



Brentwood School Behaviour Policy

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	Network Acceptable use Policy and iPad Acceptable use agreement	Parent Contract	Safeguarding Policy
	SEND Policy		

BEHAVIOUR POLICY

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Vision, Aims & Purpose

Vision Statement

'We enable our pupils to become the best version of themselves by developing Virtue, Learning and Manners'.

Our shared values of Virtue, Learning and Manners help to ensure that every member of the School community feels valued and respected, and that each person is treated fairly and with kindness and dignity.

Aims

At Brentwood School we aim to promote the highest standards of behaviour in order to create a calm and safe environment in which every pupil can learn effectively and develop socially and emotionally to become the best version of themselves, and to fulfil the School's aims as below:

1. **We Ensure** that each individual pupil is safe and valued in an inclusive community.
2. **We Provide** a range of opportunities designed to enable every pupil to further their potential, enjoy their learning and achieve the best possible academic outcomes.
3. **We Inspire** students to emerge as intellectually curious and resilient young people with leadership skills, who work well with and care for others.
4. **We Challenge** students to develop strong moral purpose and take principled action within the school, local and international community.

The purpose of this Behaviour Policy is:

- To fulfil the School's aims by promoting a positive behaviour culture with high standards and expectations of personal conduct, underpinned by Virtue, Learning and Manners;
- To enable every pupil to learn and thrive both in and out of the classroom;
- To enable every pupil to develop the Brentwood Learner Profile attributes;
- To reward positive behaviour;
- To create a calm, safe and supportive environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and everyone is treated respectfully and with dignity and any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively;
- To encourage every pupil to act as a positive role model to those around them;
- To help pupils understand that there are consequences for poor behaviour and to reflect on their conduct and the impact of their actions on others,
- To help pupils develop self-discipline, take responsibility for their own behaviour and to learn from, and take ownership of, their mistakes;
- To ensure there are clear systems in place to manage behaviour, including restorative and pastoral interventions;

- To ensure a fair, consistent and proportionate response when pupils misbehave and to help them reflect on what has happened and prevent poor behaviour recurring.

In order to achieve the above in promoting a culture of excellent behaviour, the following systems are in place:

- The School Rules, Pupil Code of Conduct and Golden Rules in Annex A (Prep and Senior School);
- Rewards and Sanctions - see Annex B;
- The Brentwood School Pupil Conduct Guidance (for staff and pupils);
- Targetted pastoral support
 - One to one support from a tutor, pastoral mentor or other member of the pastoral team;
 - Small group, restorative sessions;
- Help for a pupil to regulate their behaviour and have access to immediate support from a member of the pastoral team, School nurse or member of the Learning Support team; In the Senior school a 'Time Out' may be used as arranged.
- Use of a behaviour or academic report card to help a pupil improve their behaviour or approach to learning respectively;
- Use of a behaviour agreement, working in partnership with parents and the pupil, to help a pupil turn around their behaviour when there has been a serious breach of the School Rules, or persistent poor behaviour where other lower level interventions have been unsuccessful;
- Use of in-school, off-timetable restorative/educational sessions as outlined in the Sanctions Ladder.

Leadership and Management

The role of Governors

The Governing Body is responsible for monitoring the effectiveness of this policy, reviewing the policy at least every three years and ensuring the policy is implemented by the Headmaster and Senior Leadership team.

The role of the Headmaster, Head of the Preparatory School and Senior Leadership Teams (Central SLT and extended 'Local' SLTs: Prep, Senior and Operational)

It is the responsibility of the Headmaster to ensure the Behaviour Policy is consistently applied throughout the school, and to report to the Governing Body on the effectiveness of the policy.

The Senior Leadership team plays a key role in supporting staff in the implementation of the policy, including record keeping of rewards and sanctions and oversight of pupils' behaviour, care and welfare. The Deputy Heads (Pastoral) in the Senior and Prep Schools keep a central register of suspensions and above imposed for serious misbehaviour. It is also the responsibility of the School's Leadership Team to ensure that there are protocols in place for

the provision of adequate supervision, including areas of the site where children may be vulnerable to bullying such as changing rooms, toilets and remote parts of the School site.

The Senior Leadership team will make sure that all new staff receive training in the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils with positive behaviour. On-going training will be provided for all staff as required through INSET, smaller group sessions or through staff briefings. Members of the Senior Leadership team will also work closely with Heads of Department, Heads of Year and Heads of House to ensure support is in place as required for individual colleagues with managing behaviour.

The Senior Leadership team in the Senior School provides on-call behaviour management support to staff during lessons and at breaks and lunchtimes. In the Prep School staff seek support from Heads of Year or the Leadership team as appropriate.

In cases where a member of staff has been accused of misconduct, pastoral support for the member of staff will be put in place by a member of the Senior Leadership Team not involved in any investigation into the allegation so as not to compromise the investigation.

The role of staff (teaching and operational)

It is the responsibility of every member of staff to ensure that the School's shared values of Virtue, Learning and Manners are actively promoted. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships.

All staff ensure that the pupils in their care are made aware of the School's high expectations of behaviour; Heads of Year, tutors, Heads of House, including Boarding staff, teachers and activity leaders reinforce this in tutor time, lessons, during activities on and off the School site and in House and Year assemblies.

To achieve consistency, all teachers should follow the [Brentwood School Conduct Guidance](#) which outlines both how pupils should conduct themselves inside and outside of the classroom and how staff should deal with any conduct issues.

Staff build positive relationships so they know each pupil as an individual and work closely with pupils and parents. They also work closely with both pupils and parents to praise and reward achievements as well as ensuring that necessary and appropriate intervention is effective when behaviour and pupil work fall short of the high standards expected.

Staff understand that there may be underlying reasons for a pupil's behaviour and ensure they are aware of individuals with a medical or special educational need or disability (SEND). As outlined in 'Behaviour in Schools (September 2022), some behaviours are more likely be associated with particular types of SEND and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will

be connected to their SEND. Teachers understand the need to manage pupil behaviour effectively, whether or not the pupil has underlying needs.

Child on child abuse of any kind, including bullying and online abuse, is not tolerated and staff act immediately to stop any further occurrences of such behaviour.

Teachers may discipline pupils on the School premises or elsewhere where the pupil is under their lawful control, for example on a School trip or at a School fixture. Where a member of staff witnesses or becomes aware of misbehaviour or bullying outside school, which could have repercussions for the orderly running of the School, poses a threat to another pupil or member of the public or could adversely affect the reputation of the School, they may discipline the pupil on their return to School 'to such an extent as is reasonable.' (Section 90 of the Education and Inspection Act 2006).

Where there is suspected criminal behaviour, the School will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Once a decision is made to report the incident to the police, the School will ensure any further action taken does not interfere with any police action taken. The School retains the discretion to continue investigations and enforce its own sanction so long as it does not conflict with police action. (Behaviour in Schools - Advice for headteachers and school staff. September 2022). The School makes reference to 'When to call the police' (NPCC Guidance). Staff will follow the Safeguarding Policy when the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer harm, and will contact the Designated Safeguarding Lead (DSL) or a Deputy DSL.

In the Boarding Houses, boarding staff follow the School Behaviour policy but may issue sanctions such as early bedtime or a short "gating", as outlined in the Boarding Handbook, for minor incidents in the Boarding Houses. All sanctions given by boarding staff are proportionate and aimed to educate and correct behaviour. Sanctions are issued by boarding staff only and not other boarders. For serious incidents, the Housemaster will report the details to the Headmaster and Deputy Head Pastoral who oversees boarding.

The role of pupils

It is the responsibility of every pupil, as it is of all members of the School community, to conduct themselves in a manner which promotes "Virtue, Learning and Manners" and is in accordance with the Pupil Code of Conduct and [Brentwood School Pupil Conduct Guidance](#). At the heart of our ethos is respect for oneself, for all those around us and for our environment. We aim for every pupil to enjoy their learning and engage positively in all school activities whilst acting as ambassadors for Brentwood School, themselves and their parents.

All pupils should feel empowered to be an upstander and call out appropriately the poor behaviour of their peers. Senior Praepostors (Prefects) play a particular role in supporting behaviour management systems by intervening if they see incidents of low level behaviour

and informing a staff member if they have concerns about a pupil's conduct. They also recommend rewards to tutors when they see examples of good behaviour.

Outside School hours, for their own wellbeing and safety and for that of everyone in the boarding community, boarding pupils will also adhere to the rules in place in the Boarding Houses.

Pupils must not make malicious allegations against staff or their peers. If they have done so, pupils are likely to have breached the School's Behaviour Policy. The Headmaster will then consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The role of parents

The School works in partnership with parents, who have an important role in supporting the School's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Support for each individual pupil is most effective when the pupils, parents and the School work together and there is an effective triangular relationship. Should there be a misalignment of any parts of the triangle, our aim is to restore this.

Our School Rules are designed to promote our values of Virtue, Learning and Manners. These rules are set out in the Parent Contract and may change from time to time.

Our aim is for there to be a positive and supportive dialogue between home and School, and we encourage parents to celebrate their child's successes as well as inform the tutor if they have concerns about their child in school. We will inform parents immediately if we have concerns about their child's welfare or behaviour and our aim is to work in partnership to help the pupil meet the School's expectations when their conduct has been poor.

If the School has to use reasonable sanctions to discipline a child, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the teacher concerned, or the child's Form Tutor, who may need to consult the Head of Year, Head of Department, Houseparent or member of the Senior Leadership Team, as appropriate. Whilst discussions and interventions at the level of the tutor, Deputy Head of Year and Head of Year are likely to resolve the issue, in a very small number of cases a meeting of those concerned may be required with the relevant member of the Senior Leadership Team.

Parents are made aware of the School's behaviour expectations in the Parent Contract which they sign, in the information booklet circulated to all new parents and at Welcome Evenings.

Parents are responsible for online behaviour incidents amongst young people when they occur outside the school day and off the school premises. However, often incidents occur online that will affect the School's culture and the School reserves the right to sanction pupils

if it is deemed, after investigation via the school's procedures, that the behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the School, when the pupil is identifiable as a member of the School or if the behaviour could adversely affect the reputation of the School.

Where a parent has a concern about management of behaviour, they should raise this directly with the School while continuing to work in partnership with us.

Support for pupils, including support with transition

As part of their transition from Year 6 into Year 7 or Year 11 into the Sixth Form, all new pupils, including those joining the School into any year group mid-year, their tutor and members of the year team will introduce them to the School's culture, expectations, behaviour systems, rules and routines. This will be reinforced by activity leaders and before pupils go on a School trip or visit by the member of staff leading this. Additionally, form tutors remind all pupils of the School's expectations, including the Anti-Bullying code, use of mobile phones and appearance and uniform regulations, at the start of a new academic year.

The Admissions Team works closely with the DSL and Year Teams, the Deputy Head of Year 7 who oversees transition from Year 6 into Year 7, the SENDCos and the Bursary Mentor to ensure that there is a smooth transition into the Prep School, from the Prep or other school into Year 7 and into the Sixth Form. Following KCSIE, information, including child protection records and information about SEND, is requested from the pupils' previous schools to ensure appropriate support is in place.

There is a strong pastoral system in place to support pupils as they join the School and progress through each phase. The pastoral team includes form tutors who are the first point of contact for parents, Deputy Heads of Year, Heads of Year, Pastoral Mentors (for Years 7 - Upper Sixth and Including transition from Year 6 into Year 7), the Bursary Mentor, the Chaplain, School counsellors, School nurses, the Prep and Senior School SENDCos, the Director of Pastoral Care and Safeguarding and the Director of Pupil Wellbeing in the Senior School and Director of Pastoral Care and Wellbeing in the Prep School and the Deputy Heads (Pastoral). The School also works closely with external agencies, for example the NHS Child and Adolescent Mental Health Services, when out-of-school support is appropriate.

As well as support from an appropriate member of the pastoral team or academic department, a pupil requiring additional help may work with a peer mentor and/or adult mentor who can provide guidance.

Pupils with a special educational need or disability, those with a mental health need or who are facing difficult challenges in or out of school may require additional support from the appropriate member(s) of staff (and external agency as needed) with managing their own behaviour, including engagement in lessons and activities.

Safeguarding and pupil wellbeing

Dealing with incidents of child-on-child abuse:

Bullying

The School is strongly committed to promoting equal opportunities for all, regardless of an individual's race, ethnicity, sex, disability, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, pregnancy or maternity (Equality Act 2010) and does not tolerate discrimination or bullying of any kind.

If we discover that an act of bullying or intimidation has taken place, either in person or online, we act immediately to stop any further occurrences of such behaviour, using the procedures clearly stated in the Policy on Anti-Bullying. In each form room the anti-bullying code is on display and opportunities are taken in form time, in assemblies, in lessons and activities and the Wellbeing (PSHE and RSE) programme to reinforce the School's values, Virtue, Learning and Manners and to promote kindness, respect and inclusion.

Sexual violence or sexual harassment

In responding to a report of sexual violence or sexual harassment between children we follow the School's Safeguarding policy, the guidance in Part 5 of KCSIE (September 2024) and 'When to call the police - guidance for schools and colleges' (NPCC).

Boarders

We recognise that boarders may be the victim of child-on-child abuse, including bullying, by another boarder. In these situations, staff will follow the School's Safeguarding and Anti-Bullying policies and appropriate safeguards will be put in place which may include a restorative process, risk assessment and safeguarding support plans for both victim and perpetrator. In serious cases, the perpetrator may be removed from the boarding house while the incident is being investigated and their place in boarding and/or the School be at risk, depending on the outcome of the investigation.

Online behaviour

Inappropriate online behaviour including bullying, the use of inappropriate language, requesting and/or sharing nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the Safeguarding policy and speaking to the DSL or Deputy DSL when an incident raises a safeguarding concern. The DSL will then follow KCSIE (September 2024) and the advice in 'Sharing nudes and semi-nudes: advice for education settings working with children and young people.' (UK Council for Internet Safety).

Staff induction, development and support

All new staff receive training in the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils with positive behaviour.

On-going training will be provided for all staff as required through INSET, smaller group sessions or through staff briefings.

There is additional training for PGCE/ITT students and Early Career Teachers in behaviour management as part of their induction programme and all staff are welcome to attend this as refresher training.

In addition to INSET training, support for staff is provided via Middle Leaders, including Heads of Year, Heads of Department and Heads of House to aid colleagues in implementing effective behaviour management in class, during an activity and when they are on duty around the School site.

Behaviour management may also form part of a staff member's professional development plan to give guidance and support in helping them further develop this area.

Additionally, members of the SLT are on-call and available via a rota to intervene when there is a serious behaviour incident either during a lesson or activity or at breaks and lunchtimes.

All staff receive on-going training to ensure that they identify and report safeguarding concerns at an early stage and have an understanding that certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where further support is required the Director of Pastoral Care and Safeguarding in the Senior School, or the Deputy Head (Pastoral) in the Prep School, will liaise with the Learning Support Department, our School Counsellors, DSL team and outside agencies as appropriate.

Use of reasonable force to control or restrain pupils

All members of staff must follow the regulations regarding the use of force by teachers, as set out in the DfE advice document: "[Use of Reasonable Force, 2013](#)". Corporal punishment is illegal under all circumstances in schools, during any activity involving pupils and on and off the school premises and applies to all staff, including all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

As stated in the Staff Code of Conduct, any physical contact should be the minimum required for care, instruction or restraint.

Reasonable force can be used under the following circumstances:

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

As stated in KCSIE (September 2024), "the term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances

such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom."

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

The member of staff will inform the Headmaster (or Designated Safeguarding Lead in his absence) immediately after they have needed to restrain a pupil physically; this will be recorded in writing. Parents will be informed when it has been necessary to use physical restraint, and, if necessary, invited to the school so that a protocol for managing that individual pupil's behaviour can be agreed.

Banned items

Prohibited items or items banned by the School Rules and pupil searches and the confiscation of pupil belongings

This policy follows the advice of the DfE guidance, "Searching, screening and confiscation" (July 2022). The Headmaster, and staff authorised by him, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or an item banned by the School Rules.

Being in possession of a prohibited item - especially knives, weapons, illegal drugs or stolen items - may mean that the pupil 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 pupils who may benefit from early help or a referral to the Local Authority Children's Social Care Services. Force cannot be used to search for those additional items in the School rules which may be searched for without consent. (Searching, Screening and Confiscation - Advice for Schools. July 2022).

See **Annex D** which sets out the guidelines for pupil searches and for the confiscation of pupil belongings.

ANNEX A: THE SCHOOL RULES

Introduction

Our values - Virtue, Learning and Manners - were written into the School Statutes in 1622. They are the basis for the conduct of all members of the School community and underpin our rewards system as well as the School Rules.

School Rules

We have only one School Rule: that all pupils (and indeed members of staff) should uphold the School's values of Virtue, Learning and Manners by following the Pupil Code of Conduct, or the Golden Rules for pupils in EYFS and KS1, when they are on School premises, or in the care of the School, or wearing School uniform, or otherwise representing the School.

By signing the Acceptance Form to the Parent Contract, parents agree to draw the School Rules to the attention of their child and agree that they and their child shall observe and be bound by the School Rules, which may change from time to time.

Rewards and Sanctions

The School's Rules are designed to promote excellent behaviour and personal responsibility so that all pupils can learn in a calm, safe and supportive environment. These are supported by our rewards and sanctions which are set out in Annex B.

The Pupil Code of Conduct

This is in place to provide pupils in the Senior School and in the Prep School with a framework to help them uphold the School Rule. The lists provided in each section of the Code of Conduct below are not exhaustive but are examples of the conduct we expect of all our pupils.

As pupils we aspire to uphold the School community's shared values, Virtue, Learning and Manners, we have high expectations of our conduct and that of others and take responsibility for our own behaviour. We aim to develop the attributes of the Brentwood Learner profile, enjoy our learning, work hard and achieve the best possible academic outcomes as well as making the most of the wide range of opportunities outside the classroom available to us, so that we can become the best version of ourselves.

Virtue

We will develop our character and moral purpose by "doing the right thing even when no-one is looking" and we will:

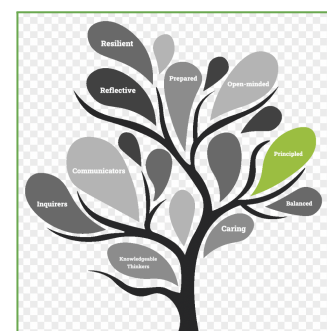
- Treat all members of the School community and ourselves with kindness, consideration and respect;
- Celebrate the successes and achievements of others;
- Take responsibility for our own conduct and behaviour and 'Do the right thing, even when no-one is looking';

- Be honest and show personal integrity;
- Be good ambassadors of the School when in uniform or when identifiable as a Brentwood pupil, including when travelling to and from the School site, representing the School at fixtures and when on School trips or visits or participating in other School events or activities;
- Act as role models to our peers and younger pupils;
- Call out, and be an upstander to, the poor behaviour of others;
- Follow the Anti-Bullying code;
- Not bring into School any prohibited items or items banned by the School Rules as listed in this policy in order to keep ourselves and those around us safe;
- Adhere to the School's Drugs and Alcohol policy;
- Use digital technology appropriately and with due care and regard for our own safety, privacy and dignity as well as that of others and follow the Whole School Network Acceptable Use policy and iPad Student Acceptable User Agreement:
 - We understand that if they are used inappropriately, iPads will be confiscated and sanctions applied.

Learning

We will acquire the knowledge and skills we need to flourish in an ever-changing world and to achieve this we will:

- Develop the Brentwood Learner Profile Attributes;
- Engage fully with our learning and not disrupt the learning of others;
- Follow the Brentwood School Pupil Conduct Guidance and will:
 - Arrive promptly for lessons and other School activities, including assemblies;
 - Where practical, line up in an orderly fashion outside the classroom until the teacher arrives;
 - Be fully prepared for your lesson with all of the necessary equipment as outlined by the teacher;
 - Prepare for the lesson by unpacking books and stationery and wait until the teacher invites us to take our seats;
 - Be focused and ready to learn as soon as we enter the classroom;
 - If we arrive late to class once the lesson has started, we will knock at the door of the classroom and wait for the teacher to invite us to enter;
 - Raise our hand before speaking and not speak over our peers or a member of staff;
 - Fully engage in the lesson by maintaining focus and dedicating our best effort to all activities;
 - Not move from our seat unless given permission to leave by a member of staff;
 - Have all set homework, ready for submission in the format the teacher has requested;



- At the end of the lesson we will wait quietly for the teacher to dismiss us and not pack up our materials until told to do so.
- Have due regard for personal safety, in particular by following the safety codes which apply to laboratories and workshops and in P.E.;
- Engage fully when participating in co-curricular and other School activities;
- As Senior School students, keep our Passport to Success on us during School hours;
- As Prep School pupils, keep our Passport to Success safely in our Form Room.

Manners

We behave positively in our interactions with others, we treat others the way we would wish to be treated and we will:

- Be polite and considerate to all members of the School community;
- Be polite and considerate to members of the general public when off the School premises, for example by not blocking the pavement when in the High Street or on a School trip or visit;
- Follow the [Uniform and Appearance Regulations](#) at all times when on the School site or representing the School, including when in uniform going to and from School, unless specific permission has been given by a member of staff;
- Look after our own belongings, respect the property of others and act responsibly around School property;
- Not walk around with iPads open and, if in the Senior School, will keep them in our bags when moving between lessons;
- Move calmly and considerately around the School site and stick to designated pathways;
- Keep to the left in corridors and stairwells;
- Refrain from running or playing ball sports anywhere apart from on the School fields or the Prep Astro;
- Follow the rules for use of the School fields and not access the playing fields across the Shenfield Road and Middleton Hall Lane which are out of bounds to all pupils unless supervised by a member of staff;
- Not use mobile phones (or equivalent personal electronic devices) on the School site, during any activity, fixture, trip or visit, without the permission of a member of staff and we follow the rules for the use of mobile phones (or equivalent personal electronic devices) below:
 - In the Prep School, only those children walking home or using the bus are permitted to bring a mobile phone to school;
 - During school hours mobile phones may not be used once pupils have entered the school and can only be used again when they have left the site;
 - Pupils must take responsibility for the security of their phone, either by keeping it on their person or locked away safely during the school day;
 - Any permitted use of mobile phones or equivalent personal electronic devices must be in line with the School's ethos and policies, including the Safeguarding, Anti-bullying, Behaviour, iPad Student Acceptable Use

Agreement and Whole School Network Acceptable Use policies. The School has a zero-tolerance of cyber-bullying);

- If they are used inappropriately, mobile phones will be confiscated and sanctions applied.
- As Senior pupils, sign in at the Headmaster's reception, or as Prep pupils, at Prep Reception, if we arrive late for School;
- As pupils in the Prep School:
 - not leave the premises during the school day without the express permission of a member of staff, and only if collected by a parent or appropriate adult, for example for a medical appointment;
 - sign in and out at the Prep Reception.
- As pupils in Years 7-11:
 - not leave the premises during the school day without the express permission of the Head of Year, member of the Learning Support Department, School nurse, Director of Pastoral Care and Safeguarding or member of the Senior Leadership team;
 - sign in and out at the Headmaster's Reception if we have been authorised to leave the site during the day, for example for a medical appointment.
- As Sixth Formers:
 - sign in and out in Otway (Ground Floor) if we leave the premises during the lunch period or have been given express permission to leave at other times by the Headmaster, Director of Sixth Form or Head of Year (Sixth Form) ;
 - sign in and out at the Headmaster's reception if we have been authorised to leave the site during the day, for example for a medical appointment;
 - not leave the premises at other times without the permission of the Headmaster, Director of Sixth Form or Head of Year (Sixth Form).
- Not return to the School site at the end of the School day unless for a School event when there is staff supervision;
- As Sixth Formers, not drive onto or park on the School site;
- Not share the gate code or our Tuck Shop cards or give entry to the School to others for everyone's safety - all visitors to the School must sign in and out via the Headmaster's reception unless attending a School function supervised by staff or other event authorised by the School;
- Respect and protect our environment:
 - We will play our part in reducing waste and conserving energy around the School site;
 - We will clear up after ourselves, for example when leaving the Tuck Shop or Dining Halls;
 - We will not bring fast food onto the School grounds unless authorised to do so and supervised by a member of staff, for example, before a School event;
 - We will not chew gum;
 - We will respect the School grounds and not litter, graffiti or commit vandalism of any kind;
 - We will pick up litter around the School site even if it isn't ours.

In Foundation and Reception (EYFS) and Years 1 and 2 (KS1), the Golden Rules below help the youngest pupils to follow the School's Rule and uphold our values of Virtue, Learning, Manners.

Golden Rules

Virtue

- Be honest - always tell the truth
- Respect others and their property - look after things and use them carefully
- Care for the environment - keep the School tidy
- Respect yourself - look smart at all times

Learning

- Work hard and try your best – make the most of your time and opportunities
- Listen to people – give people time to get their opinions across
- Be organised and on time for lessons

Manners

- Be gentle
- Be kind and helpful – always consider other people's feelings
- Be thoughtful – treat others as you would like to be treated
- Be courteous in the way you interact with others

ANNEX B: REWARDS AND SANCTIONS (Prep School)

Pupil Rewards

Brentwood School aims to promote the highest possible levels of personal conduct, academic achievement and pupil wellbeing. The guiding principles of Virtue, Learning and Manners run through all aspects of School life, and it is upon these values that the Brentwood School Passport to Success is built. This, alongside the Brentwood Learner Profile, ensures that staff and pupils work in partnership to enable each member of the School community to develop a strong moral character, a love of learning and the courage to act responsibly.

We praise and reward children for good behaviour in a variety of ways including:

- Teachers reinforcing positive behaviour with verbal praise
- Stickers awarded for Virtue, Learning or Manners (VLM) which count towards personal and House totals
- Use of individual, or class, reward systems, appropriate to the age of the children, eg EYFS and KS1 Bee Rewards for lining up and moving around the school sensibly, stickers used for participating well in MFL lessons
- Weekly assemblies to celebrate the achievements of the children, both in and out of school
- Rewarding exceptional work with a 'Headteacher's Award'
- For excellent work in a particular subject, the child is sent to the relevant Head of Department or Head of Year for recognition
- Pupil achievements celebrated in the School blog and on social media
- Pupils who demonstrate positive qualities may be given positions of responsibility such as Digital Leader, House Captain or Prefect.
- At the end of each term for Year 2 and the end of each year for KS2, prizes are awarded for academic excellence or for displaying positive attributes and attitudes.

Brentwood School Passport to Success

In KS1 and KS2, pupils' successes and 'glimpses of brilliance' are recorded and celebrated in their Passports to Success. The Virtue, Learning and Manners pages provide examples of what a pupil may be awarded a sticker for. There are opportunities to reflect on how well they are doing and to consider how they can improve.

[KS1 Passport To Success](#)

[KS2 Passport To Success](#)

The Form Teachers record the number of VLM stickers awarded, using iSAMS, at regular intervals. House Tutors also have an overview of the number of VLM stickers achieved in the pupil passports and, additionally, pupils' achievements are celebrated in Whole School and House assemblies.

Each Passport to Success is differentiated for each key stage by the number of VLM stickers pupils need to gain before being awarded their Bronze, Silver, Gold or Platinum Award.

	Bronze	Silver	Gold	Platinum
KS1	10	20	30	40
KS2	30	60	90	120

At the end of each term, the pupil with the highest total of VLM stickers from each class will be invited for a treat with the Deputy Head Pastoral or the Headteacher. The House with the highest average of VLM stickers per pupil will win the House Shield.

Pupil Sanctions and Support Plans in the Prep

The school employs several sanctions to enforce the school rules and to ensure a safe and positive learning environment for all. We apply each sanction appropriately and proportionately to each situation, in an age-appropriate way. It is important that children feel they are being treated fairly and understand the reason for the sanction imposed. Children should, where possible, be given an opportunity to correct their behaviour before sanctions are imposed.

Should a pupil's behaviour be deemed dangerous or disruptive to the learning of others in the group, the pupil may be asked to leave the classroom and placed under the supervision of a Head of Year or member of the SLT as appropriate. The pupil will then work either with another class or away from the rest of the group for a limited period. Staff supervising the pupil must ensure that the pupil's health and safety and any requirements concerning safeguarding and pupil welfare are considered.

All Formal Sanctions are recorded using the School database (iSAMS). This provides us with a means of monitoring pupil behaviour and assessing the appropriate pastoral support required by individual pupils.

For all detentions, from a restorative conversation up to and including a Headteacher's detention, pupils should reflect upon their behaviour and how it has impacted them and others (both pupils and staff). This may involve a discussion or completion of a reflection form. Sanctions appropriate to the misbehaviour can be used eg if a child drops litter they may be asked to pick up litter in the playground; if they keep leaving clothing or kit lying around they may be asked to sort the lost property and return items to their owners.

In applying sanctions, we undertake to take reasonable steps to avoid placing children with a special educational need (SEN) or disability at a disadvantage compared to those children who are not disabled or have a SEN.

Sanctions for EYFS and KS1

Low-level concerns will be addressed by the class teacher. They will explain why the behaviour of the child is unacceptable, emphasise expectations and have a restorative conversation.

If behaviour does not improve, or for more serious misdemeanours, the Head of Year will speak to the child and, if deemed appropriate, parents will be informed.

Where there are ongoing or more serious concerns about behaviour, the Director of EYFS or Deputy Heads will inform the parents in writing, and the School will work with the family to implement strategies to support the child to help them meet behaviour expectations.

Sanctions Ladder for KS2

Sanction	Informal: Reminder from a member of staff	Formal: Time to Change	Formal: Deputy Head's Detention	Formal: Head's Detention	Formal: Temporary or Permanent Exclusion
Examples of Reason	<p>Low-level behaviour concerns such as: Calling out in class</p> <p>Uniform not worn correctly</p> <p>Late to lessons without good reason</p> <p>Forgetting equipment for a lesson</p> <p>Not paying attention to instructions</p> <p>Pushing in line</p> <p>Failing to complete homework</p>	<p>Repeated incidents of low-level behaviour concerns</p> <p>Poor behaviour at break time such as excessive physical contact when playing, refusal to follow instructions of staff</p> <p>Disrespectful towards a member of staff</p> <p>Tampering with other people's property</p> <p>Being unkind to others</p> <p>Lying</p> <p>Unacceptable behaviour in lessons or around school</p> <p>Cheating</p> <p>Breaching iPad Acceptable Use Policy</p>	<p>Little effort made to rectify behaviour following several 'Time To Change' sessions</p> <p>Swearing</p> <p>Involvement in Bullying</p> <p>Damaging property</p> <p>Intentional spitting</p> <p>Hitting, kicking or biting</p> <p>Discriminatory behaviour</p>	<p>May be given for repeated incidents or a single serious misdemeanour.</p>	<p>Arrangements for Temporary and Permanent Exclusions are attached in Annex C.</p>

Actioned by	Any member of staff	Any member of staff	Any teacher or teaching assistant	Any teacher or teaching assistant	
Approved by	NA	NA	Deputy Head	Deputy Head or Head	
Recorded on iSAMS	No	Yes	Yes	Yes	
Communication with home	No	The pupil encouraged to tell their parents Note in Form Diary Phone call home, if deemed necessary	SLT will contact home, in writing	Head will contact home, in writing. Meeting with parents	
Support Plan	Verbal reminder of expectations Kept behind at the end of the lessons for a conversation with a teacher Discussion with Head of Year	15-minute reflective conversation with House Tutor during break time.	30-minute lunchtime detention with Deputy Head. Restorative conversation. May be asked to write a letter of apology or written reflection. Behaviour plan or monitoring card may be initiated if appropriate. Support from member of pastoral team to help improve future behaviour.	30-minute lunchtime detention with Head. Restorative conversation. May be asked to write a letter of apology or written reflection. Behaviour plan or monitoring card will be initiated. Support from member of pastoral team to help improve future behaviour.	

The House with the lowest average of Time To Change sanctions per pupil will win the House Good Conduct Cup.

REWARDS AND SANCTIONS (Senior School)

Pupil Rewards

Brentwood School aims to promote the highest possible levels of personal conduct, academic achievement and pupil wellbeing. The guiding principles of Virtue, Learning and Manners run through all aspects of School life, and it is upon these values that the Brentwood School Passport to Success is built. This, alongside our [Conduct Guidance](#) and the Brentwood Learner Profile, ensures that staff and pupils work in partnership to enable each member of the School community to develop a strong moral character, a love of learning and the courage to act responsibly.

Brentwood School Passport to Success

Pupils' successes and 'glimpses of brilliance' are recorded and celebrated in their Passports to Success. Recognition of achievement via the passport helps to motivate our pupils and encourage them to become intrinsically motivated to work hard and to be the best version of themselves.

Each Passport to Success is differentiated for each key stage by the number of merits pupils need to achieve and the difference of expectations between the age groups is also reflected in the examples of Virtue, Learning and Manners provided of what a pupil may be awarded a merit for.

[KS3 Passport to Success](#)

[KS4 Passport to Success](#)

[KS5 Passport to Success](#)

Merits are awarded in recognition of pupils going above and beyond what is expected for that child or that age group/key stage and to celebrate the particular accomplishments of each individual.

When a pupil has completed their passport, their chosen form of recognition will be actioned and they will be issued with a new passport.

The tutor has the overview of the number of merits achieved in the pupil passports and, additionally, pupils' achievements are celebrated in Whole School, Year Group and House assemblies.

In the Senior School, Co-Curricular Honours are available to all year groups and awarded for exceptional performance and achievements in Co-Curricular areas.

Academic Honours (on publication of GCSE results) are awarded for incoming Lower Sixth pupils.

Pupils are also awarded prizes on Speech Day for a wide range of achievements including academic, co-curricular, service to the community and for upholding the School values, Virtue, Learning and Manners.

In addition to awards, pupils are able to apply for positions of responsibility and for 'colours' for outstanding contribution and commitment to co-curricular activities. Positions of responsibility for which pupils apply include:

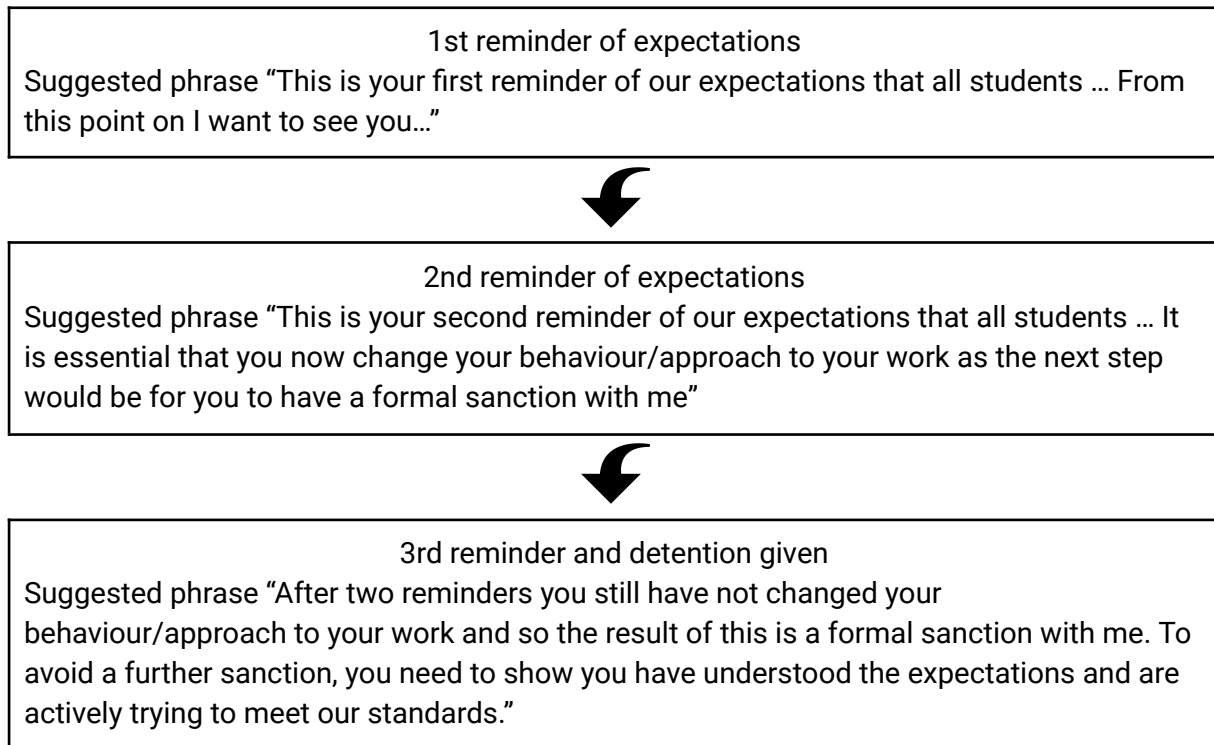
- Year 11 and Sixth Form pupils
 - Peer mentor roles.
- Lower Sixth pupils
 - Head/Deputy Head of School;
 - House Captain;
 - CCF positions of responsibility;
 - A specific position of responsibility from the list of roles currently available, including wellbeing, sport, music, drama, marketing/communications and academic support for younger pupils.

Pupil Sanctions

Sanctions help us to set boundaries and to manage challenging behaviour. They are reviewed annually. Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole. The Headmaster undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. In order for sanctions to be effective, reasonable adjustment may need to be made to take account of the circumstances of individual pupils, including those with a Specific Educational Need or Disability.

There are times when pupil behaviour can be corrected by giving the pupil the opportunity for reflection by reminding them of our expectations. This should always be the first step and, unless there has been a serious infringement of the School rules, a sanction should not routinely be given without following the process below:

Reminder approach:



If this reminder approach does not work, sanctions will be applied according to the guidance provided by the table of sanctions below.

Sanctions ladder: Senior School

The sanctions ladder below is a guide to the appropriate level of sanction to ensure a consistent, proportionate and fair response to poor behaviour by pupils either in School or representing the School at a fixture, on a trip or visit or when in uniform out of School. Every sanction includes a reflective/restorative element to help the pupil recognise why their actions have been inappropriate and to be clear as to what they need to do in future to improve their behaviour. Depending on the seriousness of the issue, sanctions higher than those indicated in the Sanctions ladder may be imposed, for example, for a very serious breach of the School's iPad Acceptable Use policy or poor or unsafe conduct online.

For all sanctions, up to and including Headmaster's detentions, pupils complete and submit the Google, 'Time to Change' reflection form.

Sanction	Examples of Reason	Actioned by	Approved by	Communication with parents	Support Plan
Time to Change conversation and pupil reflection	<p>Lateness to lesson</p> <p>Low-level disruption</p> <p>Missing equipment</p> <p>Insufficient work/ standard of work completed unsatisfactory</p> <p>Misuse of equipment Inappropriate uniform</p> <p>Mobile phone infringement</p> <p>Email etiquette</p>	Teacher	N/A	Contact home by the tutor/teacher or activity leader if concerns continue or the poor behaviour escalates.	<p>Restorative conversation and pupil reflection where the 'Time to Change' sheet is filled in on a Google Form and discussed. The pupil emails a copy to their tutor and the teacher/activity leader holding the detention</p> <ul style="list-style-type: none"> • Head of Department discussion with the pupil if there is a pattern emerging • Tutor/HoY monitor using the behaviour management dashboard • Where a learning Support need has been identified the teacher should speak to the Learning Support Team to discuss and then implement strategies.
Up to 30-minutes detention Timings of the detention are likely to differ for Year 7 pupils.	<p>Missed Time to Change reflection without valid reason</p> <p>Repeated Time to Change offence (for example persistent lateness)</p> <p>Defiance; such as refusing to follow instructions - for example not moving seats when asked</p> <p>Argumentative</p> <p>Missing homework (pupils should not be completing this homework in detention)</p>	Teacher	N/A	Pupil completes a Time to Change reflection as part of the detention. Contact with home by teacher setting the detention/HoD/HoY as appropriate.	<p>Restorative conversation during detention with the member of staff or HoY/DHoY supervising the detention and the 'Time to Change' sheet is filled in on a Google Form and discussed. A copy of this is then sent to the form tutor and teacher holding the detention.</p> <ul style="list-style-type: none"> • Head of Department/Head of Year discussion with the pupil if there is a pattern emerging • HoY considers whether the pupil should go on report to monitor behaviour • Pupil details and information raised and recorded in department/tutor meetings.

	<p>Cheating in a class test or copying homework/plagiarism/misuse of Generative AI in classwork or homework (KS3) (escalate for a repeat of the offence)</p> <p>Chewing gum on site</p> <p>Repeated uniform infringement</p> <p>Repeated use of a mobile phone on site</p> <p>Poor/unsafe behaviour on a school coach</p>				
1-hour after school detention	<p>Repeated offence of 30-minute detention</p> <p>Failure to attend 30-minute detention without a valid reason</p> <p>Insolence (either in a lesson, around the site or during a school-based activity off site)</p> <p>Dishonesty</p> <p>Academic dishonesty/plagiarism including the misuse of Generative AI (KS4/5) (escalate for a repeat of the offence)</p> <p>Missing coursework deadlines</p> <p>Breaching the School's iPad acceptable use policy</p> <p>Poor or unsafe conduct on-line/social media</p>	Teacher via HoD	HoY	<p>Letter home by the Admin. Team/Sixth Form team as instructed by HoY</p> <p>Phone call home if no previous contact with home.</p>	<p>Restorative conversation during detention where the 'Time to Change' sheet is filled in on Google Forms and discussed. A copy of this is then sent to the form tutor and teacher holding the detention</p> <ul style="list-style-type: none"> • Possible parent meeting with teacher/ HoD/ HoY depending on the reason for formal detention • Pupil meeting with HoY • HoY places the pupil on report if necessary • HoY restricts pupil privileges if necessary • Pupil details and information raised and recorded in department meetings and HoY meetings • The restorative task set should reflect the reason for the formal detention. This may include written tasks such as an essay or letter of apology or school-based community service, appropriate to the behaviour issue. Any tasks undertaken outside of the supervised detention should be agreed with the HoY.
3-hour Headmaster's Detention. To be	<p>Discrimination</p> <p>Plagiarism</p> <p>Truancy</p> <p>Persistent disruption to learning</p>	HoD/ HoY	SLT	Letter and phone call home by HoY.	<p>Restorative conversation with the Headmaster or member of SLT during the detention where the 'Time to Change' sheet is filled in on a Google Form and discussed. A copy of this is then sent to the form tutor and teacher holding the detention</p> <ul style="list-style-type: none"> • Parent meeting with HoD/HoY supported if need be by relevant SLT member

administered by SLT/HM on a Saturday morning.	Persistent poor conduct around school Involvement in bullying Poor or unsafe conduct whilst representing the school off-site Poor or unsafe conduct on-line/social media or a breach of the iPad acceptable use policy (depending on the severity of the conduct)				<ul style="list-style-type: none"> ● Personalised report card ● Pupil details and information raised and recorded in department meeting and HoY meeting and behaviour monitored ● Associated repercussions e.g. no longer allowed to attend trips for a fixed period ● The restorative task set should reflect the reason for the detention. This may include written tasks such as an essay or letter of apology or school-based community service, appropriate to the behaviour issue. Any tasks undertaken outside of the supervised detention should be agreed with the HoY/SLT.
In-school Restorative/ Education session, off-timetable	Persistent poor behaviour, e.g. bullying	SLT	N/A	Contact home by SLT (Director of Sixth Form/Director of Pastoral Care and Safeguarding).	Monitoring by tutor and HoY/DHoY with the support of a mentor, as appropriate Support from a pastoral mentor Behaviour report or Behaviour Agreement.
Fixed-term, temporary exclusion or permanent exclusion	See Annex C of the Behaviour policy for details	SLT	HM	Contact home by SLT/HoY. Return to school meeting with HM/SLT/HoY.	Monitoring by tutor and HoY/DHoY with the support of a mentor, as appropriate Support from a pastoral mentor Behaviour report or Behaviour Agreement Final warning issued, as appropriate.

All detentions are recorded and all formal detentions are entered into the School database (iSAMS). This provides us with a means of monitoring pupil behaviour and assessing the appropriate pastoral support required by individual pupils.

Detentions should not be used for pupils to catch up on missed work. Instead they should be used as an opportunity for a restorative conversation or task.

For all detentions, from a restorative conversation up to and including a Headmaster's detention, pupils should complete the 'Time for Change' Google Form, which can be found on the desktop and iPad in order to reflect upon their behaviour and how it has impacted them and others (both pupils and staff). Pupils should not simply be left to complete the form - a conversation needs to take place with the teacher as the pupil fills it in.

Selected senior pupils (Praepostors) carry out duties during the School day, such as supervising buildings at break-time. They carry the Headmaster's authority and have the right to expect pupils' co-operation and respect.

Should a pupil's behaviour be deemed dangerous or disruptive to the learning of others in the group, the pupil may be asked to leave the classroom and placed under the supervision of a Head of Department, Head of Year or member of the SLT as appropriate. The pupil will then work either with another class or away from the rest of the group for a limited period. Staff supervising the pupil must ensure the pupil's health and safety and any requirements in relation to safeguarding and pupil welfare.

Arrangements for Temporary and Permanent Exclusions are attached in Annex C.

In applying any sanction, particularly those with serious consequences such as a suspension or above, we undertake to take reasonable steps to avoid placing children with a special educational need or disability (SEND) at a disadvantage compared to those children who are not disabled or have a SEND.

ANNEX C: ARRANGEMENTS FOR SUSPENSION, PERMANENT EXCLUSION OR REQUIRED REMOVAL

Exclusion from School, in accordance with the School Rules set out above, may be a temporary withdrawal for a fixed term (a suspension) or a permanent exclusion. The Headmaster of Brentwood School may, at his discretion after investigation to establish the facts, require parents to remove a child or he may exclude a child from School for a serious or persistent breach of the Behaviour Policy; and, if he considers that the child's attendance, attitude and commitment to learning, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and, in the reasonable opinion of the Headmaster, removal is in the School's best interests or those of the child or of other children.

Only the Headmaster of the Senior School has the authority, after investigation and proper consideration, to exclude from School. The Headmaster of the Preparatory School may also make recommendations to the Headmaster about any pupil for whom exclusion may be appropriate.

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the School would consider serious enough to merit consideration of a temporary or permanent exclusion from School:

- Drug abuse, including psychoactive substances and other unauthorised substances;
- Alcohol or tobacco abuse or vaping;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual misconduct including sexual harassment or sexual violence;
- Racist or sexist abuse or abuse targeting any protected characteristic;
- Damage to property;
- Persistent disruptive behaviour, and
- Any conduct that significantly harms the reputation of the School.

Such incidents are recorded by the Deputy Head (Pastoral) in the Serious Disciplinary Log.

Arrangements for Suspension (Temporary Exclusion)

1. A member of the Senior Leadership Team or Head of Year will provide to parents details of the breach of the School Rules or the particular incident and the basis for the decision to suspend.
2. In most instances it will be appropriate to hold a meeting with the pupil and parents concerned to provide an opportunity for the pupil to comment on the allegation/offence and the evidence relating to it.
3. Depending on the nature of the offence, it may be necessary to suspend or remove a pupil from School as a neutral act while the investigation is being carried out.

Depending on the circumstances, this period may be taken into account when the Headmaster decides on any final sanction. Where appropriate the School will contact the Police and/or Children's Social Services.

4. A formal letter to confirm the suspension will follow the meeting/communication with the pupil and their parent and the subsequent decision to suspend, clearly stating:
 - The reasons for the suspension
 - The date on which the suspended pupil is permitted to return to School
5. Depending on the circumstances and seriousness of the situation, the suspension may be internal, and the pupil supervised in School, or external. The length of the suspension will be at the discretion of the Headmaster and will be proportionate to the way in/extent to which the school rule has been breached.
6. Additional work will not be provided for the duration of any suspension, although, depending on the specific circumstances of the suspension, a pupil will continue to have access to Google Classroom.
7. Any pupil who has been suspended will be required to attend a re-entry interview with a senior member of staff on their return to School. Parents are welcome to attend this meeting where strategies for returning to normal school life, expectations for conduct and potential consequences for further breaches will be established and recorded.

Arrangements for Permanent Exclusion

The decision to permanently exclude a pupil from School is a very serious one. It is only made after a thorough investigation has been undertaken, all the evidence has been considered and other options have been exhausted. This extreme sanction may be applied after a serious breach of the School Rules or Code of Conduct.

It may also be considered as a last resort in response to a history of behaviour such that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School. This may include:

- persistent disruptive behaviour;
- an unsatisfactory attitude and commitment to learning or academic progress;
- a pattern of poor attendance, unauthorised absence of 20 days, or 10 days following a period of authorised absence, in accordance with The School Attendance Pupil Registration (England) Regulations 2024

The same process for suspension as outlined in clauses 1-4 above will apply, with an additional formal meeting with the Headmaster of Brentwood School.

The meeting will take place after the investigation has been completed; pupils and parents have had an opportunity to meet or speak with senior staff, including those who conducted the investigation, to hear details of the allegation/offence and the pertinent evidence and there has been adequate opportunity for the pupil and parents to provide any further evidence that may have a bearing on the final decision.

The Headmaster's objective is to establish all the relevant facts to allow him to reach a fair decision based on the evidence collated and, having regard to the standard of proof, i.e. on the balance of probabilities, to determine whether the pupil has committed a serious breach

of the School Rules. Where a pupil is at risk of permanent exclusion, the option of a voluntary, managed move to another institution, with the agreement of the School and parents, may be considered.

In reaching the decision to permanently exclude, the Headmaster will review the evidence available, including mitigating and aggravating factors relating to the incident, medical or SEND considerations, the academic, co-curricular and disciplinary record of the pupil concerned, representations of senior pastoral staff and a meeting with the pupils and their parents.

Parents should refer to the School's Terms and Conditions for details regarding the financial implications of exclusion.

Required Removal

Instead of exclusion or suspension, the Headmaster may, in his discretion, require you to remove your child from the School. This is possible if the Headmaster considers that:

- The behaviour of the pupil or parent is unreasonable and as a result adversely impacts the well-being of those involved including your child;
- Progress or attendance are unsatisfactory despite reasonable interventions by the School.
- The School is unable to meet the pupil's needs, including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required.

Please refer to the School's Terms and Conditions in the Parent Contract for further details on when this may be deemed a necessary and proportionate course of action.

Appeals Procedure

The School will act in a way which is fair in all circumstances when taking decisions to exclude a child. In cases where the Headmaster has taken the decision to permanently exclude a pupil, parents may appeal against this decision by following the Complaints Procedure. This is made available to parents on the School's website or on application to the Headmaster's Secretary. If the parents request a review following the Complaints Procedure, the pupil may be suspended from School until the decision to permanently exclude or remove has been set aside or upheld. While suspended, the pupil shall remain away from School and will have no right to enter School premises during that time without written permission from the Headmaster.

Exclusion for the Non-Payment of Fees

This procedure does not cover exclusions due to the non-payment of fees or supplemental charges, whereby, under the terms and conditions of the Parent Contract, a pupil may be excluded at any time when fees remain unpaid.

ANNEX D: PUPIL SEARCHES AND THE CONFISCATION OF PUPIL BELONGINGS

This policy follows the advice of the DfE guidance, "Searching, screening and confiscation at school" (July 2022). School staff can search a pupil for any item if the pupil agrees. The Headmaster, and staff authorised by him, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or an item banned by the Schools Rules.

The School will balance the right of boarders to privacy with the need for the School to search a boarder or his/her possessions with consent, where there is a strong reason to do so.

The power to search pupils allows a teacher to ask a pupil to turn out their pockets, bag or locker, if they suspect that the pupil has a prohibited item in their possession. If a pupil refuses to co-operate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff.

Prohibited items are:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence;
 - To cause personal injury to, or damage to the property of, any person (including the pupil)
- Any item banned by the School Rules.

In addition to the above, items banned by the School are:

- Psychoactive substances, other unauthorised substances and any items related to such substances;
- E-cigarettes, vapes, e-shisha and associated liquids;
- Items that pose a threat to others; for example a laser pen being used to distract and possibly harm other pupils or staff;
- Items that may disrupt learning; for example a pupil playing music or using a mobile phone in class without permission;
- Items that are against the school appearance and uniform rules; for example a pupil refusing to remove an unauthorised item of clothing or jewellery;

- Items that pose a health and safety threat; for example, pupils wearing jewellery in PE which may present a safety threat to the pupil or others.

This list is not-exhaustive and may be amended when it is reasonable to do so.

The Headmaster and authorised staff can also search for any item banned by the School Rules and identified in the School Rules as an item which may be searched for. The School Rules are set out in Annex A and in the Parent Contract, which is available on the School website. School staff cannot search a pupil's possessions if it is not in the presence of the pupil and another member of staff.

Prior to the search taking place, the staff member who is authorised to conduct the search will explain to the pupil why they are being searched, how they will be searched and where the search will take place. The pupil will also have the opportunity to ask questions before the search is carried out.

Before a search takes place, the School will consider the age and needs of pupils being searched or screened, including any individual needs or Special Educational Needs and will make reasonable adjustments where a pupil has a disability.

A search of the pupil may only be carried out only where a member of staff and the pupil are on the school premises or if they are elsewhere, then the member of staff must have lawful control or charge of the pupil (e.g. on a School trip). The person exercising the power of search may use such force as reasonable in the circumstances for exercising that power. However, they may not require the pupil to remove any clothing other than outer clothing. "Outer clothing" means any item of clothing that is being worn otherwise than next to the skin or immediately over a garment being worn as underwear. The person carrying out the search must be of the same sex as the pupil and may carry out the search only in the presence of another member of staff and if it is reasonably practicable to do so the other member of staff should be of the same sex as the pupil.

Staff are given the power to search a pupil even if they are under the age of criminal responsibility, and likewise staff of the opposite sex may still search a pupil if they believe the risk is so great that serious harm would be caused if they waited to find a member of staff of the same sex as the pupil to be searched.

The person carrying out a search may seize anything which he has reasonable grounds to suspect as a prohibited item or anything which the person has reasonable grounds for suspecting is evidence in relation to an offence. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Weapons, knives, illegal drugs and extreme or child pornography will be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

A member of staff is entitled to confiscate and retain any prohibited item found as a result of a search.¹ They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school is likely to be able to show that a confiscation/penalty is lawful if it is authorised by the Headmaster, the penalty is reasonable when considering all the circumstances of the case and the penalty was imposed on the premises of the school or elsewhere at a time when the pupil was under the lawful control or charge of a member of staff of the school.

There are particular rules relating to electronic devices which allow such devices to be seized and examined for relevant data or files which might offend one of the laws or school rules. The Education Act provides for the same regime regarding return of such devices but also deals with any offending data or files which may be erased from the device if the staff member believes there are good reasons for so doing.

Whatever the pupil's response to a request to turn out his pockets or bags, staff should not:

- touch the pupil forcibly;
- search the pupil's person, which for these purposes extends to his outer clothing and pockets; or
- remove the pupil's clothing - even his coat - for the purpose of searching it, but may request that a pupil removes outer clothing

Suspected possession of illegal drugs or weapons is a more serious matter. Nonetheless, it remains inappropriate for staff to conduct a personal search. They should instead make every effort, in the presence of a second adult witness, to persuade the pupil to hand the drugs or weapons over to staff voluntarily. If the pupil refuses, s/he should be told that the police will be called. The police may then conduct a personal search if they believe that a crime has been committed, or to prevent harm to themselves or others following an arrest. The School will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found. Complaints about searching should be dealt with through the School Complaints Procedure, which is available on the School website.

¹ Section 94 of the Education Act 2006