

# **Behaviour and Discipline Policy**

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**Brooke House College**

2022/23 Version

## 1 Policy aims

### 1.1 The aims of this policy are:

- 1.1.1 to enable the Principal and the Senior Leadership Team to carry out the responsibilities of maintaining order and good discipline in the College;
- 1.1.2 to promote good behaviour and support positive behaviour modification;
- 1.1.3 to ensure, so far as possible, that every pupil in the College is able to benefit from, and make a full contribution to, the life of the College, consistent always with the needs of the College community;
- 1.1.4 to authorise the College rules and any procedures necessary for implementing them.

## 2 College rules for behaviour and discipline

### 2.1 The College rules and policies for behaviour and discipline shall be set by the Principal and authorised by the Directors. The College rules and policies for behaviour and discipline are necessary:

- 2.1.1 for the health, safety, welfare and well-being of everyone at the College;
- 2.1.2 for the maintenance of the good reputation of the College community as a whole; and
- 2.1.3 for the protection of College property and the wider environment.

### 2.2 The College rules apply to all age groups and at all times when the pupil is:

- 2.2.1 at the College or representing the College;
- 2.2.2 travelling to and from the College; or
- 2.2.3 associated with the College at any time.

### 2.3 Pupils are expected to know and understand the College rules and policies for behaviour and discipline which include:

- 2.3.1 this policy;
- 2.3.2 the Standing Rules and Regulations
- 2.3.3 the Boarding Handbook and Student Planner
- 2.3.4 the Policy on the Safe and Acceptable Use of ICT;
- 2.3.5 Child on Child (formally Peer-on-peer abuse policy
- 2.3.6 the Anti-bullying Policy;
- 2.3.7 the Smoking, Alcohol, Drugs and Substances Policy; and
- 2.3.8 the Attendance Policy

The College rules and policies for behaviour and discipline will be amended from time to time and reinforced in assemblies and on other appropriate occasions.

### **3 Scope**

- 3.1 The Board of Directors and the Principal intend that the College rules and policies for behaviour and discipline and the rewards and sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from College premises and outside the jurisdiction of the College, for example during exeat, half term and in the holidays.
- 3.2 This will normally be where the conduct in question could have repercussions for the orderly running of the College, affects the welfare of a member or members of the College community or a member of the public, or which brings the College into disrepute.

### **4 Rewarding good behaviour**

- 4.1 The College understands that rewards can be more effective than punishment in motivating pupils and promoting positive behaviour. The ways in which the College may reward and thus promote good behaviour are set out in Appendix 1. As well as implementing a Rewards System, the College also organises an annual Prize Giving event, where pupils' effort and achievement is publicly rewarded with certificates and prizes.
- 4.2 The College recognises that where challenging behaviour is related to a pupil's disability (reference Disability Policy), use of positive discipline and reward methods may enable the College to manage the pupil's behaviour more effectively and improve their educational outcomes.

### **5 Breaches of College discipline**

- 5.1 The Principal may prescribe and authorise the use of any sanctions as comply with good education practice and promote good behaviour and compliance with the College rules. The sanctions system and examples of sanctions used at the College are set out in Appendix 2.
- 5.2 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the College community as a whole.
- 5.3 Minor breaches of discipline are dealt with by staff as they occur, and low-level sanctions may be given. A verbal warning will often be sufficient. More serious breaches of School rules should be referred to the relevant senior members of staff. The Sanctions System sets out all lines of referral in detail. Senior members of staff must also be consulted in cases of breaches of discipline where there may be special circumstances which should be taken into consideration (see also paragraph 5.6 below).
- 5.4 **Serious breaches of discipline**
- 5.4.1 For serious breaches of discipline, the pupil may be asked to leave the College permanently. Serious breaches of discipline include, but are not limited to, those described as Level 3 offences in the appendices below. All serious disciplinary matters that could lead to the permanent removal of the pupil from the College must be reported to the Principal. Please see the College's separate Expulsion, Removal and Review Policy.

5.4.2 **Removal:** The Principal, subject to ratification by at least one of the Board of Directors, may require the Removal of a pupil from the College if, after consultation with the parents and if appropriate the pupil, the Principal is of the opinion that:

- (a) by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the College; or
- (b) a parent has treated the College, members of its staff or any member of the College community unreasonably.

In these circumstances, the parents may be permitted to withdraw the pupil as an alternative to Removal being required.

5.4.3 **Expulsion:** A pupil is liable to Expulsion for a grave breach of College discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

5.4.4 The Principal is required to act fairly and in accordance with the principles of natural justice. Please see the College's separate Expulsion, Removal and Review Policy.

5.4.5 **Suspension:** For serious breaches of discipline, a pupil may be released home (or to his/her guardian) for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or a Board of Directors' Review.

5.5 The College seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the College to support the College rules. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where removal or expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

5.6 The College will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability (ref Disability Policy). Staff should seek advice from the Principal if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability. Where expulsion needs to be considered, the College will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

## 6 **Malicious allegations against staff**

6.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.

6.2 Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to remove their child or children from the College on the basis that they have treated the College or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

6.3 In accordance with the DfE's guidance *Keeping Children Safe in Education (2022)*, the College will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

## 7 Use of reasonable force

- 7.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of Reasonable Force* (July 2013) and as set out in Appendix 4. Corporal punishment is not used at the School and force is never used as a form of punishment.

## 8 Searching pupils

- 8.1 **Informed consent:** College staff may search a pupil or his/her possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 8.2 **Searches without consent:** In relation to prohibited items, the Principal, and staff authorised by the Principal, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 5 for the College's policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance *Searching Screening and Confiscation* (January 2018).

## 9 Further considerations in the promotion of good behaviour among pupils

- 9.1 The College recognises the contribution that effective pupil support systems and transition management can make to good behaviour at the College. In developing this behaviour policy, the Principal will reflect on these key aspects of College practice. Current pupil support systems are set out in Appendix 6 of this policy. The details of transition management are described in Appendix 7.

## 10 Records

- 10.1 Administration of major punishments are recorded on iSAMS and in the Major Sanctions Log, with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. This log is reviewed regularly by the Principal so that patterns in behaviour can be identified and managed appropriately.

## 11 Review

- 11.1 A pupil or his/her parents may request a Board of Directors' Review of the Principal's decision to expel or remove a pupil from the College, or where the pupil is suspended from the College for 11 school days or more or where a suspension would result in the pupil missing a public examination. See the College's separate Expulsion, Removal and Review Policy.
- 11.2 There will be no right to a Review of other sanctions but a pupil who feels aggrieved may ask the Principal to take up his/her concerns with the member of staff who imposed the sanction.

## 11 References and Policy Review

- 11.1 This policy has been drawn-up in accordance with the requirements of the Education (Independent School Standards) Regulations 2014, and the National Minimum Standards for boarding schools (DfE, September 2022). Reference has also been made to non- statutory guidance issued by the DfE: *Behaviour and Discipline in Schools* (DfE, 2016).

11.2 The policy will be reviewed against any new regulations and guidance, both statutory and voluntary that may be issued, from time to time, by the Department for Education, and, in any case, at least annually by the Principal.

<b>Authorised by</b>	resolution of the Board of Directors
<b>Signed</b> .....	
	On behalf of the Board of Directors
<b>Date</b>	August 2022

### Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
April 2016	GIW / RP / CL	Updated in response to Inspection Report Feb 2016 and in keeping with terms of Action Plan of March 2016. VWV advice taken.	Dropbox – SMT – Policies Final
June 2016	MCO	Reviewed and updated in light of changes to the law brought about by the Psychoactive Substances Act 2016: reference to “legal highs” in Appendix 4, paragraph 6.3 deleted.	Dropbox – SMT – Policies Final
Sept 2016	RP	Updated reference to KCSIE 2016 at 6.3 re malicious allegations.	Dropbox – SMT – Policies Final
May 2017	CL	Updated in response with compliance check on April 2017.	Dropbox – SMT – Policies Final
July 2018	MCO	Updated with reference to annual review	Dropbox – SMT – Policies Final
July 2019	MCO	Updated with reference to annual review	Dropbox – SMT – Policies Final
July 2020	MCO	Updated with reference to annual review	Dropbox – SMT – Policies Final
July 2021	MCO	Updated with reference to annual review	Dropbox – SMT – Policies 2021-2022
July 2022	IMS	Updated in line with introduction of Student Induction Programme and monitoring attendance patterns in Development Plan.	

### Schedule of Review

<b>Date of document review</b>	<b>Reviewed by</b>	<b>Scheduled date of next review</b>
May 2017	CL	July 2018
July 2018	MCO	July 2019
July 2019	MCO	July 2020
July 2020	MCO	July 2021
July 2021	MCO	Aug 2022
August 2022	IMS	Aug 2023

## **Appendix 1 Rewards**

### **Rewards system**

The College recognises that intrinsic motivation is the ideal to be attained. By following the College's Core Values and demonstrating High Performance Learning students will be rewarded as follows:

#### **Level One – Positive Points**

Positive Points can be awarded on Satchel One for learning outcomes or positive behaviour related to High Performance Learning VAAs and ACPs by Teachers and/or Mentors. Parents will receive notifications, via their Satchel One app.

#### **Level Two – Commendation Certificate**

If work and/or contribution to College values is considered excellent to demonstrate substantial High Performance outcomes, pupils may receive a Commendation Certificate from their Teacher or Mentor. This will show up on SatchelOne as a badge and parents will be informed.

#### **Level Three – High Performance Award**

Commendation Certificates across the core values may constitute a High Performance Award as determined by the Assistant Head of Key Stage. This is awarded in assembly by the Principal. Your parents will be sent a personal letter informing them of the award. Your award will be mentioned in school publications (Impact Matters).

#### **Level Four – Annual Awards**

For consistent High Performance and Progress, an award may be given during the annual Celebration and Graduation event. Your parents will be invited to the ceremony, either in person or online.

Recorded on ISAMS and included within pupil's end-of-term report.



## Appendix 2 Sanctions

The College Standing Rules and Regulations set out in detail the behaviour expected of pupils enrolled at Brooke House College. The standards of behaviour expected by pupils are also set out in college policies, the Boarding Handbook and the Student Induction Planner.

Where a pupil breaches the College Standing Rules and Regulations or any rule contained in the Boarding Handbook or College policies, they may expect the College to respond through the imposition of a sanction. The following tables separate breaches of discipline into three distinct categories or levels according to their severity and with the appropriate response for each level. The list of offences and sanctions is designed to guide staff as to appropriate responses to use and to guide pupils as to the responses they may expect for breaches of discipline. It is not an exhaustive list of offences – so much depends on each individual set of circumstances – and sanctions and the system rely on the use of professional discretion by all staff.

In accordance with the terms of the Behaviour and Discipline Policy, the Principal may prescribe and authorise the use of any sanctions as comply with good education practice and promote good behaviour and compliance with the College rules and policies.

### **Boarding and Non-Academic Offences and Sanctions**

<i>Level 1:</i>	<i>Level 2:</i>	<i>Level 3:</i>
<ul style="list-style-type: none"> <li>➤ Unsatisfactory bedroom state</li> <li>➤ Littering or otherwise sully communal areas</li> <li>➤ Late leaving boarding house</li> <li>➤ Littering</li> <li>➤ Disturbing others late at night / early in the morning</li> <li>➤ Missing a house meeting</li> <li>➤ Low level bullying i.e. first time name calling</li> </ul>	<ul style="list-style-type: none"> <li>➤ Repeated Level One offences</li> <li>➤ Lying to staff</li> <li>➤ Rudeness to any staff member</li> <li>➤ Repeat low level bullying</li> <li>➤ Missing a class</li> <li>➤ Smoking (u18)</li> <li>➤ Smoking on College premises (o18)</li> <li>➤ Breach of signing in/out procedures</li> <li>➤ Being in boarding house without permission</li> </ul>	<ul style="list-style-type: none"> <li>➤ Repeated level two offences</li> <li>➤ Persistent bullying</li> <li>➤ Racism</li> <li>➤ Actions designed to intimidate</li> <li>➤ Fighting or physical assault of fellow pupil or other act of violence against the person</li> <li>➤ Serious/wilful damage to school property or computer hacking</li> <li>➤ Tampering with fire equipment, including extinguishers, alarms, door, blanket, alarm.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Being out after last check</li> <li>➤ Possession of prohibited appliances (e.g. Electric heater)</li> <li>➤ Continued lack of personal or room hygiene standards</li> <li>➤ Climbing over boundary fences and gates or in/out of windows.</li> <li>➤ Throwing litter out of windows</li> <li>➤ Member of opposite sex in bedroom</li> <li>➤ Illegal visitors in house</li> <li>➤ Pupil in residence other than his own without permission</li> </ul>	<ul style="list-style-type: none"> <li>➤ Physical assault or other act of violence against member of staff</li> <li>➤ Being in over 18 accommodations (if living in supervised accommodation) without permission.</li> <li>➤ Being in accommodation of the opposite sex or entertaining a member of the opposite sex in your accommodation</li> <li>➤ Drinking alcohol, being in possession of alcohol or being under the influence of alcohol (except where o18 with permission)</li> <li>➤ Stealing</li> <li>➤ Blackmail</li> <li>➤ Supply, possession with intent to supply, simple possession or being under the influence of certain drugs, solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco</li> <li>➤ Smoking inside a building (any age)</li> <li>➤ Travelling elsewhere without prior permission</li> <li>➤ Sexual harassment or any misconduct of a sexual nature</li> </ul>
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		<ul style="list-style-type: none"> <li>➤ Supply or Possession of pornography</li> <li>➤ Posting or viewing offensive material on any electronic device.</li> <li>➤ Conduct which brings the College into disrepute</li> <li>➤ Persistent behaviour inconsistent with the College's ethos</li> <li>➤ Any serious criminal act</li> </ul>
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Responses

<i>Level: 1</i>	<i>Level 2:</i>	<i>Level 3:</i>
<p>Sanction administered by resident tutor or any member of staff.</p> <p><u>Example sanctions –</u></p> <ul style="list-style-type: none"> <li>➤ Verbal warning (often sufficient)</li> <li>➤ Loss of house privileges, including confiscation of electronic devices (recorded by resident tutor)</li> </ul>	<p>Recorded on ISAMS by reporting member of staff. Report passed to The Vice Principal by the resident tutor.</p> <p><u>Example sanctions –</u></p> <ul style="list-style-type: none"> <li>➤ Detention</li> <li>➤ Continued/extended loss of house privileges</li> <li>➤ Continued/extended confiscation of electronic items</li> <li>➤ Loss of College privileges, for example, no Exeat, no outing</li> <li>➤ Weekend hourly check</li> </ul>	<p>The Vice Principal informs the Principal as soon as is possible. The Principal decides sanction.</p> <p><u>Sanctions include –</u></p> <ul style="list-style-type: none"> <li>➤ Parents notified</li> <li>➤ Possible suspension (internal)</li> <li>➤ Possible suspension (external)</li> <li>➤ Possible expulsion</li> </ul> <p>Please see Expulsion, Removal and Review Policy for procedure upon exclusion.</p>

## Appendix 3

### **Academic Support and Intervention System**

In some cases, some students may show behaviour or working habits which are not in line with the school's core values of classroom values. This will be dealt with according to the level of the problem. Interventions are about undertaking a diagnostic conversation with a view to analysing the issue and putting the problem right. This is done by discussion and reflection. The focus is to intervene, rather than punish so that we can work together to bring you back to working within our shared core values. Intervention is aligned to nurturing the High Performance Learner by enabling:

**Self-regulation** - The student learns to recognise the negative traits in their behaviour and correct them before they become a problem.

**Connection Finding** - The student learns to connect the triggers to the negative aspects of their conduct and break the link between them.

**Flexible Thinking** - The student learns to identify the thoughts and ideas which trigger the negative behaviour and learns how other ideas can lead to positive behaviour/work.

**Empathy** - The student learns how their behaviour affects those around them.

**Resilience** - The student learns that through hard work and persistent concentration of efforts, rewards follow.

Intervention is also in line with our Core Values:

**Caring** – The school cares about you and wants you be the best that you can be.

**Collaborative** – We work together to solve the problem.

**Curious** – We want to know what the problem is and what causes it.

**Creative** – We work together to solve the problem.

Intervention works at a number of levels as is appropriate to the situation.

Initially, the teacher will speak with the student about their work and/or behaviour. This will usually be done privately and at the end of the lesson. The focus will be how to improve so that you are adhering to the school values and high performance. The teacher may log negative points on SatchelOne and your parents notified via their SatchelOne app.

#### **Green Intervention**

In the case or single examples of failing to work to core values, a student may receive an intervention session. This will be held at the end of the school day during which they will be expected to:

- Complete unfinished work
- Discuss the reason for your intervention session with a senior member of staff.

Parents will be notified by email the day before the session.

If the issue is deemed be down to poor habits, the student will be supported in re-establishing habits which work towards our core values using a Green Support Plan card. This will be tailored to the nature of the issue:

The student will be responsible for keeping and filling in the card by asking their teachers to sign it after each lesson. At the end of each day, they report to the Vice Principal, who will discuss progress in developing the habits needed for High Performance.

A record of this is added to the permanent Discipline Record.

#### **Attendance Support**

If a student is absent from any lessons, they will not be allowed to take part in Football Training or Enrichment activities on that day and will be given work to do by the Vice Principal.

If the Intervention is not successful in correcting habits or the offence is very severe, further sanctions will apply, including:

- Internal exclusion for 1 or more days.
- Fixed term exclusion preceded and followed by a meeting the Vice Principal/Principal as appropriate.
- Permanent exclusion at the request of the Directors of the school.

## **Appendix 4 Use of reasonable force**

### **When reasonable force may be used**

- 1 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
  - 1.1 committing a criminal offence
  - 1.2 injuring themselves or others
  - 1.3 causing damage to property, including their own
  - 1.4 engaging in any behaviour prejudicial to good order and discipline at the College or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 2 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing her to do so would risk her safety or lead to behaviour that disrupts the behaviour of others.
- 3 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 5 below).

### **Examples of the circumstance in which reasonable force might be used and when it may never be used**

- 4 Members of staff and those temporarily authorised by the Principal may use reasonable force in the following circumstances:
  - Remove a disruptive pupil from the classroom where they have refused an instruction to leave;
  - Prevent a pupil from behaving in a way that disrupts a college event or College visit or trip;
  - Prevent a pupil from leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
  - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
  - Restrain a pupil at risk of harming themselves through physical outbursts.

Staff may never use reasonable force as a punishment – to do so would always be unlawful.

### **Those who may use reasonable force**

- 5 Members of staff and those temporarily authorised by the Principal may use reasonable force to prevent a pupil committing an offence, injuring him/herself or other pupils, or destroying property.
- 6 All members of College staff have a legal power to use reasonable force. This power also applies to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on school visits. For those temporarily in charge

of pupils, the Principal will inform the people concerned of their responsibilities and ensure that they understand what authorisation entails. The Principal will also ensure an up-to-date record of these people is kept.

#### **Reasonable adjustments for pupils with disabilities**

- 7 In deciding whether reasonable force is required, the needs of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

#### **Recording procedure**

- 8 Where reasonable force is used by a member of staff, the Principal must be informed of the incident, using the form below. Where the Principal considers an incident involving the use of reasonable force to be serious, the pupil's parents will be informed. The Principal shall refer to the advice contained in *Use of reasonable force – Advice for headteachers, staff and governing bodies (DfE, July 2013)* when deciding whether the incident is “serious” for the purposes of making a report to the parents.

#### **Review and training**

- 9 Any member of staff unsure of the nature of their right to use reasonable force to restrain pupils, or any member of staff who requires clarification of any aspect of this policy, should seek advice and support from the Principal. The Principal will evaluate the need for formal staff training on physical restraint as part of his/her annual review of this policy and its implementation

**Record of incident involving the use of reasonable force**

<b>Date:</b>	<b>Time:</b>	<b>Staff member:</b>
<b>Pupil:</b>	<b>House:</b>	<b>Place of incident:</b>
<b>Adult witnesses:</b>	<b>Pupil witnesses:</b>	<b>Name of any member of staff summoned:</b>
<b>Incident leading to use of reasonable force. Include details of pupil's behaviour and any strategies used to diffuse situation:</b>		
<b>The reason for the using force, details of force used, how it was used and for how long it was used:</b>		
<b>Pupil's response to use of force:</b>		
<b>Details of any injury or damage to property:</b>		

**This form should be completed on the same day as the incident and handed to the Principal. A record of the incident should also be recorded on ISAMS.**



## Appendix 5 Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The College's policy on searching and confiscation has regard to guidance published by the DfE, *Searching, Screening and Confiscation* (January 2018).

### 1 Prohibited items

1.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

1.1.1 knives or weapons, alcohol, illegal drugs and stolen items

1.1.2 tobacco and cigarette papers, fireworks and pornographic images

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

(a) to commit an offence or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil) and

1.1.4 any item banned by the College Rules that are identified as being items which may be searched for.

1.2 The College has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on College premises or at any time when they are in the lawful charge and control of the College (for example on an educational visit).

### 2 Searching with consent

2.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.

2.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 1 above. The consent of the pupil must be sought even if he/she is not at the College at the time. If a member of staff suspects that a pupil has an item that is banned by the College they can instruct the pupil to turn out his/her pockets or bag.

2.3 If the pupil refuses to provide consent disciplinary action may be taken in accordance with the College's Behaviour and Discipline Policy.

### 3 Searching for prohibited items

3.1 Where the Principal or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary (such force may not be used in searches for items included in 1.1.4 above).

- 3.2 Searches will be carried out only on College premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- 3.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 3.3.1 a search of outer clothing and / or
  - 3.3.2 a search of School property (e.g. pupils' lockers or desks, bed studies or dormitories) and / or
  - 3.3.3 a search of personal property (e.g. bag or pencil case).
- 3.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- 3.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- 3.6 Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

#### **4 Confiscation**

- 4.1 Under the College's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 4.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to College discipline.

#### **5 Searching electronic devices**

- 5.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break College Rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- 5.2 Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be, used to cause harm, to disrupt teaching or break College Rules.
- 5.3 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of College discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

## 6 Disposal of confiscated items

- 6.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 6.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 6.3 **Other substances:** substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 6.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Principal or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 6.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 6.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Principal or other authorised member of staff which may include donation to an appropriate charity.
- 6.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Leicestershire children's social care.
- 6.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 6.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Principal or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 6.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 6.11 **An item banned under School Rules:** such items may, at the discretion of the College or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of College rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Principal considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below. If a pupil persists in using a mobile phone in breach of College Rules, the phone will be confiscated and must be collected by a parent.

6.12 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break College Rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

## 7 **Communication with parents**

- 7.1 There is no legal requirement for the College to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform parents on how the College will dispose of certain items.
- 7.2 We will keep a record of all searches carried out, whether the search is with or without the consent of the pupil, which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018. The record will include details of any disposal of items confiscated.
- 7.3 Complaints about searching or confiscation will be dealt with through the College's Complaints Procedure. A copy of the procedure is posted on the College's website and hard copies are available on request.
- 7.4 The College will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the College does not accept responsibility for loss or damage to property.

## Appendix 6 Pupil Support Systems

The College recognises that effective pupil support systems can contribute greatly to improving standards of behaviour and to promoting good behaviour among pupils. In drawing up this policy and as part of the ongoing review of its effectiveness, the Principal will reflect on the strength of pupil support systems within the College. He will make any adjustments to those systems where he considers that to do so would improve standards of behaviour among the pupils.

In summary, internal pupil support systems and those that contribute to good behaviour among pupils at the College consist of the following:

- the house system, managed by the The Vice Principal (Pupil Development and Wellbeing) and the individual Resident Tutors, to whom pupils may turn for pastoral support;
- the academic management team, including the Vice Principal, Heads of Faculty, and individual teachers, to whom pupils may turn for support relating to their classes and College work;
- the College Nurse to whom pupils may turn for support relating to their health and wellbeing;
- The School Council acts as a support system by establishing a channel through which pupils may report concerns and make suggestions to the senior management.
- the Director of Pupils Services to whom pupils may turn for support relating to practical matters such as visa renewal, pocket money collection and airport transfers.

External support systems also serve to promote good behaviour among pupils. External channels through which pupils may receive support are:

- The College independent listeners – whose contact details are published in the Boarding Handbook;
- The College Counsellor – Miss Chrysa Chlomisiou – whose details are published in the Pupil Handbook;
- Guardians for pupils whose parents live overseas;
- Childline, NSPCC Helpline and Children’s Commissioner, whose contact details are published in the Boarding Handbook.

## **Appendix 7 Transition Management**

The College recognises the fact that a clear and well-supported transition programme not only enables pupils to progress through the school smoothly, but it also promotes good behaviour. The models of transition are under constant review and the Principal will ensure their effectiveness on a regular basis.

Transition management at Brooke House is taken very seriously. There are three key phases of transition; Arrival at the school, time at school and departure from the school. Within these three areas there are various sub-strata, which enable the pupils to follow a smooth path into, during their time at Brooke House and as they leave.

### **Arrival**

Prior to joining Brooke House, pupils, along with their parents/guardians, have the opportunity to visit the campus to meet some staff and view the facilities. Key policies relating to smoking, alcohol and substance abuse, the anti-bullying policy, the safe use of ICT within the college are all read prior to arrival and both pupils and parents sign declarations that the policies have been understood and that they will abide by them. For our Football Academy players, trials and meetings are used to both assess players' abilities and to form links with the school and the football coaches. Upon arrival, there is an induction programme, which deals with classroom expectations, familiarisation of the site, behaviour and the issuing of the timetable. The college also operates a 'buddy' system, where an existing pupil takes a new pupil under his or her wing.

### **Whilst at school**

The transition between each academic pathway is carefully managed. Clear information is distributed regarding GCSE choices and courses within the intensive English programme. The careers staff hold exit interviews to ease the transition from the 16+ age group into the sixth form. A level choices and university foundation programme courses are all explained to the pupils. Within the core academic programme, there is also clear transitional support for those with SEND and EAL. The Football Academy, along with its regular programme, offers transition support in such areas as meeting agents, club and national coaches and club owners.

### **Leaving the school**

In preparation for leaving Brooke House, the careers staff have put in place a programme that includes an HE fair, open days, Oxbridge entry, SAT programme for those wishing to join an American university and other international destinations. In addition, preparation for other UK university application programmes such as LNAT, UKCAT and BMAT is provided.