

Brookes UK

Behaviour Policy



This policy is approved for publication by: Paul Jackson

This policy was approved for publication on: August 2024

This policy will be next reviewed on: July 2025

Table of Contents

| | |
|---|---------------|
| Table of Contents | 1 |
| Introduction | 2 |
| Aims | 2 |
| A Positive Approach | 2 |
| Roles & Responsibilities | 3 |
| SEND Pupils | 3 |
| Promoting Positive Behaviour | 4 |
| Rewards Systems We Use | 4 |
| Cherry Trees Early Years | 4 |
| Lower School (KS1 &2) Reward Systems | 4 |
| Senior School (KS3 and KS4) Reward Systems | 5 |
| Sanctions and Procedures | 5 |
| Cherry Trees Early Years | 6 |
| Lower School (KS1&2) | 7 |
| Senior School (KS3&4) | 7, 8 |
| Recurrent Incidents | 9, 10 |
| Serious | 10 |
| Mobile Phones and Devices (incl smartwatches) | 10 |
| Items Banned From the School Premises | 11 |
| Smoking and Controlled Substances | 12 |
| Sexual Harassment | 12, 13 |
| Appendix 1: Definitions | 14 |
| Appendix 2: Key Stage 1 & 2 Behaviour Chart | 15 |
| Appendix 3: Junior School Behaviour Ladder Steps | 16 |
| Appendix 4: Senior School Behaviour Ladder Steps | 17 |
| Appendix 5: Expectations | 18, 19 |

(Please also refer to the **Preventing and Tackling Bullying Policy, Child Protection and Safeguarding Policy and Prevent Risk Assessment**)

Introduction

At Brookes UK we are determined to create a positive and inclusive learning environment where everyone is given the opportunity to fulfil their potential. We aim to challenge and support all of our pupils, helping them strive to become lifelong learners and preparing them for life in an international community.

We believe that in relation to behaviour the school will therefore:

- Set high expectations for behaviour.
- Provide positive role models. Staff should treat one another and students with the same level of courtesy, patience and respect that they expect from students.
- Promote good behaviour and attitudes by providing positive support, encouragement, praise and appropriate rewards.
- Promote respect for others and the environment.
- Promote self-discipline and self-respect.
- Promote equality of opportunity, the welfare of students and good relations across the whole school community.
- Value students as individuals and take account of the needs of all.

Aims

- To help ensure that all members of the School community feel safe in an environment free from disruption, discrimination, abuse and harassment.
- To facilitate outstanding teaching and learning.
- To create a culture of outstanding behaviour and establish the highest standards.
- To cultivate a climate of acceptance, resilience, confidence and making positive choices, where mutual respect pervades the life of the School.
- To ensure equality of opportunity and the fulfilment of individual potential.
- To help learners take control of their own behaviour and be responsible for the consequences of it.
- To adopt a consistent approach to managing behaviour.
- To promote the importance of positive relationships, early intervention, the use of restorative practices and the recognition of positive behaviour.
- To ensure that students know where to access support in relation to pastoral issues and the nature of support available (including specialist support).

A Positive Approach

- We believe that a positive approach to behaviour and discipline encourages attention to focus on agreed aims and expectations and their attainment.
- The school's expectations are communicated with students in positive terms.
- Good and appropriate behaviour is recognised consistently, rewarded and thus reinforced through an age-appropriate reward scheme.

Roles and Responsibilities

Students are expected to:

1. be respectful, safe and prepared;
2. model excellent behaviour for others, both on-site and off-site (this expectation increases as students progress in their School careers);
3. take responsibility for their own behaviour and the decisions they make;
4. follow reasonable staff instructions and accept interventions and consequences in an appropriate way;
5. cooperate with any arrangements in place to support their behaviour;
6. wear the School uniform and follow the dress code correctly at all times;
7. arrive at lessons prepared and punctually;
8. adhere to the Behaviour Policy.

Parents/carers are expected to:

1. encourage their children to behave appropriately and respectfully;
2. support the School's authority to discipline students and work with the School to support their child's positive behaviour;
3. help ensure that their children follow instructions by staff and adhere to the Behaviour Policy;
4. send their child to School each day punctually and suitably prepared to learn;
5. inform the School of any changes in circumstances that may affect their child's behaviour or wellbeing;
6. attend meetings with staff, if required, to discuss their child's behaviour.

Staff are expected to:

1. implement the Behaviour Policy consistently;
2. model positive behaviour, including personal presentation;
3. encourage students to make correct choices, give opportunities to correct poor choices and expect students to accept the consequences of their behaviour;
4. provide a personalised approach to the specific behavioural needs of particular students;
5. record behaviour incidents.

Senior Leaders will support staff in implementing the Behaviour Policy.

The Principal is responsible for:

1. reviewing and approving the Behaviour Policy;
2. ensuring that the School environment encourages positive behaviour and that staff manage and modify poor behaviour effectively;
3. monitoring how staff implement the Behaviour Policy to ensure rewards and sanctions are applied with a high degree of consistency.

SEND Pupils

Specific attention is required regarding the behaviour of pupils who are identified as SEND. Appropriate arrangements may be needed to support these pupils. All staff need to be aware of specific issues so that they can make reasonable adjustments. A care plan may be provided by the SENDCo.

Promoting Positive Behaviour

All staff are responsible for setting the tone and context for positive behaviour at School.

Staff will follow the below principles:

1. Be mutually supportive.
2. Maintain clear and consistent expectations.
3. Create a stimulating environment for all.
4. Retain ownership where possible.
5. Model positive and respectful behaviour.
6. Practise self-reflection.
7. Reinforce the expectation for students to be respectful, safe and prepared.
8. Cultivate positive relationships with students by, amongst other things;
 - Recognising and reinforcing positive behaviours and giving attention to best conduct.
 - Acting in a calm and consistent manner.
 - Developing clear routines and greeting students at the start of lessons.
 - Communicating expectations in advance of activities.
 - Ensuring there is certainty to any consequence.
 - Engaging students in reflective dialogue and reconciliation when appropriate.
 - Challenging students who are not meeting expectations around the School site and following the principle of cue, caution, consequence.

Senior Leaders will:

1. be a visible presence encouraging appropriate conduct and positive behaviours.
2. ensure staff are empowered to manage student behaviour by providing advice and support. Intervene where necessary to achieve this;
3. meet with students who are persistently behaving inappropriately (alongside the relevant member of staff) to try and improve/resolve the situation;
4. regularly celebrate staff and students whose efforts go above and beyond expectations. Encourage the recognition of positive student behaviours;
5. use behaviour data to target and assess interventions;
6. continue to implement interventions if student behaviour is not improving.

Rewards Systems We Use

Cherry Trees Early Years

- Acknowledge positive interactions and right choices through happy gestures and visual praise.
- Pupils who demonstrate good behaviour are given the opportunity for additional responsibilities, for example collecting snacks from the kitchen, feeding class pets etc.
- Star of the week

Lower School (KS1 &2) Reward Systems

- Every child belongs to a 'House'. The houses are Hawk, Falcon and Eagle. House Points are awarded by all staff for good attitudes, citizenship, work and effort. House points are collected and the House with the highest number of points awarded is celebrated in assembly. This creates an atmosphere of collective positivity. Each Lower School class has a jar with a collection of marbles. The marbles are used to provide an instant reward for the class. Once full, a special reward is given to the whole class.

- House points awarded are shared with parents through ISAMs
- Traffic Light reward system is in place where children start each day on green and through good behaviour, work and kindness work up to gold, conversely can drop to orange or red through inappropriate behaviour (Appendix 2b). Children's learning needs will always be taken into consideration.
- A Star of the Week certificate is awarded to pupils in Key Stages 1 and 2 who have demonstrated outstanding approaches to both learning and behaviour. They have weekly focused values which are linked to the star of the week.
- Academic achievement award celebrations
 - Pupils are rewarded through positive comments made in homework diaries and annotated onto pieces of work (see Marking and Feedback Policy).
 - Pupils who demonstrate a good attitude to work and or relationships are given the opportunity for additional responsibilities; for example by being elected as School Council representatives, House or Sports Captains.
 - Students who have shown outstanding learning behaviours throughout the year can be recognised in the annual Prize Giving presentations.

Senior School (KS3 and KS4) Reward Systems

- Every child belongs to a 'House'. The houses are Hawk, Falcon and Eagle. House Points can be awarded by all staff for good attitudes, citizenship, work and effort. House points are collected and the house with the highest number of points awarded is celebrated in assembly. This creates an atmosphere of collective positivity.
- House points awarded are shared with parents through ISAMs
- Students who have shown outstanding learning behaviours each half term are recognised with academic achievement awards throughout the year and in the annual Prize Giving presentations.
- There are a variety of reward systems used in the boarding house (See Brookes UK Boarding Handbook).
- Pupils who demonstrate a good attitude to work and or relationships are given the opportunity to take on additional responsibilities such as being elected as School Council representatives, House or Sports Captains.
- Form tutors reward their form group for good collective behaviour and effort by organising treats and trips.

Sanctions and Procedures

It is important that failure to meet the agreed aims and expectations is dealt with consistently on the principles that:

- Sanctions focus on the misdeed.
- Sanctions follow misbehaviour in a timely manner.
- The severity of the sanction should match the misdeed and these levels are outlined below.
- It is important to remember there are always two sides to a story. Staff must listen to both sides and always question why is it happening and what can we do to help?

There are agreed procedures that are adopted in a scale of sanctions that can be applied

- All teachers and support staff are expected to manage the behaviour of the pupils that they teach and/or encounter within the school and they should employ appropriate sanctions to discourage inappropriate or disruptive behaviour.
- Staff will typically manage minor disruptive/poor behaviour by Cue, Caution, Consequence:
 - Cue: Remind the student of expectations, referring back to respectful, safe, prepared. Remind them that they are responsible for their own behaviour. Attempt to re-engage where possible.
 - Caution: Caution the student and share the consequences of them continuing to behave in that way. Emphasise that they have an opportunity to take responsibility and improve the situation. Allow take-up time where possible.
 - Consequence: issue a consequence if the student chooses not to take the opportunity to improve their behaviour and be 'respectful, safe and prepared'.

Cherry Trees Early Years

- 'Redirecting' of pupils who are finding it difficult to choose an appropriate activity.
- Use of a bell to restore peace and quiet within the environment.
- 'Glueing,' quietly ask a child to join in an activity with another child and practitioner, followed by another activity with a practitioner, giving the child time to re-centre and calm themselves in order to work effectively in the classroom independently.
- Quiet discussion/explanation of problems/issues.
- Peace table-children discuss their disagreements.
- Role play scenarios to demonstrate to children more appropriate ways to deal with situations.
- Plan lessons/story-telling in response to children's emotional/social problems, highlighting the most appropriate way to behave.
- Sharing of books about emotions to promote discussions.
- Empower pupils by offering them the opportunity to make the right choice.
- For children likely to cause harm to others through their actions, cuddle restraint and removal from the situation, providing a quiet space to calm down. Discuss the problem and give the child the choice to rejoin the rest of class when they feel ready to behave appropriately.

Sanctions are used to help pupils make appropriate choices about their behaviour. Where children choose to break agreed behaviour rules they have the right to expect fair sanctions, applied consistently and taking into account any special circumstances or special needs.

Junior School (KS1&2)

The school's agreed Junior School Behaviour Steps are applied consistently and all children start each day on Green. Where children display behaviour that goes against our core values, they will receive the following 'Behaviour Steps':

- Pupils will receive a clear verbal warning
- If a second warning is given then the pupil's name is moved to 'Yellow' on the behaviour chart located in each classroom (Appendix 2).
- If behaviour persists then the pupil's name is moved to 'Red' and 'Lost Time' (Blocks of 5 mins) is enforced.
 - 'Lost Time' can be earned back/reduced if the pupil demonstrates appropriate restorative behaviour.
- 'Lost Time' can not exceed 15 mins per day.
 - 5 minutes 'Lost Time' can only happen at the first break.
 - 'Lost Time' longer than 5 minutes will happen during the child's lunch break.
- If a pupil is on 'Red' and continues to disrupt, then this is treated as a serious incident and the pupil should be sent to the Headmaster or SLT or a member of staff will collect the pupil.
 - If a pupil is removed from a lesson, they will receive an immediate 15 mins 'Lost Time' with the Headmaster and parents will be notified.
- Recurrent 'Red' incidents will be recorded so as to monitor frequency of occurrence.
 - Should persistent 'Red' incidents occur, parents will be invited in to discuss positive interventions.
- At the end of the week, Behaviour Registers are checked and a notification is sent to the child's parents to inform them that their child has 'lost' xx mins that week.
 - Children who have 'lost' time are, under adult supervision, asked to refrain from joining their peers for the duration of their 'lost' time at break time.

Senior School (KS3&4)

In the Senior School staff and students following a simple system of '**Warn - Move - Remove**'

All classroom management strategies and behaviour steps will follow the Senior School Behaviour Steps (Appendix 5)

- Students will receive a '**Warning**' as a first step – Verbal warning given for not meeting expectations
 - SEN (ILPS/EHCP) students use their personal strategies at this point – take a break, longer cool down time, as agreed with SENDCo/LSA.
- If a second warning is given then the student will be asked to '**Move**' seats/location
 - 2nd warning received, move seats = Behaviour point given.
 - SEN students will be provided with strategies and additional warnings ahead of sanction being enforced.
- If behaviour continues to not meet expectations the student(s) are '**Removed**' from Lesson.
 - Staff will use their discretion and professionalism when issuing this final sanction and where necessary time-outs will be the preferred method of sanction above removal.
 - SEN students will be provided with additional warnings ahead of this final sanction being enforced.
 - If a student can be returned to class after a time out, that is the preferred option.
 - After such incidents, pupils may be given the opportunity, at the teacher's discretion, to reflect upon their behaviour and discuss with the teacher .
- All incidents of this behaviour will be logged on iSAMs, parents are notified through this system.

- If a student is moved, they will receive a 'Behaviour Point'.
- If a student is removed from the lesson that will receive a 'Removal from Lesson' behaviour point.
- No Public Displays of Affection (PDA).
 - Public displays of affection include physical contact such as intimate touching, cuddling, kissing, and other similar actions on school premises or school-sponsored activities between two students, most likely in a relationship.

Special Circumstances

**If students' behaviour is unsafe and or dangerous, the above steps do not need to be followed and removal from the lesson can be immediately issued.*

- If a student is removed from class, immediate lunchtime sanction is issued for that day, or the following day if the student is removed from an afternoon lesson.
- Lunchtime sanctions will run daily by different members of staff on a rota basis.
- If the student displays negative or continued disruptive behaviour during the sanction, this will result in a further Senior Leadership sanction.
- If 3 or more behaviour points are issued in a week, lunchtime sanction is given.

Students that display persistent unacceptable behaviour, will be placed on a series of monitoring reports.

- 2 choices of report - behaviour or positive, which depend on specific required focus.
 - Initially report will be monitored by form tutor
 - If no improvement, then monitored by SLT member
 - Meeting with parents to discuss events and 'Behaviour contract' agreed.

Professional Judgement

All factors surrounding an incident or student needs (including those with SEN) should be taken into account. A reasonable adjustment should always be made including class teacher behaviour management of particular students. Please refer to the SEN register as well as following any specific student safety plan.

It is so important to ensure all students have the opportunity to be successful in lessons.

Whole School

Recurrent Incidents

- Incidents of unacceptable behaviour logged on iSAMs will be monitored by the form tutor/pastoral lead.
- The subject teacher should liaise with the form teacher (or member of SLT if the same person) to decide upon the next steps. Possible next steps might include:
 - A lunchtime sanction.
 - Monitoring a pupil's behaviour
 - Behavioural contract
- Parents/guardians should be informed by the form tutor.
- If a class teacher is concerned about a pupil who has specific needs it may be appropriate to discuss concerns with the SENDCo.
- If poor behaviour continues, then further interventions will be considered. Possible next steps might include:
 - Monitoring a pupil's behaviour for a limited time by using a target report card.
 - Staff working with the pupil to provide strategies to enable them to modify their behaviour.
 - Part Time timetable (agreed by parent)

Serious

Serious incidents include:

- Verbal abuse of another pupil, adult or teacher, particularly where there is use of offensive language.
- Persistent non-compliance with the reasonable demands made by any member of staff.
- Physical violence or threatening behaviour towards another pupil, adult or teacher;
- Theft, misappropriation of belongings from another pupil, teacher, or from school property.
- Intentional damage to school property.
- Harassment and/or abuse based on, but not limited to, nationality, race, religion, disability, gender and/or sexual identity/orientation.
- Sexual misconduct and harassment, indecency, accessing obscene and pornographic websites on computers, or sexting.
- Possession of drugs, alcohol or offensive material for personal use.
- Possession of drugs, alcohol or offensive material with the intention of supplying to others.
- Being under the influence of drugs or alcohol.
- Possession or use of weapons.

All incidents of serious misbehaviour or persistent disruptive behaviour should be reported to the Principal and logged on iSAMs.

If any behaviour is deemed to be totally unacceptable then staff must ensure that the pupil(s) refrain immediately and are isolated from other pupils, they must then be removed from the situation immediately and placed in the care of the Principal.

Sanctions for serious incidents could include internal isolation for the part or the whole of the school day, a behaviour contract, a Fixed Term Exclusion (FTE) of at least 2 days or Permanent Exclusion (PE).

SAFE RESTRAINT:

In dealing with physical or 'out of control' behaviour, a trained member of staff may only use a degree of force if it is necessary to restrain a student who, in the opinion of that member of staff, is in danger of injuring them self or others or damaging property. Please see the Use of Reasonable force Policy for further information. Boarding staff all receive training on safe restraint.

In the event that Safe Restraint is not suitable or the member of staff is not comfortable, the following is a suitable plan of action;

1. DO NOT provoke or antagonise the student, try to keep them calm and safe.
2. Calmly ask the remaining students to leave the class.
3. Where possible send the remaining students to a safe location with any learning support staff (playground - weather permitting).
4. Send a responsible student to the school reception for immediate support.

SEARCH: Where there is a suspicion of theft, misappropriation, the presence of drugs, alcohol, offensive material or weapons, sexually explicit images or material, the school reserves the right to search a pupil's possessions. This will take place in a sensitive and controlled manner and may involve communication with parents or guardians.

Parents will always be informed. Sanctions may include lost time, removal from specific lessons/activities/trips/privileges/boarding, internal suspension, fixed-term exclusion and permanent exclusion.

Mobile Phones and Devices (incl smartwatches)

- Devices are not permitted in school.
- Students are informed to not bring any electrical device to school (Mobile Phones, Tablets, Laptops, Smart watches)
- In certain circumstances, some students may require the use of a phone to contact parents/guardians regarding pick up.
- If a student is seen with their device, or their device is heard, here at Brookes we will adopt the 'See It, Hear It, Lose It' policy.
- If the device is seen or heard the students' device(s) will be confiscated and handed to the main reception for collection after school.
- Repeat offenders
 - 1st & 2nd time - Device handed to main reception and collected after school - event logged on iSAMS
 - 3rd Time - Device handed to main reception and parents contact to come and collect the device
 - Further offences - sanctions awarded in line with behaviour policy..
- In the event that a device is removed from a Boarding student, the device is handed to the House Parent

Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment:
 - Matches, lighters, etc.
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs/vapes)
 - Alcohol - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals
- Other items:
 - Liquid correction fluid
 - Chewing gum
 - Nuts
 - Caffeinated energy drinks
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray
 - Mobile phones (except by approval of the headteacher following letter from parents)

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and pornography of any kind are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

A Senior Leader will always be notified when any item is confiscated.

Staff will follow the provisions outlined in the Government guidance when conducting searches and confiscating items.

Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates - this includes the school car park area.

The school has a zero-tolerance policy on illegal drugs and legal highs (new psychoactive substances).

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

The staff member will store the sample in a secure location.

The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the student, as well as the local police, will be notified.

Sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

- o Accessing, downloading or uploading pornography
- o Sharing pornography via the internet or email
- o Creating or maintaining websites with sexual content
- o Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Appendix 1: Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Damage to the school or property of others

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Missing or incomplete homework
- Disruption on public/school transport
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

"Challenging behaviour" is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member appropriately to their behaviour(s).

Appendix 2: Key Stage 1 & 2

The colour chart is a very fluid behaviour system and children can be moved between the colours throughout the day.

| |
|--|
| <p>STAR</p> <p>Move to the 'Star' for consistent positive behaviour. If on 'Star' at the end of the day then the pupil will receive a house point.</p>  |
| <p>Green- 'It's good to be green.'</p> <p>All pupils start the day on green and if below green</p> |
| <p>Yellow - Warning</p> <p>Move to Yellow following a verbal warning.</p> |
| <p>Red - 'Lost Time'</p> <p>Move to red if disruptive behaviour continues and lose 5 minutes of golden time KS1/break time KS2</p> |

Appendix 3: Junior School Behaviour Ladder Steps

| Behaviour Displayed | Sanction | Staff/Adult Action |
|---|--|--|
| <p>Behaviours including (not limited to):</p> <ul style="list-style-type: none"> - Distracting others from their learning; - Repeated calling out; - Consistently talking when should be working or listening; - Deliberate time-wasting; - Swinging on a chair; - Flicking objects; - Running inside; - Avoiding completing set tasks; - Making fun of others; - Taunting others; - Rough/inappropriate play; - Lack of respect to adults e.g. ignoring an adult or answering back. - Spitting - Swearing (not specifically aimed). | <p>First time: Verbal Warning</p> <p>Second time: Move to Yellow</p> <p>Third time: Move to Red 5 Minutes 'Lost Time'</p> | <p>Every child starts the day on Green.</p> <ul style="list-style-type: none"> - Sanctions must be applied consistently and with reference to the Behaviour Ladder. - Red minutes lost are cumulative, but the cycle must be applied each time: verbal warning, move to yellow, move to red. - Lost time can be earned back. <p>At the end of the day:</p> <ul style="list-style-type: none"> - Award a Respect House Point to every child who has stayed on Green. - Award 2 Respect House Points to every child who has made it to the Star - Add the name of any child who has lost time and details of the number of minutes they have lost to the Class Behaviour Register. - Remind the child they will start the next day on Green. <p>The next day:</p> <ul style="list-style-type: none"> - Children who have lost time will sit on a bench on the playground at break time, for the duration of their 'lost' time. - If minutes lost exceed 15 mins, children need to sit outside the Principal's office at the start of lunchtime for the 'balance' of their lost time. - Class Behaviour Registers will be checked on a Friday and, for persistent offenders, a letter will be sent to parents to notify them that their child has been losing time consistently. |
| <ul style="list-style-type: none"> - Swearing at another person; - Fighting; - Repeated malicious name calling; - Passing threatening notes. | <p>Immediately: Move to Red 15 minutes 'lost' time</p> | <p>As above, but:</p> <ul style="list-style-type: none"> - Behaviour Incident Form to be completed by adult imposing sanction. - Principal to be informed. - Class teacher to talk to parents. |
| <ul style="list-style-type: none"> - Deliberate vandalism; - Racism; - Stealing; - Premeditated violence; - Putting other children in danger. | <p>Immediately: Send to Headmaster</p> | <ul style="list-style-type: none"> - Behaviour Incident Form to be completed by an adult requesting sanction. - Principal and class teacher to discuss & agree on sanctions. - Principal to talk to parents. |

Appendix 4: Senior School Behaviour Ladder Steps

| Student Displayed Behaviour | Sanction / Consequence | Staff/Adult Action |
|---|---|---|
| <p>Example of Displayed Behaviours:</p> <ul style="list-style-type: none"> - Distracting others from their learning; - Repeated calling out; - Consistently talking when should be working or listening; - Deliberate time-wasting; - Swinging on a chair; - Flicking objects; - Running inside; - Avoiding completing set tasks; - Making fun of others; - Taunting others; - Rough/inappropriate play; - Lack of respect to adults e.g. ignoring an adult or answering back. - Spitting - Swearing (not specifically aimed) <p>Stage 1 Student has not settled or taken notice of instructions relating to expectations</p> | <p>Firstly, use your effective behaviour management strategies and professional judgement.</p> <p>STAGE 1 - WARN</p> <p>Let the student know that their behaviour is not meeting the classroom expectations and issue a warning.</p> <p><i>*Reflection*</i></p> <p>During this time, see if the student is trying to correct their behaviour. Continue with classroom management strategies.</p> | |
| <p>Stage 2 Student does not correct their behaviour</p> | <p>STAGE 2 - MOVE <i>*Behaviour Point Issued*</i></p> <p>Inform the student in a professional, non confrontational, manner.</p> <p>"Name, you have not corrected your behaviour which means you are not meeting classroom expectations. You now have a behaviour point for You need to make a positive choice and get on with your work for the rest of the lesson."</p> | <p>At the end of the lesson or next opportunity record a behaviour point on iSAMS. Where possible you should have a restorative conversation during the lesson or at the end.</p> |
| | <p>If the students behaviour is manageable and not significantly disruptive, please continue to use your classroom management strategies.</p> | |
| <p>*Professional Judgement* Students are attempting to correct their behaviour but still disrupting the learning of others.</p> | <p>Use your professional judgement. If you have a reliable class, speak to the student just outside the class. If you're concerned with the class, where possible ask your TA or a member of the SLT to come and cover the class while you speak to the student outside the room.</p> | |
| <p>Stage 3 Student has not corrected behaviour and is significantly disrupting the learning of others</p> | <p>STAGE 3 - REMOVE</p> <p>When a student's behaviour is significantly disrupting others, you should email SLT/send a reliable student to the office to request a student removal. SLT will remove the student from the lesson, with work to complete.</p> | <p>Record student on iSAMS as removal from class. Add student name to lunchtime sanctions log, student to be informed by staff who removed them. Sanction to be served that day, or the following day if removed from an afternoon sanction..</p> |
| <p>Stage 4 Student behaviour is unsafe and dangerous</p> | <p>STAGE 4 - SPECIAL CIRCUMSTANCE</p> <p>You do not need to go through any process, use your professional judgement and send email and a reliable student to the office. State dangerous behaviour and the student's name and this will be the priority removal.</p> | <p>Record behaviour on iSAMS and inform SLT for further follow up.</p> |



Are you ready to learn?

Brookes UK students are expected to

- be respectful, safe and prepared;
- model excellent behaviour for others, both on-site and off-site ;
- take responsibility for your own behaviour and the decisions you make;
- follow reasonable staff instructions and accept interventions and consequences in an appropriate way;
- cooperate with any arrangements that are in place to support your behaviour;
- wear the School uniform and follow the dress code correctly at all times;
- arrive at lessons prepared and punctually;
- adhere to the Behaviour Policy and follow the guidance on the items I can bring into school;
- do your best.



Is your uniform correct?

Brookes UK students are expected to

- wear the correct school uniform at all times. Take care and pride in how you wear and maintain your uniform.
- wear your blazer at all times unless advised by the school.
- shirts must be tucked in.
- shoes must be black, polished flat in style with no visible markings and laces tied.
- ties must be worn.
- shoulder length or longer hair must be tied back off the face.
- jewellery and make up must be minimal.