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The BRIT School

Behaviour Policy

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Introduction

Original, Ambitious, Responsible, Inclusive and Kind

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

Mission

'To prepare young people for careers in the creative and performing arts'.

Our Ethos

- Original
- Responsible
- Ambitious
- Inclusive
- Kind

Our Values

- We value the individual.
- The school is original, responsible, ambitious, inclusive, kind and FREE.
- The BRIT School exists because creativity is the future and young people of all backgrounds should be able to develop their creative talent and craft.

The BRIT School Characteristics Wheel



Behaviour as Culture ('Behaviour Curriculum')

Aims of the Behaviour Policy

- 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 recognising achievement, addressing concerns 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 suspension and permanent exclusions.
- To support the ethos of the School in promoting positive relationships, fostering equal opportunity and raising attainment for all.

BRIT School Expectations - Students

Students are expected to meet the conditions of The Student Agreement:

1. To follow staff instructions as required to meet the expectations set out within the Student Agreement.
2. To commit to the School's Mission 'to prepare young people for careers in the arts'.
3. To demonstrate the School's ethos and values of Responsible, Inclusive & Kind in behaviour and conduct.
4. To wear my ID badge and lanyard around my neck on School site at all times (except during specific practical work) so that it is clearly visible.
5. To maintain an attendance & punctuality level in excess of 96% (including lates).
6. To commit to my whole Study Programme by being fully equipped for lessons, completing all work, and ensuring all work submitted is demonstrably my own work and includes no form of plagiarism, falsification or cheating, and all sources (including AI) have been appropriately referenced and explained.
7. To ensure my appearance and dress on the School site is professional and appropriate onsite and for specific lessons.
8. To ensure my behaviour in and outside of School (including online) is representative of the School's ethos and values and does not put anyone at risk (including reputational risk).
9. To not have any item on School site, in the local area or travelling to and from school, that is dangerous, illegal or against the School's ethos and values. For example, anything that could be used as a weapon, contains alcohol or illegal drugs (including drug-related paraphernalia).
10. To take care of the School environment, facilities and equipment.
11. To adhere to the Acceptable Use Policy for the use of the IT network, equipment, use of the internet and requirements for recording/copyright law.
12. To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

Equality Diversity & Inclusion - Student Behaviour

Students are expected to adhere to all aspects of the BRIT School Equality, Diversity & Inclusion Policy and to play an important part in its effective implementation.

Policy extract: *'The BRIT School works actively to create a supportive and inclusive working and learning environment which is free from discrimination, where there is mutual respect and equality for all, and where differences are celebrated and respected. The School is proud of its commitment to diversity and values the way this enriches the life of the School and the experiences of all its community.'*

Guidance on expectations of student behaviour/conduct

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, threatening (offensive behaviour), 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.

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 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 extracurricular commitments outside of school can only be authorised in exceptional circumstances by the Principal.

Time Keeping

Students are expected to develop the excellent timekeeping required in the professional industries for which they are preparing themselves. Lateness may result in unauthorised absence. 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 professional 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. 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. The BRIT School is committed to developing an environmentally responsible site. Please see The BRIT School Environmental Policy.

Smoking

The BRIT School site is a non-smoking environment. Smoking is not allowed anywhere on the 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. Any student (KS4 and Post 16) or their family expressing a concern about smoking can be referred to support agencies by pastoral staff. Vaping is also prohibited onsite.

Corridors and Communal Eating

Eating should take place in either of the canteens. When the canteens are full it is expected that students eat outside or in other areas, students may eat in areas of the School building where their presence does not hinder others. All litter must be discarded responsibly using the appropriate designated waste bins. 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 professionals hard at work during their time here. Students are reminded that the Library 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.

Dress, Presentation and Personal Possessions

Students are expected to present themselves in a professional manner; makeup, hair and dress should be appropriate for and suited to the relevant, creative working 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 outside of the School buildings. Around the building any recordings are only authorised with prior consent from staff. In lessons, they should be set on silent and put away. Photos/videos must never be taken without the authorisation of the teacher. In lessons and rehearsals mobile phones must **NOT** be used unless directed by the teacher. In some instances, teachers instruct students to use their mobile for educational purposes. Around the building any recordings are only authorised with prior consent from staff. 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.

Headphones

In some instances, teachers may instruct students to use their headphones for educational purposes. Headphones are only to be used with permission of the teacher and must **NOT** be used unless directed by the teacher. In some instances AEN staff may recommend to teaching staff the use of headphones for playing music for specific students with AEN. The teacher has the right to confiscate a student's headphones if they are used without permission. Headphones may then be collected from Student Services at the end of the day.

Integrity of Work

The BRIT School community thrives on the originality and creativity of the students and their work. It is important that we protect this and students and staff understand the line between permissible use of a tool (such as generative AI) and malpractice. Any copying, falsification or plagiarism will be addressed in line with the awarding bodies' recommendations. In some cases this could lead to disqualification. Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be clearly identified by the student. Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they will investigate and take appropriate action according to the discipline structures set out below.

Security

Students are expected to take reasonable steps to ensure the safety of themselves and their peers. 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. As part of School security all students are expected to wear their ID badges on site at all times.

Student Visitors

Student visitors are only allowed on site in exceptional circumstances and special permission must be sought at least 7 days in advance. Request forms are available from Reception.

Identity Cards

The BRIT School Identity & Access Card (ID) badges allow anyone on the BRIT School campus to quickly confirm that an individual belongs on the School's site/campus. Each student is issued with a BRIT ID card at the start of the academic year. Wearing the ID badge visibly around the neck on a lanyard at all times is part of the School's safeguarding and behaviour policies. It is only appropriate that the ID badge is temporarily removed during certain lessons/activities, e.g. dance classes.

Students must wear their ID card around their necks **using the provided lanyard** and it must be **clearly visible at all times** whilst **anywhere** on the School site/campus **before, during and after School**. Failure to comply breaks the conditions of The BRIT School Student Agreement.

Lanyards are provided by Reception when ID badges are issued. KS4 students are required to use the red lanyards and P16 students are required to use the blue lanyards (Year 14 students use orange lanyards).

The ID badges are also used to gain access to School buildings, borrow library resources, use and borrow equipment from departments.

Students not in possession of/wearing an ID card at School

If a student loses their ID card they should purchase a new one from Reception before attending any lessons. A charge of £6 will be levied to cover the cost of production. Parents of students requiring a new card without funds will be invoiced.

The replacement of ID badges is recorded on iSAMs by the member of Student Services issuing the replacement ID badge and the tutor is informed. If a student is repeatedly not wearing an ID badge, this should be recorded on iSAMs by the tutor. The following discipline procedures also relate to failure to have/wear ID badges:

First instances: Student reminders, warnings and parent notification.

Repeat instances: Repeat failure to attend School with an ID badge or to wear an ID badge as required is a serious behaviour concern and is defined as persistent failure to follow instructions. It can be addressed accordingly through the application of the Discipline Stages.

Care of ID card

It is expected that proper care be given to the ID badge. All ID badges remain the property of The BRIT School. Defacing, damaging, or destroying a School issued ID badge, other than normal wear and tear, is considered "property damage" or "vandalism" and subject to discipline procedures. Any ID badge that is deemed unrecognisable must be replaced at cost to the student. If an ID badge is found, it should be returned to Reception.

Travelling to and from School and the local 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, travelling to and from School 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 any performances unless they have first obtained written consent from the copyright holder.

Parent/Carer Role

The School asks for parent/carer co-operation in achieving the above and will expect support in addressing concerns raised regarding the student's conduct, attendance or punctuality.

BRIT School Expectations - Staff in relation to Student Behaviour

All Staff are expected to:

All School staff are expected to role model high standards of professional behaviour, as appropriate for working with children and young people in a School environment. Support staff are expected to address concerns regarding student behaviour in the first instance as appropriate and refer to a member of the teaching staff in line with the Behaviour Policy.

Teaching Staff are expected to:

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

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

Intervene early: Prompt intervention will help to prevent further escalation of attendance, behaviour or underachievement. Ensuring the students understand the concern and action will follow where required.

Recognise Achievements: Positive recognition of students, classes and groups achievements in attendance, behaviour, progress and attainment through verbal recognition and affirmation. formal recognition, feedback to parents/carers, letters of praise, certificates and/or prizes.

Provide 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 or a lesson follow-up meeting, to ensure all students are working at and beyond expected progress.

Communicate 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 EAL parents/carers who require it.

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

Take account of the Equality Act & Protected Characteristics: The School must not discriminate against, harass, or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

We must have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not;

Taking account of individual needs: Potentially vulnerable students may require the adults in School to take account of their individual needs and circumstances when applying the School's Behaviour Policy:

Characteristics/experience could include for example:

- specific ethnic & racial groups
- specific faith groups
- traveller communities
- asylum-seekers
- refugees
- children learning English as an Additional Language (EAL)
- children with Additional Educational Needs (AEN)
- children looked after by the local authority (LAC)
- children eligible for student premium (PP)
- sick children
- children with specific disabilities
- young carers
- children from families under stress
- children at risk of disaffection

Guidance on responses to behaviour concerns

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

- maintaining expected behaviour in classes and around the School
- attendance and punctuality
- lack of equipment
- lack of classwork or quality of classwork
- lack of homework or quality of homework

The BRIT School teaching staff must address the behaviour concerns listed above. Initially staff members should aim to deal with the situation as it arises. This includes speaking with students, contacting parent/carers, seeking and acting on advice from relevant other staff. Referral should be taken when the staff member has addressed the situation and one of the following has happened:

- after action/investigation it is deemed the need to be escalated to the appropriate person (see the Discipline Structures).
- 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 seek advice/refer the following behaviour concerns to the appropriate person (see the Discipline Structures):

- Persistent failure to follow instructions
- Use of obscene/offensive language
- Bullying of any form - based on e.g., race, religion, 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
- Malpractice
- Smoking, drug or alcohol related concerns
- 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 manager. If in the rare instance their line manager/pastoral manager cannot be found, then advice must be sought from a member of the Senior Leadership Team.

Recording, recognising, awarding and addressing behaviour

Positive Events

Students receive merit points for positive events logged on iSAMS. 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.

Merits are awarded for the following BRIT Characteristics:

- Persistent
- Collaborative
- Disciplined
- Imaginative
- Inquisitive

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

Awards

Awards	How will this be achieved?
KS4 Awards (3 per term)	Students selected by the KS4 team based on recommendations.
P16 Awards (1 per term)	Students selected by Strands based on recommendations.
Principal Award (3 per year)	Students selected by the Principal for exceptional contribution to the BRIT ethos and values.
The Paul Burger Award (1 per year)	Students selected by Paul Burger in consultation with the Principal.

Negative Events

Teachers log concerns for each individual concern/incident on **iSAMS**. These include e.g., following basic instructions in class, initial attendance and punctuality, equipment, classwork, homework and behaviour in class and around the School.

More serious behaviour concerns must be logged on **CPOMS**:

- Persistent failure to follow instructions
- Bullying of any form - based on e.g., race, religion, sexuality, gender, disability, (including cyber/online bullying)
- Intimidating, threatening or violent behaviour (emotional, psychological or physical)
- Fighting
- Theft
- Vandalism
- Truancy
- Deliberate disobedience/defiance
- Smoking, drug or alcohol related concerns
- Possession of an illegal item related concerns
- Malpractice
- All safeguarding concerns

The above must still be logged on CPOMS.

Writing accounts and conducting investigations into incidents

Staff find themselves addressing incidents in a range of places. Digital copies are preferred, but students will often need to write accounts on paper. When writing an account on CPOMS, staff should include the following:

- Linked students as appropriate.
- The date, the lesson, location and time of the incident.
- A brief account of what had happened.
- A brief account of any action that has already taken place.

Staff should be factual in their accounts, avoid 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. A range of staff may be involved in investigating a serious 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/impacted.
- 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 the 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 CPOMS.

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

All behaviour events should be recorded on iSAMS/CPOMS. Any account forms, parent meeting forms, support plans, reports, letters home, etc. should be copied to Student Services for the student file.

The BRIT School KS4 Discipline Structure

Staff Check The student is responsible for responding to staff concerns raised e.g., following instructions, initial attendance and punctuality, equipment, classwork, homework and behaviour in class, around the School and in the local area.

All staff are empowered to address and log concerns in the first instance.

If the concern is teaching and learning related, continues or is more serious, the **teacher**:

Logs the concern, uses actions/interventions/sanctions to address the concern and contacts the parent/carer

Refers to the Head of Department (HoD) (Curriculum concern) or Assistant Director (AD), (Strand concern)

The HoD/AD uses actions/interventions/sanctions to address the concern

(Subject/Strand Report should be used as appropriate)

Tutor Report If the concern continues or is more serious, the Tutor/HOD/AD refers to the relevant Head of Year (HoY). In consultation with the HoY, the **Tutor**:

Logs the concern, uses actions/interventions/sanctions to address the concern and calls/meets with the parent/carer

Places the student on Tutor Report

Stage 1 If the concern continues or is more serious, e.g. persistent failure to follow instructions, 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, malpractice, smoking, possession of an illegal item, the **Head of Year**:

Logs the concern, uses actions/interventions/sanctions to address the concern and meets with the parent/carer and student

Issues a Stage 1 Warning

Stage 2 If the concern continues or is more serious the

Assistant Director of Pastoral:

Logs the concern, uses actions/interventions/sanctions to address the concern and meets with the parent/carer and student

Issues a Stage 2 Warning and a Contract & Support Plan (CSP) and the student is on report

Stage 3 If the concern continues or is more serious the **Assistant Director of Pastoral** refers it to the **Director of Pastoral** who:

Logs the concern, uses actions/interventions/sanctions to address the concern and meets with the student, parent/carer and relevant member of **SLT** and **either**:

Issues a Stage 3 Warning and a Contract & Support Plan (CSP) and the student is on report.

Or following consultation, the **Principal** may:

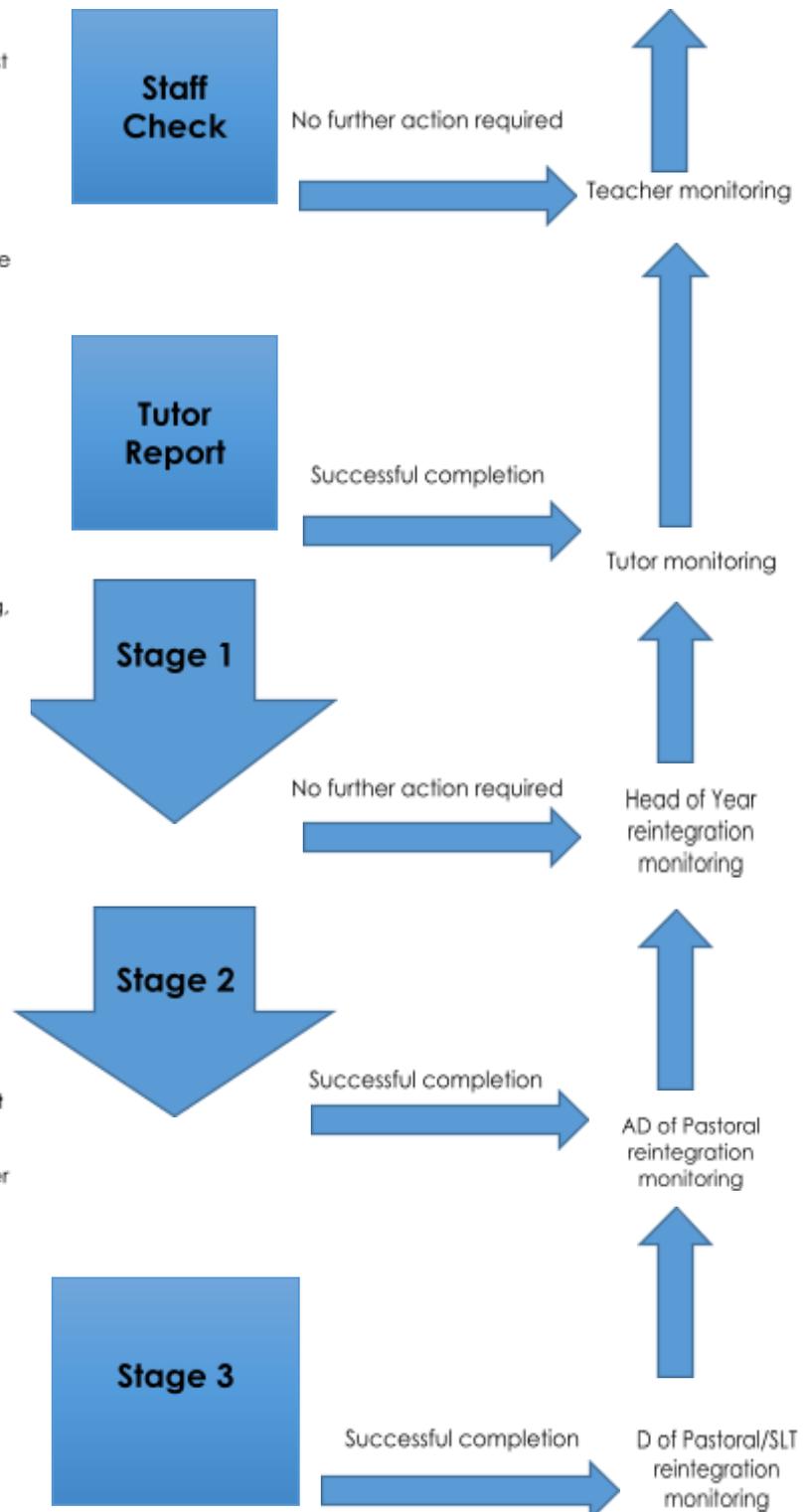
Recommend a managed move

Direct off site provision

Permanently exclude the student

The **Principal** may issue a suspension for serious behaviour concerns at any point in the Disciplinary Structure.

If the student fails to meet the expectations in the CSP the student may be recommended for a managed move, have their provision directed offsite or be permanently excluded.



The BRIT School P16 Discipline Structure

Staff Check The student is responsible for responding to staff concerns raised e.g., following instructions, initial attendance and punctuality, equipment, classwork, homework and behaviour in class, around the School and in the local area.

All staff are empowered to address and log concerns in the first instance.

If the concern is teaching and learning related, continues or is more serious, **the teacher:**

Contacts the parent/carer

Refers to the Head of Department (HoD) (Pathway concern) or Tutor (Strand concern)

Logs the concern and uses actions/interventions/sanctions to address the concern

(Subject/Strand Report should be used as appropriate)

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

Logs the concern, uses actions/interventions/sanctions to address the concern and 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. persistent failure to follow instructions, 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, malpractice, smoking, possession of an illegal item, the tutor refers to the AD/D of the Strand.

The Assistant Director (AD)/Director (D):

Logs the concern, uses actions/interventions/sanctions to address the concern and meets with the parent/carer and student

Issues a Stage 1 Warning

Stage 2 If the concern continues or is more serious the

AD/D of Strand:

Logs the concern, uses actions/interventions/sanctions to address the concern and meets with the parent/carer and student

Issues a Stage 2 Warning and a Contract & Support Plan (CSP) and the student is on report to the Assistant Director/Director

Stage 3 If the concern continues or is more serious the **Director of the Strand/Director of Pastoral** refers to the relevant member of **SLT** who:

Logs the concern, uses actions/interventions/sanctions to address the concern and meets with the student, parent/carer and relevant member of **SLT** and **either:**

Issues a Stage 3 Warning and a Contract & Support Plan (CSP) and the student is on report.

Or following consultation, the **Principal** may:

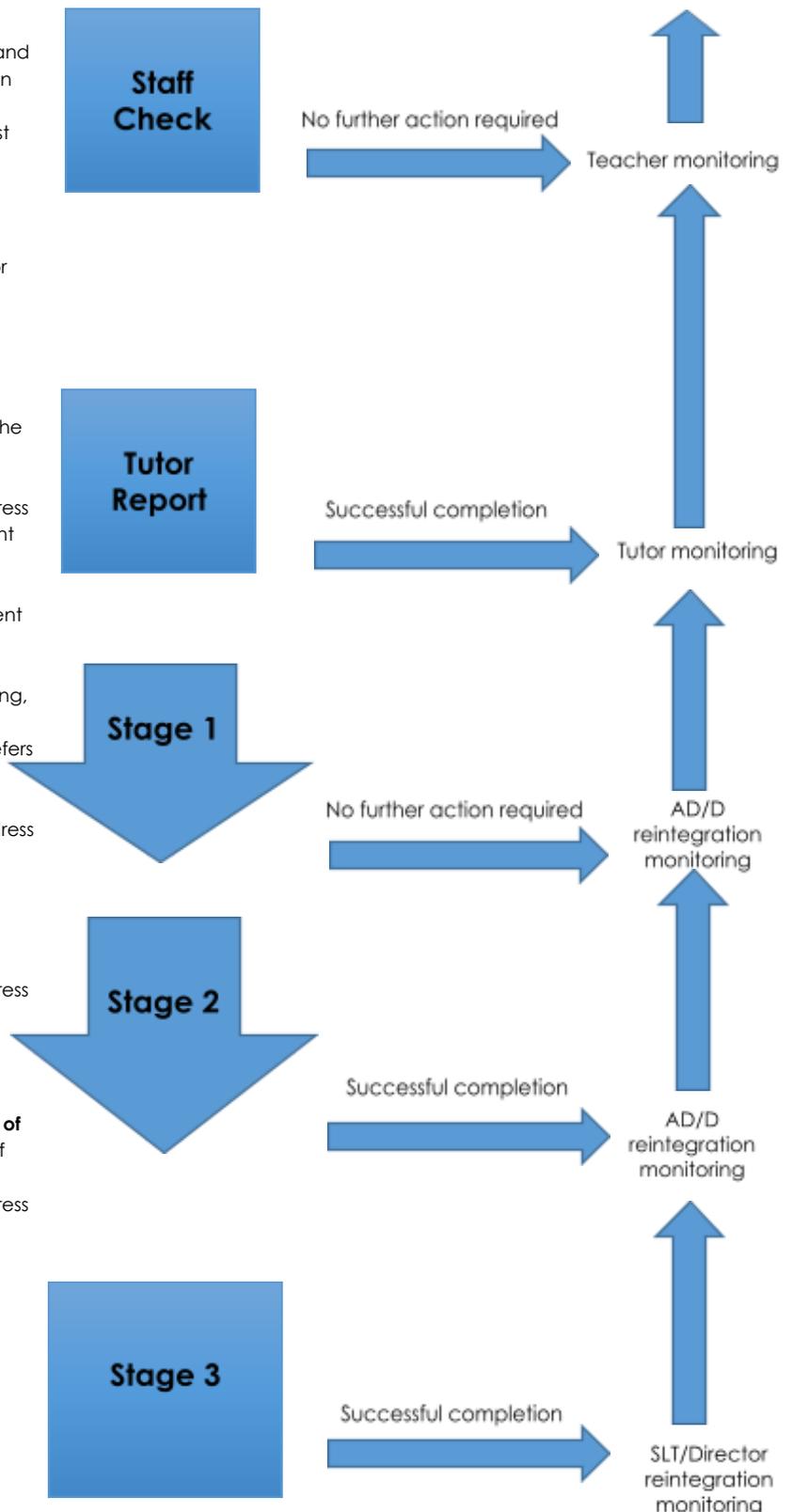
Recommend a managed move

Direct off site provision

Permanently exclude the student

The **Principal** may issue a suspension for serious behaviour concerns at any point in the Disciplinary Structure.

If the student fails to meet the expectations in the CSP the student may be recommended for a managed move, have their provision directed offsite or be permanently excluded.



Guidance on the Discipline Structures

Staff Check includes initial concerns about following instructions, attendance and punctuality, manners and the use of language, respect, equipment, classwork, homework and behaviour in class, around the School, in the local area and travelling to and from School. Having been raised as a concern by a member of staff, it is the student's responsibility to address the concern in the first instance. These are still logged on iSAMS (CPOMS if more serious). Repeated concerns must be referred.

Subject/Strand Report should be used as appropriate at this stage and particularly where a concern is specific to one area following consultation with the HoY/AD/D.

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 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 persistent failure to follow staff instructions, 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, malpractice, drug/alcohol (also see Anti-Drugs Policy) related concerns, or possession/use of an illegal item. These may result in immediate suspension. 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 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.

Stage 1 At Stage 1 the student is given the opportunity to address the concern in the first instance and ensure they are meeting the expectations in the Student Agreement.

Contract & Support Plans (CSPs) 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 concerns.

Contract & Support Plans should 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 CSPs 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 CSP. 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. CSPs 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 CSP. A review takes place with the student and parent/carer at the end of the 4 weeks. All CSPs 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 Meeting A member/s of SLT meet with relevant parties (as appropriate to the circumstances). Following the meeting, the Principal in consultation with SLT may decide to permanently exclude the student, direct provision,

recommend a managed move or issue a Stage 3 Warning and a Contract & Support Plan (minimum 4 weeks). The student is on report to the Director. If the student fails to meet the expectations in the CSP 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 may be 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.

Interventions/Sanctions A range of interventions/sanctions 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 exclusion or suspension 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 suspended. If the Principal seeks a suspension on the same day as an incident, the School will only proceed with parental contact.

Extremely serious behaviour incidents at the Principal's discretion, are likely to result in suspension, directed off site provision, a managed move or permanent exclusion regardless of the Discipline Stages. Under no circumstances can a student be permanently excluded on academic grounds. The Principal reserves the right to immediately permanently exclude a student regardless of the stages if there is evidence of intent to supply others with an illegal/banned substance and/or supplying others with an illegal/banned substance.

Child-on-child sexual violence and sexual harassment We make it clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. All reports of sexual violence or sexual harassment are taken seriously and addressed through the designated safeguarding team. We follow the detailed statutory guidance in Part 5 of Keeping children safe in education (KCSIE): *Child-on-child sexual violence and sexual harassment*.

Guidance on Actions/Interventions/Sanctions to address concerns

AEN and Learners with Disabilities (LD)

With AEN and LD students, it is important to consult with and include the AEN Coordinator, to ensure appropriate support (especially in Contract & Support Plans). The AEN team keeps detailed records and EHCPs & IEPs on all AEN and LD 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.

One to one meeting student/teacher meetings

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

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 be used by teaching staff to support addressing concerns with students at lunchtimes (up to 20 minutes).

Parent/carer & student calls/meetings

Staff are encouraged to call/email/meet with parents/carers to address concerns. Students should usually be present in meetings and it may include other relevant members of staff.

Reports

Subject, Tutor and Stage 2/3 Reports are designed to assess the extent to which students are meeting set expectations based on the concern/conditions of the Student Agreement.

Contract/Support Plans

Designed to support and challenge students in meeting expectations in the Student Agreement. To include, designated members of staff to support students in achieving expectations, specific, measurable, time determined expectations and strategies for students to achieve the expectations.

Stage Warnings

3 Stages of Warning may be given, based on the seriousness of the concern or repeated concerns.

Student Care Conferencing

As well as regular Student Care meetings held with Pastoral, AEN and SLT staff, additional conference meetings may be held in order to address behaviour concerns with a number of relevant staff. 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 may take place between the member of staff and the student or be chaired by another member of staff (see Restorative Policy).

Pastoral Intervention

The Pastoral team supports students in meeting expectations through a range of interventions.

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 or other agency support. The School may also seek support for students and families from other external agencies such as Early Help for Families (Croydon).

Mentoring

In meeting the needs of individuals we may be able to provide mentoring to support student's behaviour.

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 a different classroom/ room. Under no circumstances can a student be given an internal fixed term exclusion on academic grounds.

Suspension (External fixed term exclusion in legislation)

A suspension, where a student is temporarily removed from the School, is an essential behaviour management tool. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the School's behaviour policy and make clear that their current behaviour is putting them at risk of permanent exclusion. Work is set for students to complete through our Google Classroom.

Students are likely be suspended from School, for repeated behaviour concerns or serious behaviour concerns involving persistent failure to follow instructions, 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. Under no circumstances can a student be given a suspension on academic grounds. A student's behaviour outside School can be considered grounds for a suspension.

Reintegration

Following Suspension student reintegration includes welcoming them back to School in a meeting to clarify expectations and support in place (with parent) including: a designated pastoral professional in-School, reporting set-up and review process.

Adjusted provision

It may be appropriate to adjust a student's timetable on the basis of persistent behaviour concerns, particular AEN needs of the student or if the concern is negatively impacting others. This is always discussed with parents/carers.

A part-time timetable should not be used to manage a student's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the student is expected to attend full-time, either at School or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the student and their parents. In agreeing to a part-time timetable, a school has agreed to a student being absent from School for part of the week or day and therefore must treat absence as authorised.

Off site direction

Off site direction is when the School requires a student to attend another education setting to improve their behaviour or where the School has a complex safeguarding case that requires a student to be educated elsewhere. The School may direct provision through another mainstream school/Alternative Provider (AP). The length of time a student spends in another mainstream school or AP will depend on what best supports the student's needs and potential improvement in behaviour.

Managed Move

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. 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

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

- in response to a serious breach or persistent breaches of the School's behaviour policy; and
- where allowing the student to remain in School would seriously harm the education or welfare of the student or others such as staff or students in the School.

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 or welfare of the student or others in the school community. Under no circumstances can a student be permanently excluded on academic grounds.

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

- Intent to supply others with an illegal/banned substance.
- Supplying others with an illegal/banned substance.

A student's behaviour outside School can be considered grounds for a permanent exclusion.

Searching Students & Use of Force

Who can search?

The Principal has authorised the Senior Leadership staff and designated safeguarding staff to carry out searches if they have reasonable grounds for suspecting that a student is in possession of a prohibited or banned items. There is no requirement to provide authorisation in writing.

Staff, other than security staff, can refuse 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.

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images;
- 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;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (including 'legal-highs', illegal drug-related paraphernalia & vaping paraphernalia if under 16)

The extent of the search

A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

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

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees. Schools can make it a condition of having the locker or space that the student agrees to have these searched. If the student withdraws their agreement to search, a search may be conducted both for the prohibited items listed above and any items identified in the school rules for which a search can be made.

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.

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

The member of staff's power to search outlined above does not enable them to conduct a strip search.

Staff members should be sensitive to whether such outer clothing is worn for religious reasons when conducting a search.

Use of force in searching

Members of staff can use such force as is reasonable given the circumstances when conducting a search for the prohibited items - knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to 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.

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.

Strip searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

We will involve an appropriate adult as a matter of course during all searches conducted by police. Note that an appropriate adult is not required when a student is eighteen or above.

Where a person conducting a search finds **alcohol, tobacco, cigarette papers or fireworks**, they may retain or dispose of them as they think appropriate but should not return them to the student.

Confiscation as a disciplinary penalty

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

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

Using 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 students.

Force is usually used either to control or restrain. This can range from guiding a student 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 students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students 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 student.

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 head teacher has temporarily put in charge of students 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 students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students 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:

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

What about other physical contact with students?

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

Teachers may use reasonable force to physically separate students found fighting or if a student refuses to leave a room when instructed to do so. Equally, if a student is found to be at risk of harming themselves or others, reasonable physical force may be used to safeguard the student and/or others.

Other examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- 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;
- To give First Aid.

The BRIT School is a consent-based school that uses teacher/student physical contact as part of delivering high quality teaching & learning in the Performing & Creative Arts (particularly, but not exclusively, in Applied Theatre, Dance, Theatre & Musical Theatre). This is based on appropriate contact for guiding and demonstrating, for example, physical, technical and expressive skills and stage formations.