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The BRIT School

Behaviour Policy

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Behaviour Policy

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'..

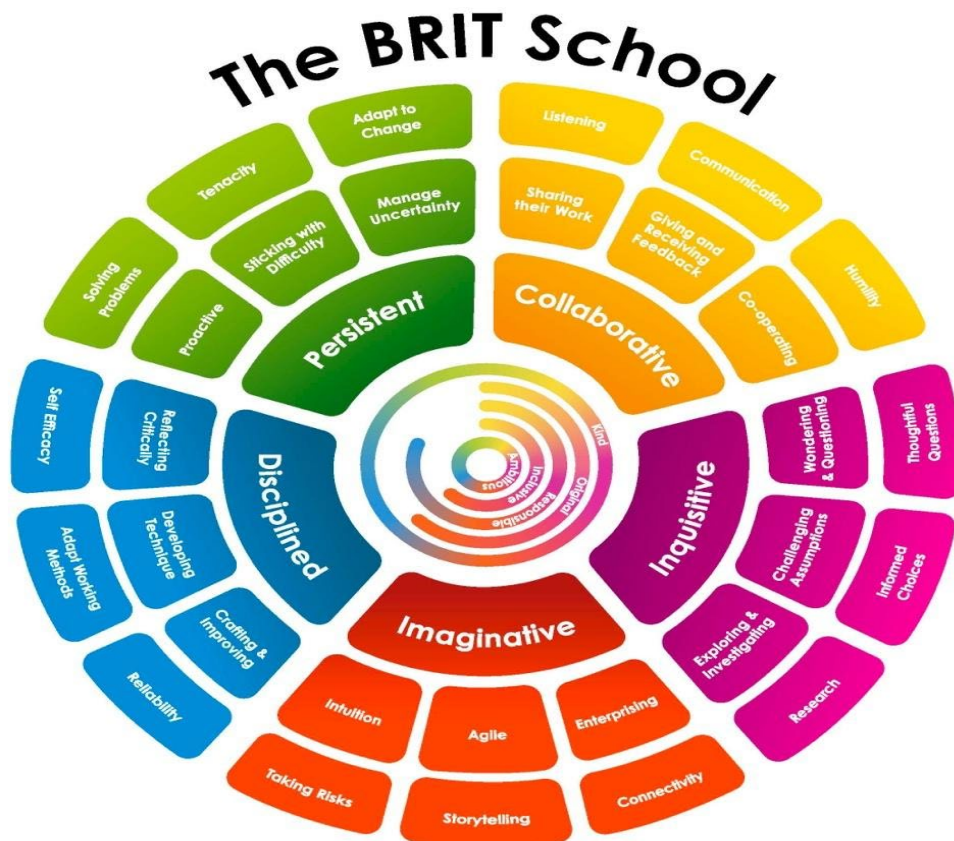
Our Ethos

- Original
- Ambitious
- Responsible
- 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.

'Behaviour as Culture' through our BRIT Characteristic Wheel - 'Behaviour Curriculum' embedded across the School.



Behaviour Policy

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, staff, parents, other adults and trustees.

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.

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 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.
- To value the individual, promote equality and support the school's work in social inclusion.
- To identify and recognise positive behaviour.
- To ensure that 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.
- To support the use of Restorative Approaches.
- To support staff training in general and specific behaviour management based on the context of the School Improvement Plan.
- To ensure the values, health and safety and welfare of The BRIT School community is protected.

BRIT School Expectations - Students

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

- To follow staff instructions as required to meet the expectations set out within the Student Agreement.
- To commit to the School's Mission to '*prepare for careers in the creative and performing arts*'.
- To demonstrate the School's ethos and values of responsible, inclusive & kind in behaviour and conduct.
- 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;
- To maintain an attendance & punctuality level in excess of 96% (including lates);
- To commit to my whole Study Programme by being fully equipped for lessons, completing all work, without plagiarism and within the deadlines set;
- To ensure my appearance and dress on School site is professional and appropriate onsite and for specific lessons;
- 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);
- 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 illegal drug-related paraphernalia);
- To take care of the School environment, facilities and equipment;
- 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;
- To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

Behaviour Policy

Equality Diversity & Inclusion - Students

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 extra-curricular 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 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.

Behaviour Policy

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.

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.

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.

Behaviour Policy

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/carers 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, teachers, parents/carers, governors and other adults

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? 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.

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.

Behaviour Policy

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

Parents are 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.

Parents are also encouraged to engage with and enjoy The BRIT School community by attending the diverse range of events, productions, exhibitions and performances where possible.

Trustees are 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*) and attend necessary meetings in relation to the requirements of the policy.

Other adults are expected to:

Any other adult employed directly or indirectly working on School site is expected to behave professionally, as appropriate for working in a School environment with children and young people.

Any concerns regarding student behaviour should be referred to a member of The BRIT School staff.

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

Behaviour Policy

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 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 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
- 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 KS4 & Post 16

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.

Behaviour Policy

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
- 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.

Behaviour Policy

School/Parent/Carer/Student Agreements

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

THE BRIT SCHOOL AGREEMENT

The BRIT School

We agree:

- To work towards the realisation of our mission statement;
- To encourage the wellbeing 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 representation, 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 my/our child'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;
- To give permission for the school to store data on my/our child;
- To give permission for the school to use photographs and film footage of my/our child 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 and particularly coursework submitted for examination units, is my/our child'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;
- To attend meetings in order to support my/our child's progress.
- To receive and respond to communications regarding my child via email.

Signed Parent/Carer:

Date:

The Student

I agree:

- To follow staff instructions as required to meet the expectations set out within the Student Agreement.
- To commit to the School's Mission to 'prepare for careers in the creative and performing arts'.
- To demonstrate the School's ethos and values of responsible, inclusive & kind in behaviour and conduct.
- 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;
- To maintain an attendance & punctuality level in excess of 96% (including lates);
- To commit to my whole Study Programme by being fully equipped for lessons, completing all work, without plagiarism and within the deadlines set;
- To ensure my appearance and dress on School site is professional and appropriate onsite and for specific lessons;
- 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);
- 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 illegal drug-related paraphernalia);
- To take care of the School environment, facilities and equipment;
- 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;
- To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

Signed Student:

Date:

Behaviour Policy

The BRIT School KS4 Discipline Structure

Staff Check The student is responsible for responding to any 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 concerns in the first instance. The staff member:

- Logs the concern
- Uses actions/interventions/sanctions to address the concern
- If the concern continues or is more serious, **a teacher:**
 - Logs the concern
 - Uses actions/interventions/sanctions to address the concern
 - 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

Tutor Report If the concern continues or is more serious, the Tutor/HOD/AD refers to the relevant Head of Year.

- The relevant **Head of Year:**
- Logs the concern
 - Uses actions/interventions/sanctions to address 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. 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, possession of an illegal item, the relevant

- Head of Year:**
- Logs the concern
 - Uses actions/interventions/sanctions to address the concern
 - Meets with the parent/carer and student
 - Issues a Stage 1 Warning

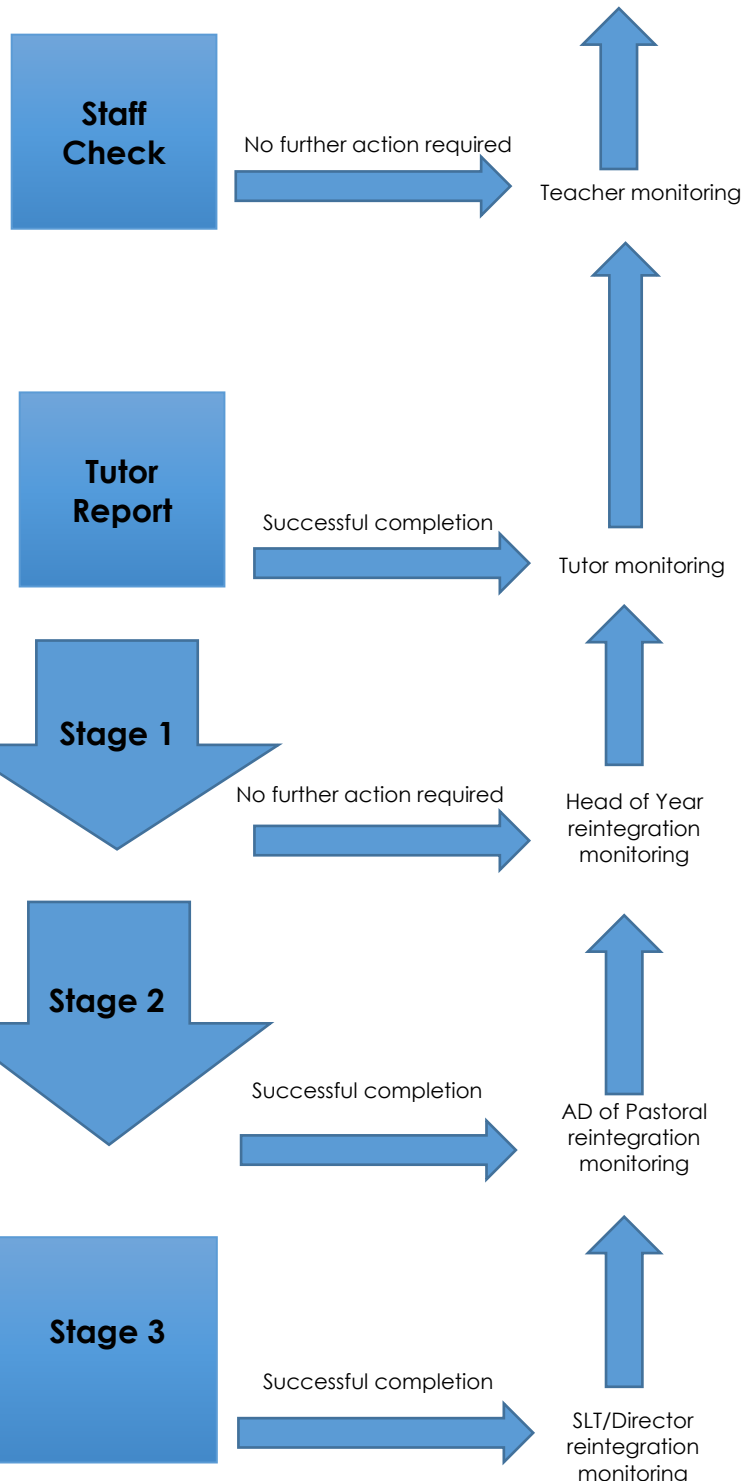
Stage 2 If the concern continues or is more serious the **Assistant Director of Pastoral:**

- Logs the concern
- Uses actions/interventions/sanctions to address the concern
- 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
- Meets with the student, parent/carer and relevant member of SLT.
- Following consultation, **the Principal may:**
 - Issue a Stage 3 Warning and a Contract & Support Plan (CSP) and the student is on report
 - Recommend a managed move
 - Direct offsite provision
 - Issue a Suspension
 - Permanently exclude the student

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 exclusion.



Behaviour Policy

The BRIT School P16 Discipline Structure

Staff Check The student is responsible for responding to any 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 concerns in the first instance. The staff member:
 Logs the concern
 Uses actions/interventions/sanctions to address the concern
 If the concern continues or is more serious, **a teacher:**
 Logs the concern
 Uses actions/interventions/sanctions to address the concern
 Contacts the parent/carer
 Refers to the Head of Department (HoD) (Pathway concern) or Tutor (Strand concern)
 Works with the HoD/Tutor using actions/interventions/sanctions to address the concern

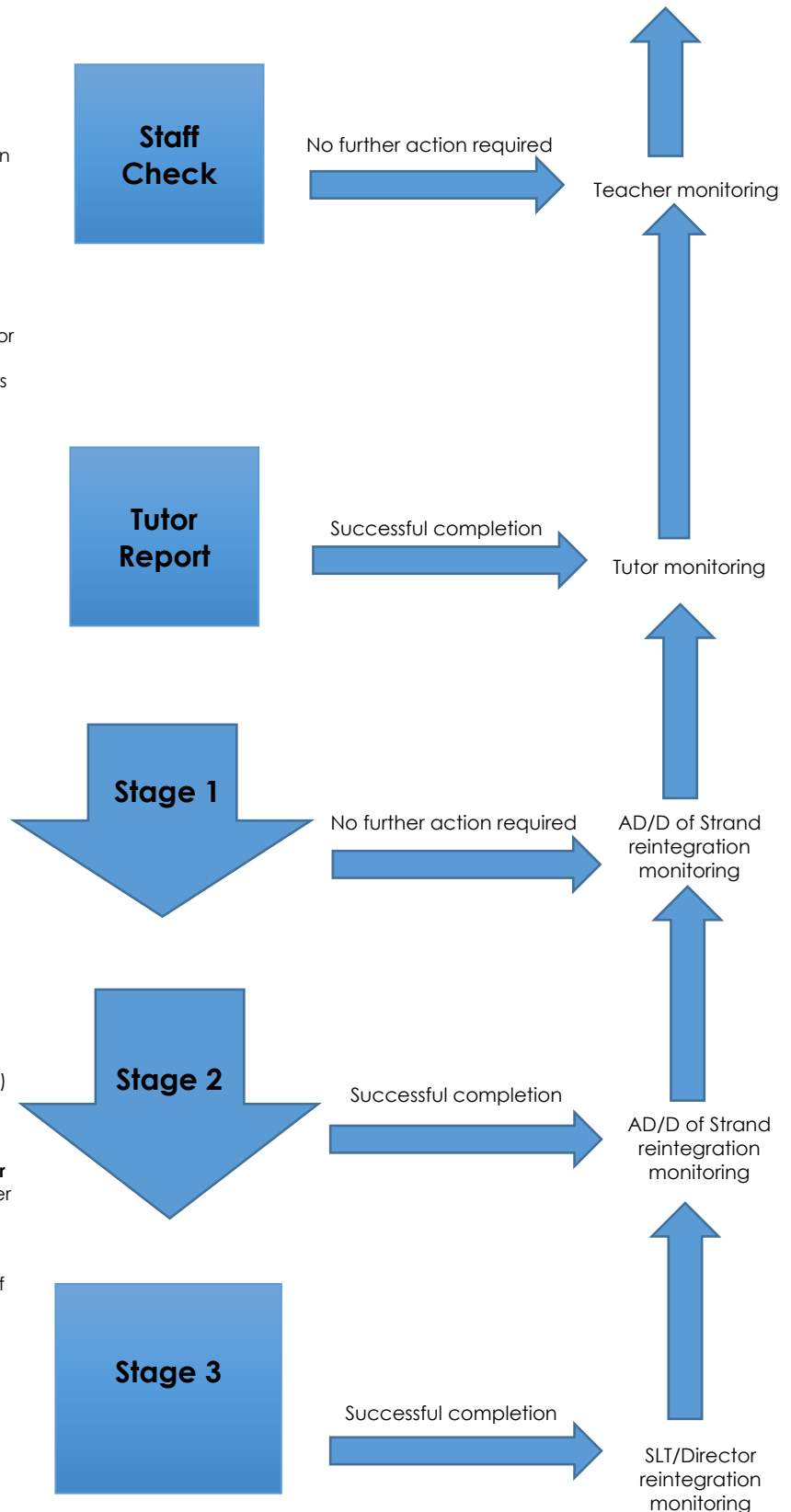
Tutor Report If the concern continues or is more serious, **either** the HOD (Pathway concern) refers to the tutor or the **tutor** (Strand concern/both):
 Logs the concern
 Uses actions/interventions/sanctions to address the concern
 Calls/meets with the parent/carer and student
 Places the student 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, 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
 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
 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
 Meets with the student, parent/carer and relevant member of SLT.
 Following consultation, **the Principal may:**
 Issue a Stage 3 Warning and a Contract & Support Plan (CSP) and the student is on report
 Recommend a managed move
 Direct offsite provision
 Issue a Suspension
 Permanently exclude the student

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 exclusion.



Behaviour Policy

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.

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, 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) in a Stage 3 Meeting. 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/SLT. 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 offsite 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*.

Behaviour Policy

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.

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 be used by teaching staff to support addressing concerns with KS4 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 meeting and it may include other relevant members of staff.

Student Conferencing

The 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 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 support 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

Behaviour Policy

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 students are reintegrated 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.

Permanent exclusion will be used where students are found selling illegal drugs or to have brought a weapon into school, regardless of the circumstances.

Suspension & Exclusion Procedures

For the vast majority of students, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Behaviour Policy

Only the Principal can suspend or permanently exclude a student on disciplinary grounds.

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. The number of days' suspension 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.

Students are suspended/excluded from school, for example, for repeated behaviour concerns, persistent failure to follow instructions, 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 abuse or assault, all forms of bullying including for example 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. This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. 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.

When making decisions about the length of an exclusion, the following will 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

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

When establishing the facts in relation to a suspension or permanent exclusion decision the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a student home following an exclusion.

The Principal will endeavour to also take the student's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. The Principal will also endeavour to inform the student about how their views have been factored into any decision made.

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 suspension/exclusion, an email/letter will be sent home, stating the reason for the suspension/exclusion. Wherever possible, telephone contact will be made with the parent/carer of the student informing them of the suspension/exclusion. All suspensions/exclusions will be recorded in the School Suspension/Exclusion Record and held on the student's file. The Chair of Trustees will be kept informed of suspensions and will be informed promptly of any permanent exclusions.

Permanent 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 Trustees 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.

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/wellbeing of the student or others in the school community.

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 Vice Principal to exclude in the first instance, subject to review or further investigation by the Principal.

Behaviour Policy

Permanent exclusion is likely to be used where students are found to be selling illegal drugs or to have brought a weapon into school, regardless of the circumstances.

Safeguarding, including guidance concerning students who have abused another student (commonly known as child-on-child abuse)

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a student or if a student has been reinstated following a Trustee board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Students with disabilities and Additional Educational Needs (SEN) including those with Education, Health and Care Plans (EHCPs)

The Equality Act 2010 requires schools to make reasonable adjustments for disabled students. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, trustees of the School must use their 'best endeavours' to ensure the appropriate additional educational provision is made for students with AEN, which will include any support in relation to behaviour management that they need because of their AEN. The School engages proactively with parents in supporting the behaviour of students with additional needs.

Students who have a social worker, including looked-after children, and previously looked-after children

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion.

Cancelling suspensions/exclusions

The Principal may cancel any suspension/exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Trustee board. Where a suspension/exclusion is cancelled, then:

- Parents, the Trustee board, and the LA will be notified and, if relevant, the social worker and VSH;
- Parents will be offered the opportunity to meet with the Principal to discuss the circumstances that led to the exclusion being cancelled;
- The School reports to the Trustee board on the number of suspensions/exclusions which have been cancelled. This includes the circumstances and reasons for the cancellation enabling the Trustee board to have appropriate oversight and;
- The student will be allowed back into School.

The relevant LEA will be informed of any Permanent Exclusions.

Under no circumstances can a student be permanently excluded on academic grounds.

Representation to Governing Body for Reinstatement of a student

The Trustee board will delegate to a committee of the trust board. The committee must consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving notice of a suspension or permanent exclusion from the Principal if:

- it is a permanent exclusion;
- it is a suspension which would bring the student's total number of school days out of school to more than 15 in a term; or
- it would result in the student missing a public examination or national curriculum test.

Suspensions of 6 – 15 days in a term

Where a student is suspended for more than five but less than 16 school days in a term. In this case, if the parents make representations, the designated Trustee committee must consider and decide within 50 school days of receiving the notice of suspension whether the suspended student should be reinstated. In the absence of any representations from the parents, the designated Trustee committee is not required to meet and cannot direct the reinstatement of the student.

Behaviour Policy

Where a suspension or permanent exclusion would result in a student missing a public examination or national curriculum test, there is a further requirement for the designated Trustee committee. It must, so far as is reasonably practicable, consider and decide on the suspension or permanent exclusion before the date of the examination or test. If it is not practical for sufficient governors to consider the reinstatement before the examination or test, the student's reinstatement may be considered by the committee.

The following parties must be invited to a meeting of the committee and allowed to make representations or share information:

- parents (and, where requested, a representative or friend);
- the student if they are 18 years or over;
- the Principal;
- the child's social worker if the student has one; and
- the VSH if the child is LAC.

The committee must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the committee must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Taking into account, the student's age and understanding, the student or their parents should also be made aware of their right to attend and participate in committee meetings and the student should be enabled to make a representation on their own behalf if they wish to do so.

A summary of the governing board's duties to review the headteacher's exclusion decision

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test*

↓ **Yes**

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.⁴⁹

*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.⁵⁰

↓ **No**

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

↓ **No**

The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Yes

Have the pupil's parents requested a governing board meeting?

↓ **Yes**

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

↓ **No**

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.

Behaviour Policy

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 Child Protection and Safeguarding Policy & Procedures).

Allegations against members of staff will be reported in line with the appropriate Local Authority 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.

Behaviour Policy

Searching Students

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

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)

Where?

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

Under what circumstances?

You must be the same sex as the student being searched, and there must be another member of staff present (as a witness).

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present **only**:

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

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

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.

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.

Behaviour Policy

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.

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.

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.

Behaviour Policy

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.

The process the police must follow during a strip search

Except in cases of urgency where there is risk of serious harm to the student or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the student, one of which must be the appropriate adult. If the student's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the student being searched. An appropriate adult not of the same sex as the student being searched may be present if specifically requested by the student. Otherwise, no-one of a different sex to the student being searched is permitted to be present, and the search must not be carried out in a location where the student could be seen by anyone else.

Except in urgent cases as above, a search of a student may take place without an appropriate adult only if the student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees. A record should be made of the student's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

Strip searching can be highly distressing for the student involved, as well as for staff and other students affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the student might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-care following a strip search

Students should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the student's wellbeing and involves relevant staff, such as the designated safeguarding lead (or deputy). Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the student to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, students should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any students who have been strip searched more than once and/or groups of students who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out below on confiscation.

If a student is found to be in possession of a prohibited item listed in paragraph 3, then the staff member should alert the designated safeguarding lead (or deputy) and the student should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search by a member of staff for a **prohibited item** and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.

Behaviour Policy

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Schools who conduct a high number of searches should consider whether the searches fall disproportionately on any particular groups of students by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

Informing parents

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should **always** be informed of any search for a **prohibited item** that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Prohibited or illegal items

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When 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. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

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.

If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Behaviour Policy

Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm;
- and whether the item can be disposed of safely.

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

Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other **items banned under the school rules**. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

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

Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.

Electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print,

Behaviour Policy

share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State.

In determining whether there is a '**good reason**' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a '**good reason**' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or the parent refuses to delete the data or files themselves.

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.

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.

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.

Behaviour Policy

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.

Power to search students without consent

In addition to the general power to use reasonable force described above, head teachers 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 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.

Behaviour Policy

The BRIT School uses teacher/student 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).

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- student's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the student or member of staff; and
- the child's age.

What happens if a student complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Behaviour 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 (student name) 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 staff/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 check relevant information from the School's Behaviour Policy (this can be found on the School's website in the Policies section). The Student Agreement can be seen below and must be adhered to. The student remains at Stage 1 for a four week period which is then reviewed.

You should be aware that they 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

Head of Year/Assistant Director/Director of Strand

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

- To follow staff instructions as required to meet the expectations set out within the Student Agreement.
- To commit to the School's Mission to '*prepare for careers in the creative and performing arts*'.
- To demonstrate the School's ethos and values of responsible, inclusive & kind in behaviour and conduct.
- 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;
- To maintain an attendance & punctuality level in excess of 96% (including lates);
- To commit to my whole Study Programme by being fully equipped for lessons, completing all work, without plagiarism and within the deadlines set;
- To ensure my appearance and dress on School site is professional and appropriate onsite and for specific lessons;
- 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);
- 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 illegal drug-related paraphernalia);
- To take care of the School environment, facilities and equipment;
- 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;
- To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

Behaviour Policy

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 (student name) 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). They will remain at Stage 2 on report to (Name of Staff) 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 check relevant information from the School's Behaviour Policy (this can be found on the School's website in the Policies section). The Student Agreement can be seen below and must be adhered to. The student remains at Stage 1 for a four week period which is then reviewed.

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

Assistant Director of Pastoral/Assistant Director/Director of Strand

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

- To follow staff instructions as required to meet the expectations set out within the Student Agreement.
- To commit to the School's Mission to '*prepare for careers in the creative and performing arts*'.
- To demonstrate the School's ethos and values of responsible, inclusive & kind in behaviour and conduct.
- 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;
- To maintain an attendance & punctuality level in excess of 96% (including lates);
- To commit to my whole Study Programme by being fully equipped for lessons, completing all work, without plagiarism and within the deadlines set;
- To ensure my appearance and dress on School site is professional and appropriate onsite and for specific lessons;
- 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);
- 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 illegal drug-related paraphernalia);
- To take care of the School environment, facilities and equipment;
- 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;
- To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

Behaviour Policy

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 meeting we discussed _____.

As a result of this I am writing to confirm that (student name) 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). They will remain at Stage 3 on report to (Name of Staff) 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 check relevant information from the School's Behaviour Policy (this can be found on the School's website in the Policies section). The Student Agreement can be seen below and must be adhered to. The student remains at Stage 1 for a four week period which is then reviewed.

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

Director of Pastoral/SLT

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

- To follow staff instructions as required to meet the expectations set out within the Student Agreement.
- To commit to the School's Mission to '*prepare for careers in the creative and performing arts*'.
- To demonstrate the School's ethos and values of responsible, inclusive & kind in behaviour and conduct.
- 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;
- To maintain an attendance & punctuality level in excess of 96% (including lates);
- To commit to my whole Study Programme by being fully equipped for lessons, completing all work, without plagiarism and within the deadlines set;
- To ensure my appearance and dress on School site is professional and appropriate onsite and for specific lessons;
- 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);
- 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 illegal drug-related paraphernalia);
- To take care of the School environment, facilities and equipment;
- 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;
- To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

Behaviour Policy

APPENDIX 4 - Notification of a Contract & Support Plan

Date:

Student name:

Notification of a fixed-term Contract & Support Plan

Dear _____

As discussed _____

As a result of this I am writing to confirm that _____ has received a **notification of a fixed-term Contract & Support Plan**.

We expect _____ to make the commitment required in order to succeed on the course and meet the conditions of the Plan.

A copy of this letter is kept on file.

Yours sincerely

Head of Year/Assistant Director/Director of _____

Notification of a fixed-term Contract & Support Plan

I have understood the terms of this letter, the Student Agreement and the implications that failing to meet the conditions of the Contract & Support Plan may have on my continued education at The BRIT School. I confirm that I have read, understood the content of this letter as outlined above.

Student name: _____ Tutor Group: _____

Student Signed: _____ Date: _____

Parent/carer signed: _____ Date: _____

Please sign and send one copy of this letter by return post or scan/email within 7 days of receipt FAO _____ (PA to SLT) to: (email address)

Student Agreement

I agree:

- To follow staff instructions as required to meet the expectations set out within the Student Agreement.
- To commit to the School's Mission to '*prepare for careers in the creative and performing arts*'.
- To demonstrate the School's ethos and values of responsible, inclusive & kind in behaviour and conduct.
- 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;
- To maintain an attendance & punctuality level in excess of 96% (including lates);
- To commit to my whole Study Programme by being fully equipped for lessons, completing all work, without plagiarism and within the deadlines set;
- To ensure my appearance and dress on School site is professional and appropriate onsite and for specific lessons;
- 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);
- 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 illegal drug-related paraphernalia);
- To take care of the School environment, facilities and equipment;
- 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;
- To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

Behaviour Policy

APPENDIX 5 – Notification of Suspension

Date: [insert date]

RE: Notification of Suspension (Fixed-Term External Exclusion)

Dear [insert parent/carer's name/s],

This letter is to confirm that [insert student's name] has been suspended from School for a fixed-term of [insert number of] days from [insert dates].

The reason for this suspension is/was [delete as appropriate and state reason].

You have the right to let the board know what your views are on the suspension and to tell them any other information which you think is relevant. This is called 'making a representation'. The board has a duty to consider any representation you make. However, it can't direct our school to reinstate your child, and isn't required to meet with you.

You can make a representation by getting in touch with our governing board, which you can do by emailing e.rudkin@brit.croydon.sch.uk and letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

We will set work for your child during their suspension period and prior to the start of their return to school. The work can be accessed through their google classroom we use as a School. Please inform us if they are unable to access google classroom from home.

If you have any questions about this process, please email roudkerk@brit.croydon.sch.uk

You have a duty to make sure that your child is not present in any public place during school hours during this suspension period. Failure to comply with this duty without reasonable justification is an offence. You may be given a fixed penalty notice or be prosecuted as a result.

Thank you for your support in addressing the concerns that resulted in the decision to suspend [insert student's name].

A reintegration meeting has been/will be arranged with you and your child, in order for all parties to be clear on the expectations, prior to [insert student's name] continuing with their lessons.

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

Yours sincerely

[insert SLT name]

Senior Leadership Team

on behalf of The Principal

Behaviour Policy

APPENDIX 6 - 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:

DISCUSSED IN MEETING:

ACTIONS FROM MEETING:

CIRCULATED TO:

STAFF SIGNATURE DATE

STUDENT SIGNATURE DATE

PARENT/CARER SIGNATURE DATE

PLEASE PASS TO STUDENT SERVICES TO CIRCULATE & FILE

Behaviour Policy

APPENDIX 7 – Reintegration Agreement

Student:

Tutor Group:

Date(s) of suspension:

A student to be temporarily suspended 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 behaviour concerns could put a student at risk of being permanently excluded from The BRIT School.

Our standards are very high. The following are the expectations as set out in the Student Agreement:

I agree:

- To follow staff instructions as required to meet the expectations set out within the Student Agreement.
- To commit to the School's Mission to '*prepare for careers in the creative and performing arts*'.
- To demonstrate the School's ethos and values of responsible, inclusive & kind in behaviour and conduct.
- 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;
- To maintain an attendance & punctuality level in excess of 96% (including lates);
- To commit to my whole Study Programme by being fully equipped for lessons, completing all work, without plagiarism and within the deadlines set;
- To ensure my appearance and dress on School site is professional and appropriate onsite and for specific lessons;
- 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);
- 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 illegal drug-related paraphernalia);
- To take care of the School environment, facilities and equipment;
- 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;
- To meet the conditions set out in the School's Behaviour, Anti-Drugs, Anti-Racism, Trans Inclusion and Equality, Diversity & Inclusion Policies.

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

AEN Stage in Code of Practice:

None/School Action/School Action+/Statement

Current support received by student:

Behaviour Policy

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/Carer) Print:

Signed:

Date:

Appendix 8 – BRIT VALUES

BRIT students are...

Original

Creative: innovative in their work.

Constructive: developing their own positive voices in society.

Ambitious

Conscientious: demonstrate effort across their Study Programme.

Confident: self-motivated and resilient.

Responsible

Committed: professional in their attendance, punctuality and focus.

Cooperative: effective participators and team workers.

Inclusive

Conscious: aware and understanding of intersectionality.

Considerate: polite and respectful to all students and staff.

Kind

Caring: for themselves and others across the school community.

Compassionate: empathetic and responsive to challenges across the global community.

Behaviour Policy

Appendix 10 – Contract & Support Plan KS4 Report

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	P1	P2	P3	P4	Tutor	P5	P6
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 – LEGISLATIVE SOURCES

- The Education Act 1996;
 - School Standards and Framework Act 1998
 - the Education and Inspections Act 2006;
 - School Information (England) Regulations 2008 Equality Act 2010
 - The Education Act 2002, as amended by the Education Act 2011;
 - The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012;
 - Dealing with allegations of abuse against teachers and other staff 2012
 - Use of reasonable force in schools 2013
 - The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014.
 - Keeping children safe in education (KCSIE) 2023 - Statutory guidance for schools and colleges
 - Suspension and Permanent Exclusion from maintained schools, academies, and student referral units in England including student movement – Guidance for maintained schools, academies and student referral units England 2022
 - Searching, Screening and Confiscation - Advice for schools, 2022
-

~END~