is often appropriate to call/meet with a parent/carer to address concerns. It is usually appropriate to have the student present in the meeting and it may include other relevant members of staff.

### **Student Conferencing**

The Head of KS4, Director or member of SLT may call a conference in order to clarify a student's behaviour concerns with a number of relevant staff and establish ways to address the concern. This is especially applicable when serious concerns are apparent across a range of areas.

### **Restorative Meetings**

It may be appropriate for a student to meet with other students or staff to restore a situation. Restorative meetings are chaired by a pastoral leader or member of SLT not involved in the concern. Restorative meetings address concerns by enabling all voices in a situation to be heard.

### **CAMHS Referral**

It may be appropriate to use a CAF (Common Assessment Framework) to refer students for support through social services or to advise parents to seek social services support. The school may also seek support for students and families from other external agencies such as Early Help for Families (Croydon).

### **Counselling**

Students may be referred for counselling in order to address behaviour concerns. This may either be through school counselling services or social services provisions.

### **Internal fixed term exclusion**

It may be appropriate for students to be withdrawn from lessons for a fixed period. Students may be required to work independently in the Referral room.

### **External fixed term exclusion**

Students are likely to be excluded from school, for repeated behaviour concerns or serious behaviour concerns involving the use of obscene/offensive language, bullying of any form, intimidating, threatening or violent behaviour (emotional, psychological or physical) fighting, theft, vandalism, truancy, deliberate disobedience/defiance, smoking, drug or alcohol related concerns or possession of an illegal item. Other examples of excludable behaviour include deliberate refusal to comply with the school's procedures or reasonable instructions from a member of staff, repeated or serious defiance, persistent lesson disruption or malicious allegations against staff.

### **Adjusted provision**

It may be appropriate to adjust a student's timetable on the basis of persistent behaviour concerns, especially if the concern is affecting other. This is always discussed with parents/carers.

### Managed Move

Where parents and the Principal have agreed that the student should be in education elsewhere, the Principal will work with other schools/colleges to enable a managed move.

### Permanent Exclusion

Permanent exclusion is likely to be used as a sanction in cases where all other intervention strategies have been unsuccessful, and where there is a history of persistent serious behaviour concerns over time. Permanent exclusion will be used in extreme cases of 'one-off events', where there is a threat to the health and safety of the student or others in the school community. **Permanent exclusion will be used where students are found selling illegal drugs or to have brought a weapon into school, regardless of the circumstances.**

## Exclusion Procedures

Exclusion from school will usually only be used after other sanctions and support have been applied, unless the offence is a serious one-off event. The Governors of the BRIT School take the view that disruption to the good order and discipline of the school, whatever form it takes, can damage the life chances of other students, and must therefore be taken seriously.

Students could be excluded from school, for example, for repeated behaviour concerns, deliberate refusal to comply with the school's procedures or reasonable instructions from a member of staff, repeated or serious defiance, persistent lesson disruption, all forms of bullying including for example persistent racist, sexist or homophobic remarks and behaviour or remarks and behaviour that are targeted at differently-abled students, including those with a learning difference, swearing at staff, mischievous or malicious allegations against staff, theft, and violence to others. The number of days' exclusion will vary according to the offence and the disciplinary history of the student, and will be decided after an assessment of the evidence and discussion with the Principal and relevant staff, usually the SLT line manager and the Pastoral Leader.

Where there has been a deliberate serious sexual or physical assault or harassment of staff or the threat of physical violence, the matter will always be referred to the Governors for consideration of a serious sanction. This may include arranging a managed move, a final Governors' warning or, depending on the circumstances, a permanent exclusion.

Permanent exclusion is likely to be used as a sanction in cases where all other intervention strategies have been unsuccessful, and where there is a history of persistent serious behaviour concerns over time. Permanent exclusion will be used in extreme cases, which may be one-off, but so serious that there is a threat to the health and safety of the student or others in the school community. **Permanent exclusion may be used where students are found selling illegal drugs or to have brought a weapon into school, regardless of the circumstances.**

A decision on permanent exclusion would not normally be taken in the Principal's absence, except in exceptional circumstances. An interim position, in the case of a serious incident, would be for the Deputy Principal to exclude in the first instance, subject to review or further investigation by the Principal.

Before making the decision to exclude, the school will ensure that a **thorough investigation** has been carried out, including allowing the student to give an account, seeking any **witness accounts** and considering any evidence of the particular circumstances. Any record of previous behaviour concerns will be taken into consideration and referred to in the correspondence with parents/carers.

No student will be sent off site before the end of the day unless contact has been established with parents/carers. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal school day. At the point of exclusion, a letter will be sent home both by hand and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with the parent/carer of the student informing them of the exclusion. All exclusions will be recorded on Progresso and in the school Exclusion Record by the **Principal's PA** and held on the student's file. The Chair of Governors will be kept informed of fixed term exclusions and will be informed promptly of any permanent exclusions.

### General Guidance

Only the Principal may exclude a student from school. In the absence of the Principal, this role may be undertaken by the Deputy Principal. The school regards exclusion as a serious sanction, to be used when other sanctions have failed

or when the breach of discipline is serious enough to put the learning opportunities and/or health and safety of other students at risk. The guidance in full can be accessed on the DfE Website:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Since September 2007, schools have the responsibility to educate students who are excluded for a continuous term of six days or more.

Fixed term exclusion from school will usually follow a series of incidents which have resulted in interventions from pastoral staff, but where there has been no improvement. This will generally be the case but not invariably, as some offences may warrant immediate fixed term exclusion from school. Standard letters for fixed-term and permanent exclusions, as set out in the DfE guidance on exclusions, are kept centrally and must be used according to the length of the exclusion.

A Governors' Discipline Committee must meet to review an exclusion of 16+ days. For exclusions between 6 and 15 days, parents/carers have the right to request a meeting of the Governors' Discipline Committee if they wish. The Local Authority may send a representative and the parents/carers have the right to attend with a friend or representative.

When making decisions about the length of an exclusion, the following should be taken into account:

- the seriousness of the concern
- whether this is a one-off event and, if so, the degree of seriousness
- whether it is part of a long-term pattern of behaviour concern
- evidence presented by staff
- written accounts by the student and student witnesses where appropriate
- disciplinary history of any student involved
- the degree of culpability of any student involved
- any other evidence which could be deemed relevant

When a student is excluded from school, they would usually a member of SLT and receive a letter to take home. A letter will also be sent by first class post. These letters follow the format in the DfE and LA guidance. In addition, every attempt will be made to contact the parent to inform them by phone and explain the situation; this is likely to be done by a member of SLT. A decision about who is the most appropriate person will be decided at the time of the exclusion.

### **Exclusions from School**

Consideration for fixed term and permanent exclusion from school is in the judgement of the Principal. All recommendations will have regard to the legal framework and will take into consideration the following:

#### **Typical Fixed Term Exclusion – i.e. up to 15 days**

- Bullying/intimidation
- Persistent disruption
- Assault on staff/other pupils
- Abuse
- Fighting
- Petty theft
- Attack on a victim after he has reported earlier bullying
- Illegal activity (e.g. taking illegal drugs/banned substances)

#### **Potential Permanent Exclusion**

- Violent assault with intent (pre-meditated on a pupil by an individual or group of individuals)
- Persistent failure to respond to advice and/or expectations set by the school
- Persistent bullying
- Persistent theft
- Dangerous/violent behaviour to pupils or staff
- Grievous bodily harm
- Serious assault on staff
- Behaviour that endangers self or others

- Sexual assault on other students or staff
- Major violent incident
- Illegal activity (e.g. supplying or selling drugs / taking illegal drugs / serious theft)
- Bringing/possession of a weapon in school

### **Bringing to/possession of a weapon in school**

Any pupil who is found to have brought a weapon into school or is found in possession of a weapon, regardless of the circumstances, will be recommended for permanent exclusion from the BRIT School.

The relevant LEA will be informed of any managed moves or Permanent Exclusions.

### **Students recognized at risk of Permanent Exclusion**

Students at risk of permanent exclusion must attend a meeting with the Principal/Deputy Principal and the parents/carers. The meeting should ensure that, as appropriate to the concern, support has been put in place and expectations have been made clear to the student and their family. Expectations of all parties will be agreed and if appropriate the student will begin a Stage 3 Support Plan. Failure to successfully meet the expectations in the Support Plan or the seriousness of the incident, may result in a managed move, permanent exclusion or being required to find another school/college.

### **Fixed Period Exclusions of Five Days or Less**

The parent(s) may wish to make written representation to the Chair of Governors about an exclusion. A parent(s) wishing to make representation should do so in writing within 5 school days of the date of notification via recorded delivery. The Chair of Governors will respond as appropriate within 20 days. The Governor representation has discretion as to whether to call a meeting or not. The actions will be recorded and placed on the student file.

If a meeting is held, it will be after the period of exclusion has been served. The parent/carer may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the exclusion.

The purpose of the meeting is to enable the parent/carer to be satisfied that his/her views have been heard and consideration given as to whether more information should be added to the student's record. The decision of the Governor will be final in respect of matters regarding temporary exclusions for fixed periods in any one term of 5 days or less.

In the event of a meeting being called, Governors cannot overturn the exclusion, but can add a note to the student file. The letter informing parent(s) of the exclusion will explain the procedure to make representations.

### **Fixed Period Exclusions of more than 5 and less than 15 days in any one term**

For an exclusion (or series of exclusions) of more than 5 days but not more than 15 days in any one term, the Governors meeting should take place between the 6th and 15th school day after the date of notification, if the parent(s) request it. The parent(s) must request an appeal within 5 school days of notification by recorded delivery.

Parent(s) and the school will be invited to present evidence. The Chair of Governors will make a decision, which will be provided via the Clerk of Governors in writing to the parent(s) and posted within 5 school days after the meeting.

### **Fixed Period Exclusions of more than 15 days in any one term**

For a fixed period exclusion (or series of temporary exclusions) adding up to more than 15 days in any one term, the panel must meet between 6 and 15 days from the date of exclusion – **whether the parent(s) request it or not.**

Parents/carers and the school will be invited to present evidence. The Chair of Governors will make a decision which will be provided via the Clerk of Governors in writing to the parent/carers and posted within 5 school days after the meeting. Where a student is excluded on a number of occasions, his/her situation will be reviewed leading to either the agreement of a pastoral support plan (PSP) or permanent exclusion either on the grounds of their being a serious one-off incident or on the grounds of persistent and defiant misbehaviour. The decision will be conveyed in writing and include details of the procedure for a parent/carer to follow in exercising his/her right of appeal against permanent exclusion.

### **Off-site Provision**

When a student is excluded for 6 or more days, that starts with a home based exclusion of 5 days, then the Governing Body (or Local Authority in relation to a student excluded from a Pupil Referral Unit) must arrange suitable full time education for any student of compulsory school age. This provision must begin no later than the sixth day of the exclusion.

### **Student Support Programme following fixed period exclusion**

All temporarily excluded students will be put on a Reintegration Agreement in their re-admittance to the school. This programme is intended to ensure the positive re-integration of students into the life of the school and improve behaviour.

### **Appeals**

Parents/carers have the right to an independent appeal against a permanent exclusion. Details of this process will be communicated to parents/carers from the Governor's Disciplinary Panel.

### **Missing a public examination**

If any exclusion would result in a student missing a public examination, the Principal will review this decision. In the event of the Principal deciding it is not appropriate for a student to take an examination this will be referred to the Student Disciplinary Committee. The panel should attempt to meet before the examination. If, exceptionally, it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Student Disciplinary Committee or the Chair of Governors has the discretion to allow the student on site to take to the examination.

## Appeals Procedure

Appeals against external exclusions should be made in writing to The Principal within 14 days.

If the appeal is against the decision of The Principal to remove the student from the school's roll, then this should be made to the Chair of Governors. The grounds for appeal must be that the Discipline Procedure has not been properly and fairly applied. They may appeal by:

- writing to the Chair of Governors;
- sending the appeal letter to arrive at the school within fourteen days of the decision being communicated to the applicant; **or**
- stating clearly the grounds for appeal in the appeal letter.

The school will then send a letter from the Chair acknowledging receipt of the appeal. The Chair will consider whether the appeal is on reasonable grounds. If it is, then an appeal date will be sent with 14 days of the receipt.

Where an appeal is made on the grounds that the procedures have not been applied properly and fairly, the Chair of Governors will refer the appeal to a Panel of three to five people, including the Chair of Governors. After careful consideration of the procedures followed, that Panel will decide whether to:

- uphold the original decision; **or**
- refer the decision back to the school to be considered afresh.

The decision of the Panel is final and will be communicated in writing.

Where there is a concern, parents are asked to bring that promptly to the notice of the school. Parents are asked to express the concerns in a way that does not undermine their son's relationship with staff. In those, fortunately rare, cases where parents are aggressive or abusive to staff the parent may be banned from the premises. The governing body will take a view about whether provision for the student can continue at the school. It may be that a proxy will be needed in order to allow communication between school and an abusive parent.

Parents/carers should not use social media to comment on school issues or staff. Where a matter is in dispute, parents/carers have recourse to the school and Local Authority complaints' procedures.

Parents/carers should be informed about praise and concerns.

Meetings between parents and members of staff should be recorded/logged for student records using the appropriate digital or paper pro-forma.

The school has a statutory duty of care to keep children safe. Where students disclose harm that places them at risk, the school will follow the guidelines and work with other agencies to meet that duty of care.

## Dealing with False Allegations against Staff

The school supports measures to safeguard children and applies the appropriate procedures when recruiting staff. The safeguarding of children is of paramount importance to the school (see Safeguarding Policy).

Allegations against members of staff will be reported in line with the appropriate LA child protection procedures and DFE Guidance 2012 dealing with allegations of abuse against teachers and other staff. Genuinely serious, mischievous or malicious allegations against staff are fortunately rare and it is important to keep a sense of proportion. Such allegations are not unknown, however, and it is important that the school take a view about how to proceed when allegations are made.

Allegations against members of staff tend to fall into four main categories:

- "heat of the moment" as a result of an incident or misunderstanding
- where there has been a threat perceived by the student, but there is no threat or misconduct by the member of staff
- genuine allegation by a student
- false or mischievous allegation by a student

These allegations can be broadly dealt with as follows:

- mediation, discussion with SLT, involvement of parent as appropriate
- mediation, involvement of school-based CP staff, report to LA CP staff if appropriate
- advice and guidance to the member of staff to avoid similar misunderstandings in the future
- report to LA CP Co-ordinators if appropriate
- report immediately to school-based Designated Teacher for Child Protection, who will report to the Principal, who will then inform LA CP Co-ordinators and decide on appropriate action which could include disciplinary action, police investigation or dismissal

Where, after investigation, an allegation is found to be false or deliberately mischievous, the student will have a sanction imposed at the relevant level of the disciplinary structure.

The school takes false, mischievous or malicious allegations seriously, as such allegations can devastate a career in education or in working with children. The school will not support any member of staff who abuses children, or who threatens the safety of children but will act to protect staff against whom malicious allegations have been made. In serious cases, fixed term or permanent exclusion may apply. This section of the policy should be read in conjunction with the Whole School Safeguarding policy.

## APPENDIX 1 - Notification of a Stage 1 Warning

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

**Student name:** \_\_\_\_\_

### **Notification of a Stage 1 Warning**

Dear Parent/Carer,

Thank you for meeting on \_\_\_\_\_

In the meeting we discussed \_\_\_\_\_

As a result of this behaviour I am writing to confirm that \_\_\_\_\_ has received a Stage 1 Warning. This is as the result of the serious behaviour concern we discussed in the meeting.

At Stage 1 we give the students (with the support of parents/carers) the opportunity to immediately address the concern before the school takes further action or the concern is escalated to the next stage in our Discipline Structure. Please see the attached information from the School's Behaviour Policy (this can be found on the School's website in the Policies section) including the Student Agreement that must be adhered to. The student remains at Stage 1 for a four week period which is then reviewed.

You should be aware that he/she now has the opportunity to address this concern and ensure that such behaviour is not repeated/does not continue.

A copy of this letter is kept on file.

To confirm receipt of this letter, the student must sign and return one copy of the letter to me.

Yours sincerely

**Deputy Head of KS4/Assistant Director**

\_\_\_\_\_

**FAO: Head of KS4/Director of Strand**

I have understood the terms of this letter and the implications that further warnings may have on my education at The BRIT School.

**Student name:** \_\_\_\_\_ **Tutor Group:** \_\_\_\_\_

I confirm that I have read and understood the content of this letter as outlined above

**Student Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/carer signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX 2 - Notification of a Stage 2 Warning

**Date**

**Student name**

**Notification of a Stage 2 Warning**

Dear Parent/Carer,

Thank you for meeting on \_\_\_\_\_.

In the meeting we discussed

\_\_\_\_\_.

As a result of this I am writing to confirm that \_\_\_\_\_ has received a Stage 2 Warning. This is as the result of the serious behaviour concern we discussed in the meeting.

As discussed in the meeting, (student name) has a Support Plan (see attached). He/she will remain at Stage 2 on report to (Name of Head of KS4/Director) for a 4 week period. This will then be reviewed.

You should be aware that he/she now has the opportunity to address this concern and ensure that such behaviour is not repeated/does not continue. Please see the attached diagram for clarity about the seriousness of a Stage 2 Warning in the context of the school's Discipline Structure (this can also be found on the school's website in the Policies section). The attached Student Agreement must also be adhered to.

A copy of this letter is kept on file.

To confirm receipt of this letter, the student must sign and return one copy of the letter to me. Yours

sincerely

**Head of KS4/Director**

\_\_\_\_\_

**FAO: Head of KS4/Director**

I have understood the terms of this letter and the implications that further warnings may have on my education at The BRIT School.

**Student name: Tutor Group:**

I confirm that I have read and understood the content of this letter as outlined above

**Student Signed: Date:**

**Parent/carers signed: Date:**

## APPENDIX 3 - Notification of a Stage 3 Warning

**Date**

**Student name**

### **Notification of a Stage 3 Warning**

Dear Parent/Carer,

Thank you for meeting on \_\_\_\_\_.

In the Options meeting we discussed \_\_\_\_\_.

As a result of this I am writing to confirm that \_\_\_\_\_ has received a Stage 3 Warning. This is as the result of the serious behaviour concern we discussed in the meeting.

As discussed in the meeting, (student name) has a Support Plan (see attached). He/she will remain at Stage 3 on report to (Name of Head of KS4/Director/SLT) for a 4 week period. This will then be reviewed.

You should be aware that he/she now has the opportunity to address this concern and ensure that such behaviour is not repeated/does not continue. Please see the attached diagram for clarity about the seriousness of a Stage 3 Warning in the context of the school's Discipline Structure (this can also be found on the school's website in the Policies section). The attached Student Agreement must also be adhered to.

A copy of this letter is kept on file.

To confirm receipt of this letter, the student must sign and return one copy of the letter to me. Yours sincerely

**Head of KS4/Director/SLT**

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### **FAO: Head of KS4/Director/SLT**

I have understood the terms of this letter and the implications that a Stage 3 Warning may have on my education at The BRIT School.

**Student name: Tutor Group:**

I confirm that I have read and understood the content of this letter as outlined above

**Student Signed: Date:**

**Parent/carers signed: Date:**

## APPENDIX 4 - Entering Behaviour Events on Progresso

### Entering Behaviour Events on Progresso

Behaviour icon – add behaviour:

**1. Learner Selection** - type & select student – click on Incident Details...

**2. Incident Details** - select Positive/Negative/Neutral - select Category - tick type (can be more than one) - add comments if required - change date and/or select subject as required (nb. confidential box - click on Actions...

#### Positive Events

Category	Type
(each entry automatically awards a merit point)	Assembly participation / class participation / classwork / collaboration with others / creative work / homework / independent work / leadership / other / professionalism / role model / school community contribution / wider community contribution

#### Negative Events

Category	Type
Concerns	Punctuality concern / equipment concern / organisation concern / classwork concern/ homework concern / not wearing ID badge / dress code concern / misuse of phone / behaviour concern in lesson/ behaviour concern outside of lesson / lack of effort / plagiarism

Serious Concerns	use of obscene or offensive language verbal bullying - body image, mental health, racist, sexist, religious, homophobic, disability, sexual, other cyber bullying - racist, sexist, religious, homophobic, disability, other threatening behaviour - emotional, psychological or physical violent behaviour - emotional, psychological or physical fighting theft vandalism truancy deliberate disobedience smoking cigarettes drugs or alcohol possession of an illegal item
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#### Neutral Events

Category	Type
AEN Compared to peers	falling behind in studies / oral better than written / organising work difficulties / struggles to copy from a board / written tasks take longer
AEN Has difficulties with	comprehension / concentration or focus / copying board information / reading / social interaction / writing
AEN Requires	constant support / extra time to complete tasks / help reading information / prompting to keep on task / to use a laptop
Attendance Concern	attendance / punctuality
Parent/carer contact	email / phone / meeting

### **3. Actions for negative behaviour events**

#### **Teacher concern / serious concern**

AD informed
Assistant HoD informed
Details on CPOMS
Director informed
Discussed with student
HoD informed
Investigated by AD
Investigated by DH of KS4
Investigated by other staff
KS4 detention
KS4 team informed
Letter attached
One to one meeting
Onsite at lunchtime
Other letter sent home
Other staff informed
P16 Manager informed

Parent/carer informed
Parent/student call/meet
Restorative meeting
SLT informed
Staff account completed
Stage 1 warning referral
Student account completed
Tutor informed
Tutor report issued

### **Middle Leader concern / serious concern**

1 day internal exclusion
2 day internal exclusion
3 day internal exclusion
4 day internal exclusion
5 day internal exclusion
AD informed
Assistant HoD informed
Details on CPOMS
Director informed
Discussed with student
HoD informed
Investigated by AD
Investigated by DH of KS4
Investigated by Director
Investigated by Head of KS4
Investigated by other staff
Investigated by Post 16 (pastoral manager)
Investigated by SLT
KS4 detention
KS4 team informed
Lesson/s internal exclusion
Letter attached

One to one meeting
Onsite at Lunchtime
Other letter sent home
Other staff informed
P16 Pastoral Manager informed
Parent/carer informed
Parent/student call/meet
Referral room request
Restorative meeting
SLT informed
Staff account completed
Stage 1 Warning issued
Stage 1 Warning referral
Stage 2 referral
Stage 2 Warning/Plan/Report issued
Stage 3 referral
Student account completed
Student conference
Support plan issued
Tutor informed
Tutor report issued

### **SLT concern/serious concern**

1 day external exclusion
1 day internal exclusion
2 day internal exclusion
2 day external exclusion
3 day external exclusion
3 day internal exclusion
4 day external exclusion
4 day internal exclusion
5 day external exclusion
5 day internal exclusion

AD informed
Adjusted provision
AM external exclusion
Assistant HoD informed
Community service
Details on CPOMS
Director informed
Discussed with student
HoD informed
Investigated by AD
Investigated by DH of KS4
Investigated by Director
Investigated by Head of KS4
Investigated by other staff
Investigated by Post 16 (pastoral manager)
Investigated by SLT
KS4 detention
KS4 team informed
Lesson/s internal exclusion
Letter attached
Managed move
One to one meeting
Onsite at Lunchtime
Other letter sent home
Other staff informed
P16 Pastoral Manager informed
Parent/carer informed
Parent/student call/meet
Permanent Exclusion
PM external exclusion
Reduced timetable
Referral room request
Restorative meeting

SLT informed
Staff account completed
Stage 1 Warning issued
Stage 1 Warning referral
Stage 2 referral
Stage 2 Warning/Plan/Report issued
Stage 3 referral
Stage 3 Warning/Plan/Report issued
Student account completed
Student conference
Support plan issued
Tutor informed
Tutor report issued

#### **4. Additional Info.**

**Taken on behalf of** - all staff listed including support staff

#### **Location of incident**

<b>Location</b>
Main Building - room
Main Building canteen
Main Building – out of room
East Wing - room
East Wing – out of room
Blue Block – classroom
Blue Block canteen
Blue Block – out of room
Outside onsite
Local area offsite
Other location offsite

#### **Assign To**

Select the member of staff to be informed as identified through the **Actions** selection.

#### **Save**

## APPENDIX 5 – Notification of External Exclusion

Date:

Student Name:

### Notification of External Exclusion

Dear Parent/Carer,

This letter is to confirm that \_\_\_\_\_ was externally excluded for a fixed-term of \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.

The reason for this fixed-term exclusion was \_\_\_\_\_.

I would like to draw your attention to the following guidance on exclusions:

<https://www.gov.uk/government/publications/school-exclusion>

<http://www.childrenslegalcentre.com>

(Incident details).

(Conclusion including details of the reintegration meeting and reference to any additional letters referring to student's place in the Discipline stages).

If you have any queries, please do not hesitate to contact us at school.

Be aware that a copy of this letter is placed on \_\_\_\_\_ file.

Yours sincerely

**Senior Leadership Team**

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**FAO: Senior Leadership Team**

I have understood the terms of this letter and the implications of an External Exclusion may have on my education at The BRIT School.

**Student name: Tutor Group:**

I confirm that I have read and understood the content of this letter as outlined above

**Student Signed: Date:**

**Parent/carer signed: Date:**

## APPENDIX 6 – Reintegration Agreement

**Student: Tutor Group:**

**Date(s) of present exclusion:**

A student to be temporarily excluded is a very serious matter, and indicates that our normal disciplinary sanctions are being disregarded. Once a student has made a commitment to the expected behaviour and attitude in future, any further persistent and defiant behaviour could put a student at risk of being permanently excluded from The BRIT School.

Our standards are very high. In addition to good behaviour and hard work in class, we also expect the same standard of conduct around the school, the neighbourhood and when visiting other schools. It is not enough to be good in class. The following is a list of our expectations of our students:

Behaviour and attitude will be consistent with the aims and objectives of The BRIT School.

No student should bring The BRIT School into disrepute, and should endeavour to play a positive part in the life of the school.

Attitude to members of staff will be polite and co-operative at all times.

Attitude to other students will be exemplary and respectful.

Behaviour in class will be very good at all times.

Behaviour in the corridors and around the school and within the local community will be very good at all times.

Work will be of the highest standard of which the student is capable.

Will attend regularly.

Will be punctual for lessons.

Will not be involved in any form of theft.

Will not be violent or aggressive or use bad language.

Will not be involved in any form of vandalism.

Will not use the school resources inappropriately.

**Is the student at risk of a permanent exclusion? Yes/No**

**Stage in Code of Practice:**

None / School Action / School Action+ / Statement

**Current support received by student:**

--

**Where appropriate, involvement of other agencies:**

Social Services

Behaviour Support

CAMHS

YOT

Other (Please state) \_\_\_\_\_

**Reason for Exclusion:**

Please ensure that you identify whether the student is at risk of repeating this type of behaviour.

High

Medium

Low

**Reason for selection above: (please consider previous exclusions and behaviour record)**

**Overall expectations for the duration of the report period:**

1.

2.

3.

By the student:

By the parent/carer:

Support from the school:

**Strategies to be taken to work towards achieving the agreed expectations above:**

(SLT) Print: Signed:

(Student) Print: Signed:

(Parent) Print: Signed:

Date:

## APPENDIX 7 - Searching Students

Relates to:

Education Act 1996/2011

Education and Inspections Act 2006;

The Schools (Specification and Disposal of Articles) Regulations 2012;

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012;

and Health and Safety at Work etc. Act 1974

### Searching with consent

Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- banned items such as so called 'legal highs'

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence
- to cause personal injury to, or damage to the property of, any person (including the student) Also note:

Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

Schools should make clear in their school behaviour policy and in communications to parents and students what items are banned. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### Searching without consent

What can be searched for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (including so called 'legal-highs')

### Can I search?

Yes, if you are a head teacher or a member of school staff and authorised by the head teacher.

### Under what circumstances?

You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **When can I search?**

If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

Also note:

The law also says what must be done with prohibited items which are seized following a search.

The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

### **Legal requirements of a search**

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

### **Authorising members of staff**

Principals should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.

Staff, other than security staff, can refuse to undertake a search. The law states that head teachers may not require anyone other than a member of the school security staff to undertake a search.

Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

A Principal can require a member of the school's security staff to undertake a search.

If a security guard, who is not a member of the school staff, searches a student, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

### **Establishing Grounds for a search**

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

### **Searching for items banned by schools**

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

The school rules must be determined and publicised by the head teacher in accordance with section 89 of the Education and Inspections Act 2006. In the case of Academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – a guide for head teachers and school staff' via the link under associated resources.

### **Location of search**

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings. The powers only apply in England.

### **Extent of the search – clothes, possessions, desks and**

#### **lockers What the law says:**

The person conducting the search may not require the student to remove any clothing other than outer clothing.

Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves.

- Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

### **Lockers and desks**

Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.

If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

### **Use of force**

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Separate advice is available on teachers' power to use force.

### **Confiscation**

#### **What the law allows:**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, 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 member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items found as a result of a 'without consent'**

#### **search What the law says:**

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified in paragraph 3 (1-4) or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

### **Statutory guidance on the disposal of controlled drugs and stolen items**

It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State<sup>11</sup>:

In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

### **Statutory guidance for dealing with electronic devices**

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

### **Staff Training**

When designating a member of staff to undertake searches under these powers, the principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

### **Informing Parents, dealing with complaints**

There is no legal requirement to make or keep a record of a search. Schools should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found although there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

### **I'm a teacher - can I refuse to search a student without their consent?**

Yes. A head teacher cannot require a member of staff to conduct a search. In order to conduct a search without consent, a member of staff must be authorised to do so. Staff can choose whether they want to be authorised, or not.

### **Is there a risk that I could face legal challenge if I search a student without consent?**

Head teachers and authorised school staff have a specific statutory power to search students without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items. As long as the member of staff acts within the limits of this specific power they will have a robust defence against a legal challenge. **APPENDIX 8**

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

#### Section 94 of the Education and Inspections Act 2006 Section 550ZA (3) of the Education Act 1996

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See **Legislative links** section below for a link to this document.

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Section 93, Education and Inspections Act 2006

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

### **Schools cannot:**

use force as a punishment – it is always unlawful to use force as a punishment. Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent.

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE/Dance or sports coaching; and to give first aid

## Appendix 9 – BRIT VALUES

### BRIT students are...

# ORIGINAL

**Creative:** *innovative in their work.*

**Constructive:** *developing their own positive voices in society.*

# RESPONSIBLE

**Committed:** *professional in their attendance, punctuality and focus.*

**Cooperative:** *effective participators and team workers.*

**Courteous:** *polite and respectful to all students and staff.*

**Caring:** *supportive of others in the school and wider community.*

# AMBITIOUS

**Conscientious:** *demonstrate effort across their Study Programme.*

**Confident:** *self-motivated and resilient.*

## APPENDIX 10 – Stage 2/3 Support Plan (SP)

PLEASE PASS TO STUDENT SERVICES TO FILE

### Stage 2/3 Support Plan (SP)

Name:

Start Date:

ReviewDate:

Strand:

AEN or other additional info:

Attendance & Punctuality: Present: Lates:

Specific Concern & Relevant Context:

Met:

Addressed/Ongoing

Plan Expectations:

Met:

1.

1. Fully/Partially/Not

2.

2. Fully/Partially/Not

Strategies to achieve Expectations:

Effectiveness:

1.

1. Highly/Partially/Not

2.

2. Highly/Partially/Not

Staff in support:

Utilised:

1.

1. Fully/Partially/Not

2.

2. Fully/Partially/Not

Review Comments:

Recommendation/Referral:

### Plan Agreement

AEN or other additional info:

Parent/carer	Name: Signed:
Student	Name: Signed:
Staff	Name: Signed:

## Appendix 11 – Support Plan Report Stage 2/3

SCHOOL SUPPORT PLAN REPORT Stage: 2/3      Week No: \_\_\_\_\_  
 Name: \_\_\_\_\_      Strand: \_\_\_\_\_  
 Start Date: \_\_\_\_\_      Review Date: \_\_\_\_\_  
 Tutor: \_\_\_\_\_

Expectations:

1. \_\_\_\_\_

2. \_\_\_\_\_

Strategies to achieve the Expectations:

1. \_\_\_\_\_

2. \_\_\_\_\_

Staff comments on meeting Expectations – Fully/Partially/Not (F,P,N) and any additional comments

	Tutor/ Roll Call	P1	P2	P3	P4	P5	P6	P7
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

*Put Lunch in the appropriate period box*

Any additional comments relating to expectations outside of lessons:

\_\_\_\_\_

Reviewed by: \_\_\_\_\_



## APPENDIX 13 - STUDENT/PARENT/CARER MEETING FORM

STUDENT/PARENT/CARER MEETING FORM



STUDENT NAME:    TUTOR GROUP:    DATE:  
PARENT/CARER NAMES:                      TIME:                      STAFF NAMES:

REASON/S FOR MEETING:

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DISCUSSED IN MEETING:

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ACTIONS FROM MEETING:

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CIRCULATED TO:

STAFF SIGNATURE ..... DATE .....

STUDENT SIGNATURE ..... DATE .....

PARENT/CARER SIGNATURE ..... DATE .....

PLEASE PASS TO STUDENT SERVICES TO CIRCULATE & FILE



## APPENDIX 15 – LEGISLATIVE LINKS

- Education Act 1996
  - School Standards and Framework Act 1998
  - Special educational needs (SEN) code of practice 2001 Education Act 2002
  - Education and Inspections Act 2006
  - School Information (England) Regulations 2008 Equality Act 2010
  - The Education (Independent School Standards) (England) Regulations 2010 Education Act 2011  
Schools (Specification and Disposal of Articles) Regulations 2012
  - The Education (Independent School Standards) (England) Regulations 2012
  - The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012  
Dealing with allegations of abuse against teachers and other staff 2012
  - Exclusion from maintained schools, academies and pupil referral units in England 2012 Home-  
school agreement guidance 2013
  - Use of reasonable force in schools 2013 Behaviour and discipline in schools 2014
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~END~