

Brentford School for Girls

BEHAVIOUR POLICY

<i>Rev</i>	<i>Date</i>	<i>Description</i>
	February 2025	Next review due
4	February 2024	Reviewed
3	February 2022	Reviewed
2	February 2020	Reviewed
1	October 2018	Initial version.

OVERALL PURPOSE:

The purpose of the Brentford Behaviour policy is to promote the values of the Brentford Girl and ensure that we have a strong, focused, purposeful and safe learning environment which all students, staff and parents feel part of.

The school believes that no student or group of students should be allowed to disrupt the learning of others, put others at risk of harm or damage the wellbeing of others. Students learn best in a controlled, calm and orderly environment with clear routines and boundaries. Students are regularly and clearly made aware of the school's expectations of their behaviour and praised for positive behaviour. Where incidences of poor behaviour occur, intervention is clear, swift and firm. This allows the majority of students to get on with their learning with minimum disruption, whilst at the same time supporting those students whose behaviour needs to improve.

Brentford School for girls has taken account of the DFE best practice guidance on developing a behaviour policy in schools (Feb 2024), ensuring that the purpose of the policy is focused on creating a learning environment where there is:

- High standards and expectations of behaviour reflecting the culture ethos and values of the school
- A focus on preventing bullying
- Students are completing assigned work
- The conduct of pupils is always regulated
- Clear guidance and training for staff on how to discipline students ensuring the policy is consistently implemented.
- Clarity for parents about the schools expectations and responsibilities
- Clear explanation of the school's rewards and sanctions systems
- Support provided for students with challenging behaviour or SEN

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: Advice for headteachers and school staff [February 2024](#)
- Searching, Screening and confiscation: Advice for schools [July 2022](#)
- The Equality Act 2010
- [Keeping Children Safe in Education 2023](#)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement [September 2023](#)
- Use of reasonable force in schools [July 2013](#)
- Supporting pupils with medical conditions at school [December 2015](#)
- Special Educational Needs and Disability (SEND) Code of Practice [January 2015](#)

IMPLEMENTATION:

- Provide an appropriate and challenging curriculum which enables all pupils to work effectively with support given where required.
- Ensure that the management of positive behaviour is a key element of all lesson planning.
- Ensure all members of staff have a clear understanding of the schools' rewards and sanctions systems and of the policy, including new staff, regardless of when they take up their post.
- Use the specified rewards and sanctions system fairly and consistently with an emphasis on praise and celebration of positive behaviour.
- Forensic analysis of behaviour data allows for the production of regularly scheduled reports that allow for the identification of required actions / interventions to be addressed through curriculum / pastoral teams as appropriate.
- Deploy all internal and external support staff to give advice and support to students who require additional help and support.
- Ensure that the administration system effectively supports the management of the sanctions and rewards systems.
- Ensure that any negative behaviour incidents and actions taken to address these are recorded using SIMS.
- Involve parents in the promotion of positive behaviours through the Home/School Agreement, regular contact by email/phone/letter/interview and the use of the journal.
- Ensure high visibility of student expectations and regularly reinforce through assemblies, tutor times, lessons, and interactions with staff and visitors. 'At Brentford we expect...'

MONITORING:

All members of staff are responsible for the implementation and monitoring of the school behaviour policy. This monitoring will be carried out in the following way:

- Class teachers will regularly monitor classroom behaviour and ensure intervention and support is in place where required. Incidents, positive and negative will be reported on SIMS.
- Tutors will monitor weekly behaviour reports noting the number of positive and negative incidents and will address these through phone calls home, tutor report and referral to Head of Year.
- Subject Leaders and Heads of Year monitor data on achievement and behaviour weekly and following data collections(achievement), analyse this and put in the necessary actions were required. Actions are picked up through line management meetings and minutes.
- Senior Leaders will monitor the actions of subject leaders and, through the use of the behaviour and achievement reports, to ensure that actions are fulfilled and improvements made.
- The Assistant Headteacher in charge of Behaviour and Wellbeing will monitor the effectiveness of the policies, interventions (Including external agencies), behaviour and rewards systems in order to bring about improvements where required.
- Pastoral Monitoring weeks will help to support in the monitoring of this policy.
- Regular behaviour for learning monitoring walks are scheduled within the whole school monitoring calendar - undertaken by the Heads of Year and attached SLT.

EQUALITIES DUTY:

Our school equality duty and objectives policy, sets out clear principles by which all school policies recognise the importance of the equalities duty in the implementation, monitoring and evaluation of all school practices. These principles are underpinned by the following:

- ensuring everyone is treated fairly and with respect.
- ensuring that our school is a safe, secure and stimulating place for everyone.
- recognising that all people within our community have different needs, and that understand that treating people equally does not always involve treating them all exactly the same.
- recognising that for some pupils extra support is needed to help them to achieve and be successful
- ensuring that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through student voice opportunities.
- ensuring no-one experiences any unlawful discrimination because of their age; any disability they may have; their ethnicity; colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

RECORD KEEPING:

This is an important feature of this policy. Records are kept to support a broader understanding of the strengths and areas for development around this area, both at an individual student level and to support the whole school strategy. It is essential that all staff who work with children and their families understand what to record. We must ensure that all our day to day records are truly accurate, maintained, shared and stored in a way which ensures a holistic approach in schools where information is safe, secure and shared in a way that informs any actions or interventions that need to be implemented.

- A record will be kept by the Head teachers PA of all internal, fixed and permanent suspensions and logged on SIMS by the appropriate Head of Year.
- Records of those attending detentions will be kept by the administration team.
- Records of all bullying, racist or homophobic will be kept by the Headteachers PA.
- Record of rewards and house points will be kept by Heads of Year.

INVESTIGATING AN INCIDENT AND RECORD KEEPING:

- At Brentford each student will be given the opportunity to give their version of events in making judgments about behaviour.
- The school will investigate incidents which occur in school where it deems it appropriate to do so.
- The school will investigate incidents which take place out of school or online, when it is within the school's jurisdiction to do so and where it deems it appropriate to do so.
- The school works closely with the police in investigations and if an incident is criminal will inform the police, usually (although not exclusively) through the use of the safer school officer.
- Although the investigation must be carried out fairly and thoroughly, there is no hard and fast rule as to the procedures which should be followed.

- Where possible, the parent of the accused or suspected student should be informed by phone within a reasonable time period, and must be on the same day, of the incident and that it is being investigated.
- The investigation should not take longer than 3 working days to complete.
- Staff should keep records of all behaviour incidents, especially for accusations of bullying or harassment inside school and these should be attached to files on SIMS.
- Staff should make notes, however brief, of the details of any telephone calls with parents and others or any formal interviews with students, parents or others. Hand written notes are acceptable for files as long as they are legible. They should include the date and time, the approximate duration, and a record of any important points of conversation. Records of meetings and phone calls should be attached to files in SIMS.
- There is no requirement for more than one member of staff to be present for interviews with students, but it is sometimes prudent to have another adult present.
- There is no 'burden of proof' requirement or 'sure beyond doubt' in making decisions about behaviour and judgments should be based on the balance of probabilities.
- Statements taken by any student witnesses will normally remain internal documents and names will not normally be released.

RESPONDING TO GOOD BEHAVIOUR:

Principles and Rationale:

Good behaviour at Brentford School for Girls is central to a good education and will allow for the vision of the Brentford Girl to be accessed by all. Good behaviour provides a calm, safe and supportive environment where children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all students to succeed personally.

We ask all staff to teach explicitly what good behaviour looks like. Throughout all our interactions we have high expectations for all students. All staff are responsible for setting the tone and context for positive behaviour throughout the school. Some students will need additional support to reach the expected standard of behaviour. When students do misbehave, staff respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

We continually review our practices to maintain high standards of behaviour. As a school community, we recognise that if behaviour is poor, students can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time.

Taught behaviour curriculum:

Positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. We explicitly teach behaviours that we believe will make students successful in school, in the workplace and in developing and maintaining positive relationships throughout their lives.

Our taught behaviour curriculum defines the expected behaviours in school, rather than singularly define a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all stakeholders. If a student embraces our behaviour curriculum they will have all the necessary attributes needed to successfully access the wider world, become independent, informed thinkers, and well-rounded citizens.

Positive reinforcement and sanctions are both important and necessary to support the whole-school culture. Positive reinforcement will be given when expectations are met, while sanctions will be issued where rules are broken.

Rewards

Brentford School for Girls aims to encourage and celebrate the success of all of its students in all areas of school life. This is to ensure that personal effort, commitment and achievement is acknowledged, rewarded and recorded.

Aims

- Rewards increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.
- The celebration of rewards encourages all students to achieve. They will receive credit and recognition for their achievement throughout the school in all contexts.
- Rewards support and promote aspirational behaviours and should be used alongside the sanctions policy.

Underpinning the rewards system are the following principles:

- Staff actively look for appropriate opportunities to praise students within and beyond the classroom as part of the focus on rewarding students for “going above and beyond”.
- Staff actively encourage students to demonstrate the key characteristics of the school’s vision in their approach to education and in their conduct when representing the school in the local community.
- Every student should be able to achieve recognition for their achievement and effort.
- The allocation of student rewards is fair and creates opportunities for all students to be rewarded.
- Effort and improvement are rewarded as much as achievement, making sure that all students are receiving equal encouragement, praise and reward.
- There should be regular opportunities for students to receive public recognition for their achievements such as awarding certificates and prizes in assemblies, via Student Notices, letters home, displays and articles in Week Ahead, Bulletin and Highlights magazine.
- The rewards system should be easy to manage for staff and easy to understand for students and parents.
- The system is made explicit to all members of the school community and students’ achievements are shared with parents via timely home communication.
- The rewards system is an accumulative one which allows students to monitor their rewards and staff to be specific about what they reward students for.
- The system is intrinsic to the BSfG routines and ensures consistency in the allocation of rewards.

Rewards can be given in the following ways:

Whole school culture: In lessons, all years are rewarded through departments and tutors by praise – this may be verbal during a lesson or recorded in a written format on their work. The use of positive language is essential for developing confidence and resilience towards work.

Achievement (House) Points: Staff are able to award achievement points by using SIMS. This also allows Heads of Year to monitor students' rewards efficiently. Achievement point totals are included on students' interim progress reports to ensure that parents are kept informed about student achievements. Students are able to keep a running total of achievement points in their student journal.

Subject postcards Cards: Staff should issue a subject specific postcard each lesson. These are used to acknowledge in writing a specific student's achievement in a way which students can then share their achievement with their form tutor, Heads of Year, other members of staff and family. Subject specific postcards are to be stapled on the appropriate page of a student's journal. Staff will also issue an achievement point when giving a student a postcard.

HOUSE badges: House badges are awarded by the Senior Leadership Team to students personifying the values which underpin the vision of the Brentford girl: Ambition, Confidence, Courage, Flexibility, Inquisitiveness and Reflectiveness. These are handed out during end of term celebration assemblies following nominations from staff / fellow students who notice these qualities being demonstrated in students in any area of the school.

Student of the week: A student from each year group is selected as 'Student of the week' for achieving the most achievement points with no behaviour points. Students are awarded with prizes and a message is sent home to parents. The student of the week (photo) is displayed on the celebration notice board outside of the main hall.

Forge Ahead Months (November and June): Analysis of historical behaviour data over a 5 year trend showcases that as a school we have an increase in negative behaviour incidents in November and June. To proactively address this - a whole-school initiative to refocus motivation levels and ensure positive behaviour will take place during these months. Tutor groups compete against each other in a variety of categories including attendance, punctuality, and achievement points. Winning form groups are chosen using a point system and rewarded weekly for their effort and achievement. At the end of the month, a winning tutor group is rewarded in each year group. Prizes range from stationery to a pizza and movie afternoon.

House System

Sitting alongside the pastoral curriculum - The house system will foster healthy competition within the school. Each form group is in a house and will compete in competitions across the year. Each student has a house strip on their blazer. Competitions are co-ordinated by the lead teacher of the house system, house leaders and house captains.

The achievement points that students accumulate also contribute to their designated House's total points. In addition, all students will take part in 'House Competitions' across the year and will work towards securing the 'House Cup'. All 'House Competition' winners are announced in celebration assemblies

House points are awarded for the following reason(s):

1 House Point	2 House Points	3 House Points
Classroom		
<ul style="list-style-type: none"> • Good piece of homework or classwork • Good contribution in the lesson • Demonstrating or presenting to class • Good work as part of a group • Helping teacher or volunteering 	<ul style="list-style-type: none"> • Exceptional piece of homework or classwork • Outstanding effort in homework or classwork • Exceptional contribution in the lesson • Improvement in homework or classwork over a week • Improvement in punctuality over a week • Outstanding group work 	<ul style="list-style-type: none"> • Consistently good homework or classwork over a half term • Consistently good effort in homework or classwork over a half term • Sustained improvement in behaviour • Sustained improvement in punctuality
Form Time		
<ul style="list-style-type: none"> • 100% uniform over a week • Perfect journal (weekly check) • Helping tutor or volunteering 	<ul style="list-style-type: none"> • 100% attendance and punctuality over a week • Representing form in house assembly or sporting activity • No behaviour records in a week 	<ul style="list-style-type: none"> • Organising a form team, form fundraising etc. • Register monitor for a half term • Other tutor based responsibilities for a half term
Community		
<ul style="list-style-type: none"> • Helping staff 	<ul style="list-style-type: none"> • Taking responsibility as library volunteer, peer mentor etc. 	<ul style="list-style-type: none"> • Represent school in event or sports fixture • Contributing to house assembly • Helping in the library, peer mentor etc.

Monitoring Rewards - Responsibilities:

The following staff are responsible for monitoring the consistent and equitable approach to the issuing of rewards:

Heads of Department – monitor that all teachers within their faculty/subject are using agreed reward systems consistently.

Heads of Year – monitor that students across their year group are being rewarded consistently. This allows them to intervene where students receive fewer than expected rewards and ensure key groups are not over or underrepresented in reward allocations and at achievement assemblies.

Assistant Headteacher with responsibility for Behaviour and Attitudes – monitors school wide use of rewards to ensure consistency; leads on planning and delivery of reward systems; raises profile of rewards across the academy; provides a half termly review of rewards data for the leadership team.

RESPONDING TO MISBEHAVIOUR:

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Removal of the pupil from the classroom
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Off Site Placement or Fixed Term Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Behaviour Interventions:

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The aims of all behaviour focused interventions is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of

misbehaviour. Failure to adhere to the school’s behaviour policy may result in one (or more) of a number of behaviour interventions being applied. The school’s preference is always to work with the child to prevent any misbehaviour occurring and therefore the promotion of positive behaviour is critical.

To achieve these aims, a response to behaviour may have various purposes.

These include:

Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

Improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support

BFL IN THE CLASSROOM:

The school has established a shared language for all stakeholders to support the creation of a positive learning environment in each and every classroom. Drawn from agreed principles outlined in [Teach Like a Champion](#) staff will seek to:

- Narrate the positive in their lesson (in alignment with the values contained within the vision of the Brentford girl).
- Use the least invasive intervention as appropriate.
- Provide sufficient take up time for students to respond to instruction.
- Make explicit the expected means of participation for students to successfully engage with set tasks.

Where students do not follow staff instruction and so disrupt the learning of others staff will apply the following process:

1st: non-verbal warning	With reference to the agreed principles outlined above - the classroom teacher (or TA where applicable) will identify the behaviour requiring modification and its impact on the learning environment. The expectation is that the incorrect behaviour ceases.
2nd: verbal warning	Where the incorrect behaviour persists - a verbal warning will be issued. The expectation is that the incorrect behaviour ceases.
3rd: Move to another seat or group and / or	Detention set appropriate to behaviour issue.

Move outside room to reinforce expectations.	
4th: Request 'on call' support from senior member of staff	<p>The attending senior member of staff will remove the student from the classroom, triage the situation and following a discussion with the classroom teacher will make the determination as to whether the student should:</p> <ul style="list-style-type: none"> ● be returned to the classroom. ● be 'parked' with a senior member of staff within the department for the duration of the lesson. ● be placed in internal exclusion where it is felt that disruptive behaviour may extend to subsequent lessons. <p>In all instances - the request for an 'on call' will lead to a 1-hour detention. This is to be recorded in the student journal and onto SIMS by the attending member of staff.</p>

Staff training:

Ongoing professional development for staff in the effective application of research informed behaviour for learning strategies and the school's behaviour systems is delivered in the following forums:

- Annually to all staff via centralised CPD.
- To all new staff (regardless of start date) via structured new staff induction programme.
- Bespoke support programme led by the AHT's for Behaviour and Teaching & Learning for identified staff.

DETENTIONS:

Detentions are set and conducted in accordance with DfE ['Behaviour in Schools'](#) guidance issued in February 2024. The school operates a centralised detention system with students issued a:

- 30 minute
- 1 hour
- 90 minute

after school detention as appropriate. Parental notification is provided for all detentions as a means of keeping our parents informed and involved with managing the behaviour of their children.

The school will consider appropriate additional intervention to support behaviour management for pupils who are frequently placed in detention including:

- Meetings with tutors/ Head of Year
- Parent/ carer meetings

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

REMOVAL FROM CLASSROOMS (PARKING):

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious/ persistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on SIMS.

INTERNAL INCLUSION (The IIR):

The school provides a facility for students to be isolated for a limited period for more serious breaches of the positive behaviour policy. The IIR, is open from 8:50am to 3:40pm. Parents will be contacted via letter if their daughter is placed in this facility.

Whilst based in the IIR students will complete work in accordance with their intended curriculum set by their classroom teacher / relevant head of department. This work will be set either in hard copy or via Google classroom / appropriate remote learning platform. Students' engagement with and completion of set work will be monitored during each lesson.

Whilst based in the remove - where appropriate - students may be required to engage in reflective / restorative conversations facilitated by members of the pastoral leadership team.

OFF SITE PLACEMENT:

Off-site direction can be used by schools after the strategies in their own behaviour policies have been exhausted. This could include:

- Where a pupil's behaviour warrants a suspension but the school is concerned about the child being at home e.g. CP, CIN, history of domestic violence
- Where a pupil's behaviour has broken the school behaviour policy and is need of a higher-level sanction than the own schools Internal Exclusion
- Placements will ordinarily be between 1-3 school days. In the event that the OSP will run longer than three days, this will be discussed with the parents, the home school, the host school and any other relevant professionals to ensure the intervention is appropriate and successful.
- OSP is suitable for students who are capable of working well in an alternative environment with staff they are unfamiliar with.

Any use of OSP should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in OSP or another mainstream school, as appropriate.

To ensure that Off-Site placement (OSP) works across Hounslow secondary schools as an effective intervention to improve behaviour, long term success, and engagement the following protocols have been agreed for students of compulsory school age:

- An Off-Site Placement is an agreement between 2 mainstream schools that a student will attend the receiving schools Internal Exclusion room for a set period of time.
- Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers.
- Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school.
- During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

The regulations outline that the school must:

Give the parents of the child, and the Local Authority (if the child has an EHCP) notice in writing of the proposed direction off-site containing the information prescribed below:

- The address at which the educational provision is to be provided for the child;
- Particulars identifying the person to whom the child should report on first attending that address for the purposes of receiving the educational provision;
- The number of days for which the requirement is to be imposed;
- The reasons for, and objectives of, imposing the requirement;

- In relation to the educational provision where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends or where a single session per day is provided, the times at which the session commences and ends. Therefore, a very clear and reasonably detailed timetable.
- The notice must be given, as soon as practicable after the determination has been made to direct the student off site, and not less than two school days before the first day, at which the student is expected to attend the new educational establishment.
- Keep under review the alternative placement by holding a review meeting examining how effective the alternative placement is proving to be in meeting its aim, whether it should continue, and considering any views of those that have attended the review meeting or submitted their views in writing.
- Not later than six days before the date of any review meeting give a written invitation to the parents and/or the LA, the alternative educational establishment and the Head Teacher of the school requesting them to attend the review meeting, or to submit in writing before the date of the meeting their views on the alternative placement.
- Give written notification of any decision to continue the alternative placement and the reasons for continuing it to the parties directly above not later than six days after the date of the review meeting.

Parents must be notified using an agreed shared letter that covers all areas of the placement including links to the above criteria. The rationale for the OSP placement must be explicit in the letter including:

- A specific assessment of the pupil's behavioural needs.
- A specific assessment of the provision that would be required to meet those needs.
- A conclusion, with reasons, why the proposed off-site provision can meet the assessed need.

During the OSP:

- Host schools must register students and inform the home school if a student has not arrived within 30 minutes of the start time.
- There will be a named staff member responsible for the student placed.
- There must be a planned intervention session with the student that addresses the reason for the placement. This session is recorded and actions are sent back to the home school.
- Work must be set by the home school for each lesson that the student has on the day of the OSP placement.
- All students must have access to IT to log onto the host school's network unless otherwise directed by the host school.

- In the event a pupil does not attend the host school, contact will be made by the relevant staff to the home school. A pupil who fails to attend the OSP will be registered as an unauthorised absence by the home school who will follow its absence policy.
- In the event that the absence is related to illness, the OSP will be rearranged.
- In the event that the pupil is refusing to attend the OSP, a further discussion will take place with the home school head teacher/senior leader and parents.
- The home school must hold a reintegration meeting for students to reflect on the host school report and the impact of the intervention session.

MANAGED MOVE, FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSION:

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information- see link below

[Suspensions and Permanent Exclusions Policy - September 2023](#)

SUPPORTING PUPILS FOLLOWING A SANCTION:

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Restorative meetings with staff/ peers/ parents/ carers
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

E SAFETY:

Any misuse of social media, passwords, emails or circulating of inappropriate material including pictures of member of the school community will not be tolerated. It is the expectation of all students to adhere to the E-safety guidelines outlined in the 'acceptable use of ICT'. Any misuse of E-safety issues will be dealt with an appropriate sanction following a thorough investigation.

STUDENTS CONDUCT OUTSIDE OF THE SCHOOL GATES:

Any behaviour outside of school can be dealt with in school. The misbehaviour may occur when the student is taking part in a school related activity, travelling to and from school, wearing school uniform, is in some way identifiable as a pupil from Brentford School, at any time posing a threat to another person, adversely affecting the orderly running of the school or the school's reputation.

It is an expectation of all students to behave in an appropriate, respectful, positive manner at all times outside of school and failure to do so will result in a sanction being applied

BULLYING, RACISM, INTIMIDATION AND HOMOPHOBIA:

Brentford School for Girls has a zero tolerance policy on any form of bullying and intimidation, as well as all forms of racism and discrimination, including homophobia. All incidents will be investigated and logged and dealt with according to the schools Anti-Bullying Policy.

Students will be educated on what bullying is and how it can be prevented and reported as a school community.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy [Anti bullying policy - September 2022](#)

MALICIOUS ALLEGATIONS:

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE:

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

CONFISCATION, SEARCHES, SCREENING:

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. [DFE guidance July '22 - Effective September '22](#)

POWER TO SEARCH:

The school reserves the right to carry out bag and or body searches on a student if there is reason to believe that the student may have an object or objects which may jeopardise the safety of themselves or others, was stolen, be an illegal item or is otherwise reasonably objected to by the school. The school may also carry out a search in the event of any other legitimate reason.

- Student consent will always be sought ahead of any search (unless it is determined that to delay the search would endanger the safety of the student or the wider school community - please see below)
- Searches will always be conducted in an appropriate private space and with two staff present (unless it is determined that to delay the search would endanger the safety of the student or the wider school community - please see below)
- The two members of staff will be of the same sex as the students being searched (unless it is determined that to delay the search would endanger the safety of the student or the wider school community - please see below)
- Searches will only be carried out with the permission of the Headteacher, Head of School or Deputy Headteacher (in her absence).
- The school will consider the age and needs of pupils being searched or screened.
 - This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. To facilitate this - The SENCO or appropriate HOY may be consulted prior to any search taking place.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil 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 the same sex as the pupil 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 the Headteacher, DSL or DDSL, and ensure a record of the search is kept.

HEADTEACHER AUTHORISATION:

The headteacher authorises only those staff who have been trained in how to search students in accordance with most recent DfE guidance to conduct searches for prohibited items and or those outlined in the school behaviour policy.

TRAINING OF STAFF:

- The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

- Whole staff training will be conducted on an annual basis to ensure that all staff understand their rights and the rights of the pupil who is being searched.

WHEN CONDUCTING A SEARCH:

- An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- Outer clothing is defined as: any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- Possessions means any items that the pupil has or appears to have control of, including those that may be located in a student's bag or school locker (in addition outer clothing)
- Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for prohibited items listed and any items identified in the school rules for which a search can be made

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Ensure that the search, and explanation of the rationale for the search is conducted in a suitable space. Wherever possible this will be the office space of a member of staff authorised to conduct a search for a prohibited item (see figure 1 above).
- If the decision to search is taken during an off-site school trip / visit - the location of any search will be in accordance with the approved risk assessment
- Ensure that there is a second member of staff present prior any search being conducted.
- Seek the pupil's consent to search their outer clothing and / or possessions.
- Explain to the pupil why they are being searched.
- Explain how and where the search will be carried out.
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Give the pupil the opportunity to ask questions prior to the search being conducted.

Where a pupil refuses to grant consent for / cooperate with a search:

The authorised member of staff should always seek the consent of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to consent, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to cooperate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in the DfE provided prohibited list, but not to search for items which are identified only in the school rules.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

INFORMING THE DESIGNATED SAFEGUARDING LEAD (DSL):

In all instances where a search is conducted - the authorised staff member who carried out the search should inform the DSL or DDSL without delay:

- An outline of the reasonable grounds staff held to suspect a pupil was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items (listed below), including incidents where no items were found, will be recorded in the school's safeguarding system by the DDSL.

COMMUNICATION AND RECORD-KEEPING:

Parents will be informed of any search for a prohibited item listed in the DfE provided prohibited list or item banned by the school rules that has taken place, and the outcome of the search as soon as is practicable (no later than the end of the school day on which the search was conducted).

The authorised member of staff who led the search will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any search by a member of staff for a prohibited item listed in paragraph 3 and all searches conducted by police officers will be recorded in the school's safeguarding reporting system (CPOMS), 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.

The recording of each search conducted will include:

- the date, time and location of the search;
- which pupil was searched.

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

Analysis of the data relating to conducted searches will be included in a half termly behaviour report procured by the AHT for Behaviour and Attitudes which is shared with the Headteacher and Governing body.

This will explicitly consider whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, consideration will be given to whether any actions should be taken to prevent this.

SUPPORT AFTER A SEARCH:

- Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

CONFISCATION:

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

PROHIBITED OR ILLEGAL ITEMS:

In all instances - members of staff should pass items confiscated under an authorised search to the AHT for Behaviour and Attitudes or (if not available) an alternative member of SLT at the earliest opportunity.

The AHT for Behaviour and Attitudes will make the determination of whether to return, retain or dispose of any other items banned under the school rules. In deciding what to do with such an item, regard will be given to the guidance issued by the Secretary of State that informs this policy (see above)

Where confiscated following a search 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 authorised member of staff (AHT for Behaviour and Attitudes) 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 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 pupil. 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.

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.

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.

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 of 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.

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 pupil 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. (see also - Safeguarding Policy)

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, (as defined in paragraph 57 of DfE guidance - see above) , 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, 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 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 paragraphs 78 and 79 below.

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 pupil and/or the parent refuses to delete the data or files themselves.

STRIP SEARCHES:

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

COMMUNICATION AND RECORD-KEEPING:

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

WHO WILL BE PRESENT?

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil 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

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

THE APPROPRIATE ADULT WILL:

- Act to safeguard the rights, entitlement and welfare of the pupil.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher.
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

CARE AFTER A STRIP SEARCH:

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

PROHIBITED ITEMS:

The items below are strictly prohibited.

- Knives/ weapons
- Alcohol
- Illegal drugs (any medication must be left at wellbeing – please refer to Wellbeing Policy)
- Stolen items

- Tobacco and cigarette papers, vapes or E cigarettes, matches and lighters, gas
- Fireworks
- Pornographic/ inappropriate images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Any prohibited items on the list above found during a search will be retained or disposed of. Some of these items e.g. weapons, controlled drugs and stolen items may be handed over to the police. If the suspicious item is one which may be illegal such as a weapon or drugs then the search may need to be done by force and/or may require the support of police. The school may use CCTV to identify if a student needs to be searched.

SCREENING:

Whilst the school does not currently deploy any form of screening it recognises that screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. As such, the decision not to deploy screening technology will be reviewed annually.

In doing so - the school recognises that:

- Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.
- Before considering the installation and use of any technology for screening, the headteacher is encouraged to consult with the local police who may be able to provide advice about whether installation of these devices is appropriate.
- If a headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.
- Where a pupil has a disability, schools should make any reasonable adjustments to the screening process that may be required.
- If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search.

USE OF REASONABLE FORCE

As a school we follow the DfE guidance: Use of reasonable force 2013. We will respond at the earliest opportunity to update DfE guidance that follows the closure of consultative process 'call for evidence' May 2023.

WHAT IS REASONABLE FORCE?

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is

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

‘Reasonable in the circumstances’ means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. [Keeping children safe in education- 2023](#)

WHO CAN USE REASONABLE FORCE?

All members of school staff have a legal power to use reasonable force. 2 Section 93, Education and Inspections Act 2006/ Use of reasonable force-revised July 2015.

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 pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

WHEN CAN REASONABLE FORCE BE USED?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

‘Schools do not require parental consent to use force on a student...It is not illegal to touch a pupil’ pg 6 Dfe Guidance July 2013 ‘Use of reasonable force’.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or medical conditions, staff should consider the risks carefully and understand the additional vulnerability of these groups.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used;

- preventing a pupil from attacking a member of staff or another pupil, or to stop a fight.
- restrain a pupil at risk of harming themselves through physical outbursts.
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.

- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to obey an order to leave a classroom which could result in injury/harm to themselves or others.
- A pupil is behaving in a way that is seriously disrupting a lesson which could result in injury/harm to themselves or others.

EXPECTATIONS, ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD:

Academies, including free schools, and independent schools:

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

THE HEADTEACHER / HEAD OF SCHOOL:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

STAFF:

- Creating a calm and safe environment for pupils
- Build student confidence and self-esteem through positive reinforcement, including the use of positive language and an 'every day is a new day approach'.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Celebrate student effort and achievement on a regular basis and follow the school's policy on the administering of rewards.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- All staff will take part in behaviour and safeguarding training once a year and ask for support from the lead member of SLT if still unsure
- Subject Leaders will be responsible for monitoring behaviour within their departments, ensuring that parking systems are provided and used effectively and that staff are supported in effectively applying the behaviour policy.
- The Deputy Head teacher in charge of Behaviour and Inclusion will provide support through implementing the strategy, monitoring and evaluating and ensuring that all groups of students, staff and parents understand the policy and can adhere to this.

STUDENTS:

- Demonstrate respect to all members of the school community, acting as an ambassador within and outside of the school gates
- Attend school on time each day in full school uniform
- Always bring the correct equipment to school including all completed homework
- Take responsibility for their own actions inside and outside the classroom
- Adhere to all sanctions if given
- Follow all instructions given by any member of the school community without question
- Ensure that mobile phones are off and out of sight at all times during the school day
- Always take an active part in all teaching and learning activities ensuring that they do their very best in classwork and homework activities
- Will take pride in the school environment keeping it clean and tidy
- Contribute fully to the school community, taking an active role in the life of the school
- Ensure that banned items are not brought onto the school site

PARENT(S) / CARER(S):

- It is critical that parents work with school staff and their daughters to ensure that expectations are fully understood and supported. We expect parents to be working alongside the school in the following ways:
- To show respect to all members of the school community in implementing this policy and others
- Share the responsibility for their daughter's behaviour (Adhere to the schools' Home School Agreement) and support the school in reinforcing expectations

- Attend information evenings and parent's evenings
- Make appointments if there are concerns about aspects of the policy using the school's communication systems
- Sign their daughter's journal weekly

STUDENT SUPPORT:

The promotion of positive behaviour for all students is the key aim. To support students in this way, we model behaviour through staff setting a positive example. Promoting healthy self esteem is an important aspect of our work, which we do through all interactions with students through tutor time, assemblies, and a broad and balanced curriculum including PSHCE and Careers education.

There are a number of ways in which the school is able to offer support to a student who is finding it difficult to comply with the expectations of the school. This will be dependent on the needs of the student. These interventions normally fall under the 'HUB' Team.

- A short term basis of daily reports – to the form tutor, Year Leader or Leadership Team
- Subject report
- A Pastoral Support Plan
- Closing the Gap meetings
- Form tutor and/or Year Leader intervention
- Student mentoring
- Mediation with subject area of concern and student
- Involvement of student school Well-being officer, Child protection Officer, LSA's
- Involvement of other external agencies e.g.) CAMHS, TSS and EWO, Youth Offending team,
- Police Community liaison

STAFF SUPPORT:

Staff are supported in positive behaviour management through the application of the positive behaviour policy and the training programme, regular reminders through display, school publications e.g.) Week Ahead. These are all ongoing:

- Lesson observations to track students back into lessons
- Department parking systems are in place
- On call rota available through reception
- Head of Year and HUB Team available for advice
- Reconciliation and mediation where necessary

PARENT SUPPORT:

Parents are made aware of the school's expectations and systems for reward and sanctions when they join the school community. In fostering good relationships, the expectations are regularly shared with parents and all opportunities are taken to engage with them in a positive way around this policy. For example:

Information about this policy is reinforced regularly in many school publications. Including, The Brentford Bulletin, Highlights magazine, letters home each half term from the Assistant Headteacher etc.

Meetings set up and/ or telephone correspondence made from staff to resolve parental concerns

Parents will be kept aware of any concerns that their school has about their daughter's behaviour through a number of ways including, publication of regular interim reports with ATL (attitude to learning scores), phone calls and letters home, report cards to sign, meetings with parents and comments from teachers in the school journal

The journal is the link between home and school and all notes or concerns written in here are acted upon. Parents need to check the journal each week.

SEN/VULNERABLE STUDENTS:

The school acknowledges the legal duties it undertakes in formulating this policy and has ensured that the Equality Act 2010 has been thoroughly considered, ['Keeping Children Safe in Education guidance 2023'](#) has been followed as well as the schools Special Educational Needs policy (2015) and schools core offer documentation.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

ADAPTING SANCTIONS FOR PUPILS WITH SEND:

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

CONSIDERING WHETHER A PUPIL DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND:

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.


PUPILS WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN:

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Appendix 1: School Uniform Policy

Students are required to attend school in correct uniform. Uniform must be worn at all times, including the journey to and from school :

- Black school jumper or cardigan
 - Pink Shirt
 - Black and Pink tie
 - Black full pleated skirt to the knee
 - Black full length skirt to the ankle
 - School blazer is compulsory for all students
 - House strips should be sewn onto the blazer beneath the logo
 - Black school trousers (not skinny fit). Trouser must be appropriate for school i.e. no denim, no studs, no large belts/buckles, no labels and no coloured stitching.
 - Plain black shoes (no boots, plimsolls or other canvas shoes, including leather VANS) Any heel should be a suitable height for school – no higher than 3cm.)
 - Socks should be plain black or white – worn no higher than the knee
 - No hoodies – students are asked to wear outside coats only black/grey/navy
 - Hair accessories must be pink or black and functional
 - During the summer months a summer shirt is also available.
 - Students are expected to carry their equipment in a suitable school bag
 - Handbags are unsuitable for carrying books and are not permitted
 - If headscarves are worn for religious reasons, they must be plain black.
- 
- Available from
SANCO - Bell
Road Hounslow

If a student arrives in school with incorrect uniform, she will be expected to accept the offer of a correct uniform available from Wellbeing. She may also be sent home to change into the correct dress. Trainers are only to be worn for PE unless we are provided with a doctor's certificate giving a medical explanation.

Hair – students are not allowed dyed hair that is of an unnatural colour.

All uniform items can be bought from our preferred supplier, Sanco Schoolwear in Hounslow.

Sanco School wear

60, Bell Road

Hounslow

TW3 3PB

Tel: 0208 570 9990

Items of uniform can of course be bought from other retailers but please ensure that all items of clothing do not contravene the school uniform policy.

Failure to observe any of the uniform rules stated above will incur a 30-minute detention after school.

ESSENTIAL RELIGIOUS WEAR:

Religious wear: Brentford School for Girls has agreed the uniform policy using the Department for Education, Race Equality & Cultural Diversity Guidance. This has been produced in consultation with representatives from all of the major faith groups.

Pupils are permitted to wear trousers, the long sleeve school jumper and a plain headscarf to cover their hair, provided they comply with school uniform as regards to colour (plain black), fabric etc. Headscarves must be fastened discretely and not with jewellery. Full or half face covering is not allowed. The face must not be obscured for learning, communication or identification for CCTV.

The school is sensitive and considerate towards the culture, race and religion of all its pupils. Items which are an obligation of the religion practised which must be worn at all times are permitted, but must be worn discretely (i.e. not normally visible) whilst at school, and must comply with the school's restrictions for health and safety.

Following 'Amrit', practising Sikhs may adopt 'Panj Kakkaar'. The uniform regulations at school support this, but adherence to the 5 'Ks' (Kesh, Kangha, Kirpan, Karra, Kachhera) must also respect the need for safety and cohesion in school.

Kara / Karra: The steel band should not be heavy, wide or have sharp edges and it should be tight fitting. It may have to be held in place by a sweatband during certain activities within lessons such as technology or science, though must be removed during Physical education lessons for health and safety reasons. At no time should the Karra be used as a weapon or to cause injury; this is contrary to Sikh faith.

Kirpan: The Kirpan should only be worn by practising and initiated Sikhs who have taken 'Amrit'. Sikhs are allowed in law to wear a Kirpan but only as a symbol of faith and not as a weapon. For health & safety reasons, the uniform policy does not permit the longer dagger like Kirpan even if it is sewn into a concealed pouch but the smaller symbolic version of the Kirpan is permitted for those who have taken 'Amrit'. Suitable Kirpans are normally available from the local Gurdwara.

Hierarchy of behaviour management

In order to be consistent in responding to incidents of challenging behaviour the school uses a three level system of incident, sanction and intervention. The staff stated below will deal with each level of incident, although they may choose to call upon more senior staff if support is required.

Low level –behaviour preventing student progress and not following school rules. Patterns of low level misbehaviour picked up by form tutor, classroom teacher, other members of staff e.g. cover supervisor, teaching assistant.

Medium level – less serious incidents of repeated patterns of behaviour, non-compliance and disrespect - picked up by the Heads of Department and or the Heads of Year.

High level or Serious incidents - Serious incidents of disrespect, non-compliance and bringing the school’s name into disrepute which can result in exclusion fixed or permanent. Patterns of behaviour picked up by the Heads of Year and the Senior Leadership Team.

Level	Detention Type	Possible Reasons	Duration	Interventions	Review period
Low	30min central detention	<ul style="list-style-type: none"> • Equipment infringements • Uniform infringements – including make-up, jewellery and false / acrylic nails, head phones on show • Persistent talking • Lateness to lessons • Failure to complete homework/adequate work • Using mobile phone – phone should be confiscated and given into Wellbeing 	30 mins	Positive correction reminder Verbal warning Comment in planner Same day detention - 30 minutes Monitoring by tutor/class teacher Use of rewards, house point, postcards home ***May also require Phone call home Letter home Tutor report card Subject report card Referral to homework club Referral to extra-curricular club Round Robin Mentoring	Student meets with tutor after two weeks if placed on tutor report card- Parent/carer communication following report period- next steps agreed with HoY where required.
	Picked up by <ul style="list-style-type: none"> • Class teacher • Form tutor • Duty staff • Cover supervisor • Head of year 	SIMS dashboard monitoring by form tutor monthly to analyse patterns of behaviour and whether further interventions / rewards are needed Phone call home once a half term to inform parents about pupil’s behaviour (positive or negative)			

Low	30min central detention	<ul style="list-style-type: none"> Late to School - takes place on the same day of the lateness and at the same time as the 30min central detentions in the hall after school. 	30 mins	Same day detention - 30 minutes ***May also require Phone call home Letter home Tutor report card	Half termly via HoY LM- Behaviour report
Medium	1hour central detention	'On call' due to persistent low level disruption in lesson	1hour detention Mon to Thurs 3:10pm to 4:10pm	Tutor report card Subject report card Round Robin Mentoring Phone call home Letter home Parental meeting and target setting Head of year report	SIMS dashboard monitoring by form tutor / HOY fortnightly to analyse patterns of behaviour and whether further interventions / rewards are needed
Medium	Head of Year	<ul style="list-style-type: none"> Missed detention Disruptive and defiant behaviour outside the classroom Continuous levels of disruption Removal from a lesson following an on call alert Any other behaviour incidents HOY have to deal with 	1 hour detention Mon to Thurs 3:10pm to 4:10pm	Phone call home Letter home Parental meeting and target setting Head of year report Loss of social time Referral to GROW Referral to school counsellor HITZ / Tri Space	<ul style="list-style-type: none"> Students of concern raised at weekly LM meetings by Head of Year. Head of Year to meet with student fortnightly to have a positive behaviour conversation Head of year to call parents fortnightly to discuss student behaviour and next steps (in the event of no serious incidents in the interim) Student referred for fortnightly meetings with AHT / DHT if behaviour deteriorates Behaviour reflection form in detention / inclusion
Medium	Leadership	<ul style="list-style-type: none"> Missed detention Serious behaviour concerns Persistent failure to abide by behaviour policy Any other incidents SLT have to deal with Rudeness and persistent poor behaviour in detention 	1 hour 30mins on a Friday after school in the main hall	Community service Removal from a lesson Daily meeting with HoY Pastoral manager support Time out card Referral to Careers Advisor Referral to extracurricular club Referral to SEN Referral to child protection officer / Early help, CAMHS, social services	

				Mentoring Removal of privileges	
High	Internal exclusions	<ul style="list-style-type: none"> • Bullying including e-safety issues – misuse of Facebook, text messages • Swearing at a member of staff • Refusal to follow staff instructions with regards to uniform • Other behaviour incidents investigated by HOY and SLT 	Referral by HOY and SLT 1 day in the Remove	Phone call home Letter home Parental meeting and target setting SLT report Reduced timetable Student focused meeting to agree an educational plan /pupil passport / TAC 1 to 1 academic mentoring Alternative education offsite Referral to Ed Psych Managed Move SLT mentoring Removal of privileges	Parental meeting following Saturday detention / Internal inclusion and targets agreed for two week review. Behaviour reflection form in detention / inclusion Positive letter home at end of half term if improvement in behaviour

Issues and Response:

Late to school – arrives after tutor time has begun	<ul style="list-style-type: none"> • 30 minute same day detention • Any students late twice in one week receive a tutor phone call to parents 	<ul style="list-style-type: none"> • Form tutor logs detention on system and in student’s journal • Form tutor calls home if student late twice in one week
Late to lesson – arrives after tutor time	Head of Year detention / SLT detention if lateness due to truancy	<ul style="list-style-type: none"> • Head of Year logs detention on system and writes it in student journal. • Head of Year to call home and inform parents if late due to truancy

Uniform infringement – e.g. Incorrect shoes, missing tie, blazer not worn, incorrect skirt, make-up on, long nails or painted nails	Send to HoY to change, remove make up or nail varnish – issued with a 30 minute detention	<ul style="list-style-type: none"> ● Head of Year logs detention on system and writes it in student journal ● Head of Year to call home if hair needs to be dyed back to natural colour.
Uniform infringement – Uniform not worn correctly. Tie not on properly, skirt rolled up	30 minute detention	<ul style="list-style-type: none"> ● Form tutor, subject teacher, Head of Year or duty staff who picks up the incident records detention on SIMS and in student's journal
Jewellery – No jewellery apart from watch and a pair of small studs, one in each ear lobe	<ul style="list-style-type: none"> ● Confiscation of Jewellery – 30 minute detention. Tutors to check during tutor time and pass any confiscated items to wellbeing for collection at the end of the day ● Subsequent confiscation – a parent/carer must collect / extended confiscation period. 	<ul style="list-style-type: none"> ● Form tutor logs detention on system and in student's journal. ● Head of Year to call home if it is subsequent confiscation or if it is an item of jewellery that will need assisted removal eg. Nose stud, second earring
Mobile phone	<ul style="list-style-type: none"> ● Confiscation of phone – 30 minute detention ● Subsequent confiscation – a parent/carer must collect / extended confiscation period. ● Teacher passes phone to wellbeing. 	<ul style="list-style-type: none"> ● Form tutor, subject teacher, Head of Year or duty staff who picks up the incident records detention on SIMS and in student's journal ● Head of year to call home if it is subsequent confiscation or if student refuses to hand over mobile phone.
Equipment missing	30 minute detention	<ul style="list-style-type: none"> ● Form tutor, subject teacher, Head of Year or duty staff who picks up the incident records detention on SIMS and in student's journal ● Form tutor to monitor the number of times a week a student receives a sanction or missing equipment and calls home if it is twice in one week.
No journal	30 minute detention Tutor to do journal check every morning. Tutors have spare journal sheets to hand out. Tutors allocate detention.	<ul style="list-style-type: none"> ● Form tutor, subject teacher, Head of Year or duty staff who picks up the incident records detention on SIMS and in student's journal sheet. ● Subject teachers to make form tutors aware if this has not been picked up in form time.

No homework	30 minute detention	<ul style="list-style-type: none"> ● Subject teacher to log incident on SIMS and in student's journal. ● Form tutor to call home if student accrues more than two missing HWK detentions in one week ● Head of Year to call home if student has missing HWK across more than two subjects in a week.
Low level disruption – eg.	<p>Non – verbal warning</p> <p>Verbal warning</p> <p>Move to another seat or group</p> <p>Move outside room to reinforce expectations.</p> <p>Detention set appropriate to behaviour issue.</p>	<ul style="list-style-type: none"> ● Subject teacher to set 30min detention on SIMS and write it into student's journal. ● Head of department to investigate and sanction student if the incident requires a detention greater than 30mins.
<p>Persistent LLD / Failure to follow instructions eg.</p> <ul style="list-style-type: none"> ● Talking when the teacher is talking ● Continuation of talking ● If behaviour persists ● Failure to sit in allocated seat ● Failure to hand over journal ● Failure to move when asked 	<p>Verbal warning to re-establish positive behaviour, if behaviour persists – use on call</p> <p>On call may be used to escort student to parking.</p>	<ul style="list-style-type: none"> ● Attending 'On Call' teacher sets 1hour detention recorded in student journal and on SIMS if parking system is used.

Shouting in the corridor	Verbal warning – if persistent you will receive a 30min detention	<ul style="list-style-type: none"> ● Member of staff who witnesses the persistent behaviour to record on SIMS and in student's journal.
Foul language/swearing in corridor or playground	30 minute detention	<ul style="list-style-type: none"> ● Member of staff who witnesses the incident to record on SIMS and in student's journal

Arguing at break or lunch (with peer group)	You risk a sanction if you do not resolve. Make sure you see a member of staff.	<ul style="list-style-type: none"> Member of staff who witnesses the incident to inform Head of Year even if issue was resolved.
Fighting or physical contact between students	Risk of internal or external exclusion	<ul style="list-style-type: none"> Head of Year to investigate and issue sanction in consultation with SLT. Head of Year to call home and inform parents about the fight.
Eating in the corridor between lessons	Verbal warning and items confiscated - if persistent you will receive a 30min detention	<ul style="list-style-type: none"> Member of staff who witnesses the persistent behaviour to record on SIMS and in student's journal.
Eating in the corridor at lunch time	Verbal warning and directed to picnic tables or main hall - if persistent you will receive a 30min detention.	<ul style="list-style-type: none"> Member of staff who witnesses the incident to record on SIMS and in student's journal
Drinking energy drinks and/or eating family sized crisps, eg. 150g bag of Sensations or Doritos or full tub of Pringles	Confiscation that will not be returned 30 minute detention	<ul style="list-style-type: none"> Member of staff who witnesses the incident to record on SIMS and in student's journal
Dropping litter	Verbal warning / SANCTION VIA COMMUNITY SERVICE	
Refusing to pick up litter	1 hour detention	<ul style="list-style-type: none"> Member of staff who witnesses the incident to record on SIMS and in student's journal
Graffiti	Clean off and 1-hour detention. Possible payment for damages / cleaning.	<ul style="list-style-type: none"> Member of staff on duty to record 1 hour detention on SIMS and in student's journal Member of staff to inform tutor / HOY Tutor / HOY to call home to inform parents
Jewellery – No jewellery apart from watch and a pair of small studs, one in each ear lobe	Confiscation of Jewellery – 30-minute detention Subsequent confiscation – a parent/carer must collect	<ul style="list-style-type: none"> Member of staff picks up the incident in unstructured time to record on SIMS and in student's journal Head of Year to support if needed as they have oversight for students in unstructured time.

