

Frederick Bremer School



Behaviour policy

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1. Aims

This policy aims to:

- Outline Frederick Bremer’s values, beliefs and principles related to behaviour
- Promote excellent behaviour through the school and within the wider community
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarize the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanction

Principles

Frederick Bremer school community believes in behaviour change and this policy upholds and supports the principles of a relational, restorative, preventative behaviour model with kindness at its heart. We believe in the principle of promoting positive behaviour. We recognise that a well-designed and relevant curriculum helps develop and maintain positive behaviour, as does enrichment, participation, community outreach and wellbeing. We strive to strike a balance between managing behaviour and addressing the needs of each individual student. While Frederick Bremer utilizes a sanction and consequence system which underpins the principles of this policy, staff have professional discretion to use restorative behaviour modification strategies to support children in modifying their behaviour.

We recognize that challenges in behaviour can be as a result of unmet need and influenced by any additional needs a child may have. This policy reflects the inclusivity that lies at the heart of our school.

The policy applies to the whole school day, after school interventions and clubs, the journey to and from school, the entire duration of any school trip and any trip related to “school business” (work experience, fixtures etc.)

The school’s core values; respect, responsibility and integrity underpin the principles of this policy.



2. Our values and expectations

All pupils must abide by the whole school values and expectations



Frederick Bremer
An Inclusive Community School
where we live and breathe our values of
'Respect, Responsibility and Integrity' and are always **'the best we can be'**



Frederick Bremer School
Expectations

1. **Respect** - Show respect to everyone and everything around you.
2. **Responsibility** - Ensure you take responsibility for your own learning, readiness for learning, attendance, punctuality and behaviour.
3. **Integrity** - Treat everyone with kindness and compassion.



3. Legislation and statutory requirements

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Failure to follow instructions the first time
- Not keeping hands, feet and objects to yourself
- Incorrect uniform
- Failure to attend with all key equipment

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see Anti-bullying policy)
- Harmful sexual behaviour (see HSB policy)
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Any discriminatory behaviour towards any of the UK's protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.)
- Possession of any banned items. (appendix 3)

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- Possession of drugs or alcohol

5. Bullying

There is no legal definition of bullying. In our school we recognise that bullying take many forms and we consider the following examples to be bullying;

1. Bullying behaviour

Negative or hurtful behaviour by an individual or group, usually repeated over time that intentionally hurts or threatens to hurt another individual or group either physically or emotionally.

2. Imbalance of power

Bullying can take place where there is an imbalance of power against the victim. This can relate to; the size of the individual, the strength of the individual, the numbers or group size involved, being from a majority rather than a minority group anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

3. Bullying outside of school and social time

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and that of the wider society.

4. Cyberbullying

We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and when they are at home. Cyber bullying can take place on social media, texts and through all electronic means.

5. Physical

Physical bullying can be presented through hitting, kicking, punching, theft, barging and other negative or threatening physical contact)

6. Verbal

We believe that words and language can be as hurtful and painful as physical harm and recognise that unkind comments are a form of bullying.

7. Indirect/micro aggressions

While difficult to substantiate, indirect bullying can cause pain and harm, for example, spreading rumours, excluding someone from social groups

8. Discriminatory bullying

We recognise this as unjust or prejudicial treatment of any of the UKs protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.)

9. Child on child abuse and harmful sexual behaviour

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. The management of any harmful sexual behaviour is set out in detail in our [HSB policy](#)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

<https://bremer.org.uk/wp-content/uploads/2023/07/Harmful-Sexual-Behaviour-Policy.pdf>

6. Roles and responsibilities

This section details the main expectations of each group of staff, in some cases, staff may play more than one role. In dealing with behaviour it is important that all staff take responsibility and ensure that they report and record incidents accurately and in a timely fashion.



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6.1 The governing board

The SIP or full governors committee is responsible for reviewing and approving the written statement of behaviour principles

The SIP or full governors committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the SIP or full governors committee, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 All staff

- Implementing the behaviour policy consistently
- Modeling positive behaviour and good relationships, taking the time to teach the excellent behaviour for learning we expect our pupils to display
- Challenging unacceptable behaviour which undermines any of the school rules
- Providing a personalised approach to the specific behavioural needs of specific pupils
- Recording and communicating positives and behaviour concerns effectively using SIMS
- Supporting the safe movement of pupils around the school by:
 - Being a presence when you are on corridors, staircases and other common areas (at all times), ensuring a high level of pupil supervision.
 - Using the 'red cards' to give pupils sanctions if their behaviour is inappropriate.
 - Always ensuring you are prompt when on break duty and that you make alternate arrangements if absent from school.

The Senior Leader responsible for behaviour will support staff in responding to behaviour incidents in the first instance, followed by other members of the Senior Leadership Team.

All staff must make sure they read the behaviour policy and understand our systems. All staff must implement our behaviour policy consistently.

6.4 Classroom teachers and teaching assistants

- Greet pupils at the classroom door at the start of each lesson (where possible/teacher arrives first) and supervise a controlled entrance and an orderly corridor.
- Ensure a calm and controlled exit from the classroom.
- Follow the behaviour management procedures and consistently and accurately.
- Record ALL incidents fully on SIMS.
- Complete academic/pastoral reports
- Use the schools parking system at the appropriate time
- Follow up any issues after the lesson.
- Report significant behaviour concerns to the Head of Department/ Head of Year.
- Liaise with parents.
- Provide work when pupils are excluded.
- Issue detentions on sims and attend the detention to address the issue with the student

6.5 Form tutors

Form tutors have the same expectations of all staff in addition to the following:

- Form tutors have the same expectations of all staff in addition to the following:
- Act as an initial point of contact for behaviour concerns.
- Offer background context on the child and confirm where the pupil is doing well or underperforming.
- Refer a concern to the Head of Year (HOY).

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- Regularly check positive and negative SIMS points and share them with their tutees.
- Greet their tutees at their classroom door and check uniform
- Monitor attendance and punctuality
- Follow the Tutor Time Schedule
- Liaise with parents over specific concerns.
- Utilise the tutor time non-negotiables in form time

6.6 Heads of Department (and other departmental post holders)

As for classroom teachers but also:

- Lead the management of the learning zone corridor behaviour during lesson changeovers.
- Parental liaison, including meeting with parents/carers where pupils are causing persistent issues in the department.
- Develop strategies to reduce behaviour incidents, (including any 'gaps' between groups of pupils) and other sanctions within their department, liaising with other post holders in order to do so
- Regularly reviewing behaviour in the department as part of the quality assurance process – using centralised data including the number of Redeem & Repair Logs within the department.
- Ensure the Break-Out Rooms have enough copies of books and work to complete for when pupils are in there and need to be occupied
- Facilitate support and training for members of staff.
- Manage the reward system for the department.

6.7 Heads of Year

- Establish a clear positive ethos for achievement and success within the year group.
- Proactively intervene with pupils who are causing concerns in more than one department.
- Conduct post exclusion meetings before pupils return to lessons.
- Phone parents/carers to inform them of serious incidents of poor behaviour.
- Collate all statements and evidence surrounding serious incidents and make sanctions proposals to the Assistant Headteacher in charge of behaviour.
- Offer guidance and advice to departments on individual pupils.
- Use assemblies to report on behaviour; both positive and negative.
- Lead year team sanctions, including any report system and one whole school detention per week.
- Develop strategies to reduce exclusions, (including any 'gaps' between groups of pupils) and other sanctions within their year group, liaising with other post holders in order to do so.
- Ensure all pupils understand and are reminded of the key parts of the behaviour policy
- Constantly reviewing behaviour in the Year group as part of on-going quality assurance.
- Attend referral meetings weekly to ensure appropriate intervention for pupils whose behaviour is causing concern.
- Manage the rewards system for the year group.
- Ensure department end of term certificates/rewards are coordinated and organised
- Be part of the on-call and 'Break-Out' room rotas as directed
- Put personalised support in place for students with challenging behaviour

6.8 Pastoral Support Officers

Will:

- Support the work of all of the above by providing specialist services to meet the needs of individuals or groups of pupils
- Function as a trusted adult for student in their year group
- Monitor behaviour points and provide preventative solutions
- Recognize achievement



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6.9 Senior Leadership Team (SLT)

The SLT will:

- Model the implementation of this policy.
- Provide 'last line' support to the areas they line manage, particularly where pupils demonstrate they have not followed instructions given by departments/year teams, in terms of the report system, parental liaison, homework concerns or other sanctions.
- Support Departments – where a pupil is only causing concern in that area is not responding to department intervention/sanctions.
- Support Year teams – where a pupil causing concerns in more than one area is not responding to year team intervention/sanctions.
- Meet with parents/carers where pupils are causing persistent issues in the school. Lead post exclusion meetings.
- Undertake duties at break time, lunch time and after school. Be a presence around the school at key times.

6.10 SLT members with specific responsibility for behaviour

Will carry the responsibilities set out above and also:

- Attend FAP
- Liaise with the Headteacher who will authorise suspensions and fixed period exclusions.
- Co-ordinate managed moves
- Lead CPD on BFL and Safeguarding
- Coordinate specialised training/coaching for members of staff.
- Ensure systems of recording that are fit for purpose.
- Report back to Governors on behaviour at the appropriate committee.

6.11 Parents/Carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/ tutor promptly
- Attend all meetings when their child's behaviour is a concern
- Uphold the behaviour expectations of the school
- Liaise with staff in school in a professional manner

These expectations are in addition to those laid out in the Parent Agreement (Appendix 4)

Parents are also expected to conduct themselves in line with expectations laid out in our Parent Code of Conduct (Appendix 6)

7. Rewards and sanctions

Vision

At Frederick Bremer we want pupil's learning to be at the centre of everything we do. We want pupils to enjoy their time at school, to obtain the best qualifications they are capable of, to be able to gain the skills, knowledge and behaviours needed to be successful. This is achieved through participation, opportunities and positive relationships with staff and peers.

At Frederick Bremer the staff will always try to build relationships with students and encourage them to make the right choices. We recognise the significance of praise and reward and work to ensure our focus is on the students who are doing the right thing.

Rewards and celebration of achievement

The school recognises that pupils should be rewarded for their displays of good behaviours and that they take pride in their studies and conduct around school. There are many different ways in which pupils can be rewarded at Frederick Bremer.



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Classroom Teacher Rewards: (it is the responsibility of the teacher to ensure these are happening and this process will be overseen by HODs)

- Verbal Praise
- Positive SIMs points
- Positive communication with parent / carer
 - Phone calls home to praise
 - Emails home to praise
- Recognition of excellent work
 - Praise postcard
 - Letter home
 - Raffle Ticket
- Nomination for subject specific awards (Termly & Annually)
 - Attainment
 - Effort
- Recognition of work on display boards around school

Faculty / Department Rewards

We encourage departments to explore their own individual opportunities for rewards and praise, the list below is exemplary not exhaustive;

- Student leadership roles
- Rewards trips
- Achievement points
- Termly Nominations for Awards
- Annual Awards for effort & attainment

Pastoral/whole school rewards:

- Attendance & punctuality awards
- Form tutor and head of year postcards
- Special Recognition Awards
- Jack Petchey Awards
- Leadership Opportunities
- Simmons and Simmons
- Student Leadership team
- Head students
- Invitations to rewards events, Head Teachers party, pizza party, trips
- Shout Outs in assembly
- Attendance at the annual rewards evening
- HT phone calls home
- Staff phone calls/e-mails/letters home

Whole School Approach School's kindness and relational behaviour strategy (see trauma informed strategy)

At Bremer we want everyone to be the best they can be – and we are committed to a relational behaviour strategy which supports this. Frederick Bremer wholeheartedly recognises that disruptive behaviour can be an indication of unmet needs. Frederick Bremer is committed to meeting the needs of all our students, and will always try to identify whether there are any causal factors and intervene early in order to reduce poor behaviour. We seek both in house and external multi agency external support and refer where appropriate. We believe that a relational and trauma informed approach allows ALL students to succeed. This approach aims to build relationships with students and encourage them to make the right choices. Frederick Bremer recognises that, in order to achieve these relationships, we must seek to understand the underlying causes of poor or unsafe behaviour and adapt our practice to support this. We endeavor to role model restorative language and positive behaviours to create a safe learning environment



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for our students. We implement a number of strategies to ensure this approach. The list below is exemplary not exhaustive;

Staff CPD on Trauma Informed schools and teaching

Staff CPD on the Kindness Principle and restorative behaviour management strategies

We use restorative reflection sheets in the BOR and in detentions

Use of restorative language during redeem and repair conversations

Behaviour management systems

Our aim is to teach our pupils adult behaviours such as Respect, Responsibility and Integrity - our core values as a school. The procedures below allow us to sanction unacceptable behaviour in order to create a safe and positive learning environment. Frederick Bremer does however recognise that every behaviour incident is different and influenced by the specific circumstance. For example, the pupils' learning experience, their home life, their own needs and potential trigger factors for them. The teacher will always therefore have the right to exercise their professional judgment with regards to the sanction issued or not issued. A teacher has the right not to sanction and just issue a warning or have a conversation with the student. The teacher also has the right to decide on the length of detentions. The table below is a guide. Teachers log behaviour incidents and issue detentions on sims.

Ratified



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Sanction	Explanation	Examples	Teacher action
Consequence 1 (C1) Verbal Warning in class	This is an official verbal warning. It is given firmly and fairly	Failure to follow simple instructions Being unprepared for learning – incorrect equipment Poor uniform / appearance as they enter the classroom (coat / trainers) Failure to settle down and proceed with set tasks Incomplete Classwork	Teacher may make a note of the name on the board or just verbally inform the students. Teacher ensures that they are aware that they have received a warning.
Consequence 2 (C2) Redeem and Rebuild conversation out of class	This is issued for continued poor behaviour after a C1 has been given. The pupil will be asked to step outside the classroom and will stay there until the member of staff speaks to them. Following the conversation, it is up to the member of staff as to whether they return to the lesson or whether they move onto C3.	Not following an initial C1 warning Continued disruption of lesson Continued disruption of learning Repeated refusal to follow instructions Inadequate quality of work Use of unauthorised equipment Inappropriate language	Student informed verbally Teacher may write this on the board A C2 can warrants a 20-minute detention if the teacher feels this is necessary. If so the teacher must issue the detention on sims Parents informed
Consequence 3 (C3) Pupil 'Parked' , removed for the remainder of the lesson	A C3 is issued when a teacher needs to 'park' a pupil. This is deemed to be continued or extremely poor behaviour resulting in a pupil having to be removed as the lesson cannot continue with that pupil present.	Rudeness or lack of engagement in 'Redeem & Rebuild' conversation with teacher Repeated poor C2 behaviours	Teachers can either self-park the pupil to a neighboring classroom or call ON to escort the student to an appropriate space, this may be the BOE or another space. Parents informed
Consequence 4 (C4) A Serious Incident	These types of behaviours can override the 'In Class Behaviour System' and can lead to the pupil being parked in the 'Year Break Out' room straight away.	Swearing or verbal abuse towards another pupil Complete non-compliant behaviour Causing major disruption to the learning of others Causing danger Bully / very unkind behaviour	HOY/HOD informed Possible investigation Parents informed
Consequences 5 /6 A very serious Incident worthy of consideration of suspension or fixed period exclusion	These types of behaviours override the 'In Class behaviour Systems' and lead to a pupil being parked in the 'Year Break Out' room straight away.	Not meeting school expectations whilst in the BOR Swearing directly at or serious rudeness towards a member of staff Verbally threatening – making verbal threats or being verbally abusive towards peers, staff or members of the community Physically threatening – physically threatening and intimidating behaviour towards peers, staff or members of the community Harassment – abusing a peer based on their race or sexuality Bullying or Homophobia – repeatedly harassing peers Bringing the school into disrepute – not representing the values of Frederick Bremer in school or on your journey to and from it. Damage to school property. Violence – causing physical harm to another person or endangering their safety. Contraband – bringing banned items onto the school premises and endangering the safety of themselves or others.	HOY/HOD informed Investigation Parents informed

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Points system

Frederick Bremer uses the sims points system to trigger rewards and sanctions. The behaviour point system runs alongside a support ladder, thus ensuring that when a student accumulates behaviour points, they are further supported in modifying their behaviour in line with our restorative and relational culture. Please see below;

Frederick Bremer Behaviour Point Ladder		
<p>This behaviour point ladder will run alongside our rewards strategy, our support ladder and a relational behaviour/trauma informed model. Please see support ladder which runs alongside this. HOYs and SLT leads will manage this.</p>		
Points		Support/consequence
0-30 points	➡	2 tier tutor intervention 1 - Tutor phone call and discussion with student 2 - If points continue to escalate - tutor phone call home and tutor report
30-50 points	➡	PSO meets parents/ carers PSO report – This is support stage 1
50-75 points	➡	Support stage 2 HOY meets parents/ carers– HOY report
75-100 points	➡	Support stage 3 – IEP
100-125 points	➡	Support stage 4
125-150 points	➡	SLT lead formal meeting with student and parents – review of support (SLT report)
150-175 points	➡	Head Teacher formal meeting with student and parents/ carers
175-200 points	➡	Governors panel with student and parents/ carers
200+ points	➡	Alternative provision/managed move/ potential PEX

Time frame

The points ladder process must consider time frame of points and this must be bespoke to the child, mitigating factors and spikes in behaviour. HOY has professional overview and judgement of this.

Frederick Bremer Support Ladder	
<p>This will run alongside our rewards strategy and our behaviour point ladder. Please note the list below is exemplary of support that can be put in place, however all support should be bespoke to the child's needs. Support may run parallel at times. Timing of support stages can be flexible and sensitive to the needs of the child and family. Parent/ carer contact and communication should run parallel to this journey.</p>	
Support stage	Support examples – support should be given time to allow support to have impact
Stage 1	PSO meets parents/ carers, PSO report – This is support stage 1
Stage 2	HOY meeting and report Internal 'Bremer support'; Behaviour coach Raising Aspiration Coach Time Out Cards Pupil Profile Teacher meetings and strategies
Stage 3	External Support via Referral Counselling/MHST/PCT Hidden Harm CGL Early Help See Provisions Map
Stage 4	Borough Support BACME HSB Coaching Behaviour Support Therapeutic

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Break Out Room (BOR)

The BOR is a staffed space which can be used for a number of reasons; pupils may be parked in there, sent there to de-escalate, roomed there pending investigations. Internal exclusions may be spent in the BOR and in some cases, fixed period exclusions if there are safeguarding concerns at home. Please see section 11.

Detention Rooms – May be felible

Year 7 and 8 – MI1

Year 9 – MI4

Year 10 – MI3

Year 11 – MI2

Out of the classroom behaviour consequences

Why do we have this system?

- We want pupils to travel around the school in a safe, calm and sensible manner.
- We want pupils to be punctual to lessons – to support their learning.
- We're trying to teach you the correct way to behave in society.

For out of class behaviours the school will continue to use the 'Red Card' system.

All staff have a 'Red Card' book and a laminated red card and will be proactive in using it.

When a student is issued with a red card the teacher will then set them a detention dependent on the level of the behaviour incident.

7.2 Physical Restraint and reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.¹⁴ Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

At Frederick Bremer any physical restraint or contact will;

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on SIMS and reported to parents

7.3 Confiscation/banned items

Any prohibited items (Banned items) found in pupils' possession will be confiscated.

These items may not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. Possession of these items may result in a suspension or permanent exclusion. (See suspension and permanent exclusion)

Searching and screening pupils is conducted in line with the DfE's

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>



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Mobile Phones

In keeping with DfE [guidance](#) on mobile phones, Frederick Bremer operates with a 'never used, seen or heard' policy. Students keep possession of their mobile phones only on the strict condition that they are never used, seen or heard, the same applies to Air pods. If they are seen or heard they are confiscated and will not be given back until the following day when they must be given back to parents or carers. If a pupil needs to use their mobile phone they may ask a member of staff who will facilitate this for them in a private space.

Mobile phones are prohibited on trips or visits to ensure that pupils' educational experience on a school trip is not disrupted by the presence of mobile phones.

7.4 Frederick Bremer Searching procedures

This document is informed by the DfE's guidance on searching, screening and confiscation including recognition that nothing should affect, undermine or diminish every pupil's human rights. The school's safeguarding approach will be paramount in responses and child protection issues will always be considered.

Searching terminology

Police searches;

Stage 1 - JOG search

Jacket, outer coat and gloves search

Stage 2 - MTS search

More Thorough Search

May involve the removal of some items of clothing

Stage 3 - EIP search

A search involving exposure of intimate body parts

This policy is only concerned with the stage 1 search. The school will only ever conduct a stage 1 'outer layer search'. This would be a search of a student's bags, pockets, gloves, shoes, a search that would only involve a student removing outdoor layers such as coat, blazer, hat or scarf. The school would never conduct a stage 2 or 3 search on a student.

Please see procedures at the bottom for if there are still concerns following a stage 1 search or if a student refuses to be searched.

Prior to searches

Staff should seek to speak to the student, away from peers if practicable, asking them if they have the suspected banned items and to hand them over. Staff may inform the student that the school has common law powers to search students with or without their consent. Schools do not have to have formal written consent from the pupil or inform parents, although in keeping with DfE guidance, the member of staff should always seek the co-operation of the pupil before conducting a search. If they refuse and the member of staff still considers a search necessary, but not required urgently, they should seek the advice of the headteacher or designated safeguarding lead. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. DfE guidance states that staff can use reasonable force to search for prohibited items identified in paragraph 3 of the DfE *searching, screening and confiscation [guidance](#) but this would be considered on a case by case basis. Staff should ensure there is never any element of unconscious bias or adultification and ensure searches are only carried out in response to one of the reasons below.*

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Reasons for searches

There should be a clear cause for the search. It could be that the search is part of the school's random searches intended to ensure a safe environment for all pupils and staff. It may be an agreed aspect of a child's risk assessment. Otherwise it will be because of one or more of the following reasons:

- Information has been received to suggest that there is something which is either banned, inappropriate or indeed potentially dangerous in the pupil's possession
- Someone has actually seen (or smelt) a banned, inappropriate or potentially dangerous item in the pupil's possession
- There has been an observed change in the pupil's behaviour to suggest that they are in possession of a banned, inappropriate or potentially dangerous item. In the case of drugs or alcohol this may include red eyes, slurring of speech or difficulties concentrating or indeed a clear smell of a substance such as cannabis or alcohol
- There may be a potential contextual cause such as an unresolved conflict or previous offence of carrying banned, inappropriate or potentially dangerous items which may lead to an increased likelihood of carrying them

Not all members of staff can carry out a search.

Those that can carry out searches do so on the basis that searches may well be relevant to their work and that they are all trained in the school's safeguarding policy. These members of staff are:

- Members of the Senior Leadership team
- Heads of Year
- Pastoral Support Workers
- Members of the safeguarding team
- SENCO, Assistant SENCO, HLTAs

During a search

Staff will take students to a private space with the additional staff member present

Staff will role model respectful, calm and courteous conduct towards the student to ensure they feel comfortable

Staff will ask the student if they require an appropriate adult to be present other than themselves

Parents will be informed prior to or after the search dependant on the situation and timeframe

Searches without consent

1. It is a legal requirement that any search of a pupil, without consent, is carried out by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

2. Under no circumstances should a pupil be required to remove any item of clothing other than an outer layer such as a coat, shoes or blazer.

A pupil refusing to cooperate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. If a child refuses to be searched we may defer to the advice of safer schools or the police.

After a search

A record must be kept of the search including the following information:

- Reason for the search
- Location of the search
- Staff present during search
- Outcome of the search
- Confirmation that parents have been informed of the search and the information above
- Please note that should anything be found the evidence (including photos with a scale / comparable object / ruler) should be saved and sent to the Designated Safeguarding lead, Headteacher and Deputy Safeguarding Lead
- Ensure appropriate MASH or internal/external support referrals are made to ensure the needs of the child are met

Deferring to the authority of the police

The school recognises the challenge of referring to the police. This may happen when the safety of the school has been compromised or the school does not have the expertise or capacity to manage a situation. This will be a last resort and where possible the school will work with the Safer Schools Officer in the first instance.

When the police arrive, the school accepts their responsibility to act as an advocate for the child, and where time restraints and circumstances allow will communicate with the police to guide and challenge their decisions as appropriate and in the best interest of the child.

The school recognises when the police arrives the school will act as an advocate for the child
The school will endeavour to;

- Inform the police of why they have been called
- Ask them what their planned actions are and challenge where appropriate
- Inform Parents/Carers that the police have been called and encourage them to come to school also
- Provide an appropriate adult for the child to act as an advocate

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.



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- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Drugs and alcohol

The school does not permit the possession, use or supply of any illegal or legal drug (unless authorised legal drug for medical issues with parental and staff permission) which takes place within the school boundaries. This covers on or near the school premises, within the school day and during term-time, on school visits, school journeys/ residential, on the journey to or from school and at school social events. These rules apply equally to staff, pupils, parents and carers, governors and those working in and visiting the school. Students are not permitted to bring alcohol onto the school premises for any event or come into school under the influence of drugs or alcohol. Both of these offenses would be considered extremely serious breaches of this behaviour policy. Drugs and alcohol are prohibited items and listed under the topic of serious misbehaviours which may result in exclusion. Students are educated about drugs, alcohol and substance abuse within the wellbeing, CPSHE and RSHE curriculum in addition there are extra sessions on this topic during Drop Down Day and in assemblies.

7.4 Behaviour outside of school

Pupil behaviour outside school on school "business" for example trips, traveling to and from school, away school sports fixtures or work experience placements are subject to the school's behaviour policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school. Serious infringements of the school's behaviour policy that occur 'outside of' the school may lead to sanction, internal exclusion, suspension or permanent exclusion. In addition, pupils are subject to school sanction if they are involved in any negative behaviour outside of school and identifiable as a member of Frederick Bremer School regardless of whether they are in uniform or not.

7.5 Malicious allegations

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

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management procedures

8.1 Classroom management

The Behaviour Culture we are trying to achieve;

We want a culture that is pupil learning centred, where staff are empowered to focus on the core business of teaching & learning, where the teaching is of the utmost importance and therefore poor behaviour is not tolerated in or out of the classroom. Our aim is to support young people to learn adult behaviours such as Respect, Responsibility and Integrity - our core values as a school.

A classroom system to support us achieving this

- Teacher Verbal Warning
- Redeem & Repair

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- Parked
- Parked from 'Parking' - Break-Out Room

8.2 On- Call

A member of staff will be on-call for every period and will tour around the school ensuring pupils are not out of class and that high-quality learning is not being prevented by poor behaviour.

On-call should be contacted if a pupil needs escorting to another place. On call is contacted through the 'Alert' system. Staff can now access an alert button on their SIMs home page, this notifies particular members of staff who then contact on-call.

If a pupil is parked they will receive a detention that day. The teacher will record the incident on SIMs and contact home if they feel it impactful. The PSO for that year will send a 'School Gateway' message home to inform the parent that their child has a detention and for how long it is. Each year group has its own detention room - pupils are picked up at the end of the day and taken there by their HOY or PSO.

If a pupil refuses to follow the instructions of the member of staff on-call and/or the HOD, they should be taken to an appropriate member of SLT or the 'Break-Out' room.

8.3 Parking

If a pupil is parked they are taken to an appropriate and available space in a classroom in that learning zone. The teacher should park the pupil in the first instance and 'On-Call' is available to support this if needed.

Parents / carers are always made aware via a message on Gateway. It is also best practice for the teacher concerned to contact parents as well.

8.4 Behaviour out of lessons

We implement a Trauma Informed Transition model taught to students explicitly. The aim is to ensure students regulate their behaviour around school to ensure the environment is safe for all, particularly those with additional needs or whom have experiences trauma. All staff should use the 'red' card system to support with managing any negative behaviour from pupils outside the classroom. When using the 'red' card book teachers will inform the student they have been issued with a red card and then log this on sims. A red card results in a detention

Why do we have this system?

- We want pupils to travel around the school in a safe, calm and sensible manner.
- We want pupils to be punctual to lessons – to support their learning.
- We're trying to teach you the correct way to behave in society.

Examples of what may constitute a red card;

- Banned Item
- Hand, Feet & Objects – Out of classroom
- Inappropriate behaviour in Corridor / Playground
- Not moving purposefully around the building or in from playground
- Shouting or inappropriate language – Out of classroom
- Failure to follow instructions – Out of classroom



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8.4 Uniform Expectations

At Frederick Bremer School we believe that school uniform plays a crucial role in creating an inclusive community, providing a school identity and demonstrating equity amongst pupils.

Students are expected to wear school uniform at all times, both within the school and when representing the school in the community. There have been some minor adjustments to uniform based on a recent consultation with stakeholders. As a Trauma Informed school we uphold an adaptive uniform policy for students with additional needs and vulnerable students. Our uniform expectations can be found [here](#)

9. Pupil pastoral support and intervention

Frederick Bremer believes in behaviour change and will always seek to provide help for students to support them in modifying their behaviour. Frederick Bremer offers a huge range of pastoral intervention, both internal and external. This is mapped on the school's provisions map which is a live document. The list below is exemplary and not exhaustive.

One to one behaviour support– When behaviour needs arise the student will be offered some sort of one to one support from one of options below;

PSO support

Behaviour coach

Raising aspiration coach

Family liaison officer support

Peer mentor

Tutor support

HOY support

Reports – Students may be placed on a report to give them targets to work towards and HOY/PSO guidance on these. These may be sticker charts or positive reports to give them visual aids which encourage good behaviour.

Personalised 'in house' intervention

At Frederick Bremer we work to ensure intervention is tailored to each pupil's specific needs. Below is a list of examples of interventions;

Tutor group or class moves

Social stories to address key learning point

Pupil profiles

Class teacher meetings and shared strategies

PSO groups (behaviour / emotional literacy etc.)

External support groups - i.e. groups for students vulnerable to gang affiliation, self-esteem groups etc.

Counseling

MSHT/PCT

IEP - Individual Education Plan - This is set up by HOYs with the support of their SLT LM and is a borough initiative. It is a means of monitoring trends in behaviour while offering specific support. It can run for a maximum of 2 terms and requires the school, the pupil and the parent/carer (with support from the Local Authority) to participate actively in the plan. The student is set goals which are regularly reviewed. A student on an IEP would usually be receiving both internal and external agency support.

External agencies

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Frederick Bremer works with a number of charities, organizations and agencies to provide support for our students. For example, Early help, CAMHS, MASH, Spark2Life, Hidden Harm, ELOP, Change/Grow/Live, Safer London (the full list can be found on the live provisions map we use. Students are brought to the weekly referrals meeting and discussed, then the appropriate referral is made based on need.

9.1 Preventative strategies

The universal work we do in school aims to prevent poor behaviour. We are committed to ensuring that all students have a positive learning experience where they are challenged and engaged as we believe this is key to ensuring positive behaviour in school. We therefore aim to ensure that the quality of education across the school is consistently good at least. We also promote the discreet enrichment curriculum and actively encourage all students to join clubs and take part in leadership opportunities to ensure they have an enriching school experience. Encouraging students to find out what they are good at and enjoy helps ensure engagement and commitment to the school community. We endeavor to offer all student learning experiences outside of the classroom for example, trips, DDDs, visits from external speakers etc.

9.2 A behaviour curriculum

We uphold a restorative and relational behaviour policy recognizing that building a relationship and rapport with students is fundamental to their behaviours. We also educate our students on their own personal development and this is how we implement a behaviour curriculum. The wellbeing curriculum, RSHE curriculum and assembly plan educates students in terms of their own moral and ethical responsibilities to themselves, their peers and the wider community. We confidentially tackle issues related to behaviour such as bullying, consent and use of social media. We employ a wide range of preventive strategies to ensure our students are safe and happy thus promoting a positive culture of behaviour. Please see below examples of how we implement our behaviour curriculum, this list is exemplary not exhaustive;

- Trauma Informed Transitions project, taught in assemblies and tutor sessions
- Autism awareness week, assemblies, tutor time, drop down sessions, parent conferences
- Half termly safeguarding assemblies; child on child abuse, online safety
- RSE and Wellbeing behaviour SOLs such as 'Disrespect Nobody' and 'committed relationships'
- Our equality agenda, promoting tolerance, respect and celebrating diversity through our behaviours

10. Break Out Room

The BOR has numerous functions. Students can be referred there for an incident resulting in an internal exclusion (see suspension and permanent exclusion policy), they may be sent there if they are parked from a lesson, or given respite there should they need a Time Out. The space can also be used to separate students where conflict has occurred.

- Pupils can be referred to the Break Out Room
- To write a statement about an incident
- To complete class work for a lesson from which they have been withdrawn
- Whilst isolated after a serious incident has taken place.
- When department parking has failed, or the pupil refuses to be parked
- To serve an Internal exclusion
- If they are on respite provision from another school
- During the investigation period following a serious incident
- In very rare cases to serve a suspension or fixed period exclusion



11. Responding to the behaviour of pupils with Special educational Need and/or Disability/SEND

Frederick Bremer has a far higher percentage of SEND students compared with the borough or national average. We are fully committed to an inclusive approach that supports the behaviour of these students. Our school culture and whole school approach is wholly inclusive and several measures are taken to ensure that all our students feel a sense of safety and belonging. Please see our SEN policy for details on strategies employed to promote this culture [here](#). The school always considers whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and implements these, this is custom and practice at Frederick Bremer. The school works to understand the underlying causes of behaviour and whether additional support is needed. Examples of reasonable adjustments made to support SEN students with their behaviour are;

- Leaving lessons early/early lunch passes to ensure transition periods are calmer and less triggering
- Adjustments and allowances to uniform; i.e. ear defenders, relaxing of restrictive items such as blazers, hats etc.
- Intervention and social stories as alternative to detentions
- SEN reflective sheets/use of scribes for statements

This list is exemplary not exhaustive

12. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. The Pastoral Team i.e. the Pastoral Manager, Heads of Year, Pastoral Support Officers and other key staff will receive supplementary training in relation to their specific roles.

13. Monitoring, evaluation and review

This behaviour policy will be reviewed by the Headteacher and SIP committee every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

14. Links with other policies

This behaviour policy is linked to our:

- Anti-bullying policy
- Suspensions and Permanent exclusions policy
- Trauma Informed policy
- Harmful Sexual behaviour policy
- Safeguarding policy
- E-Safety policy

See also the schools [Provisions map](#)



Appendix

Appendix 1: Guide to sanctions

Sanction	Explanation	Examples	Teacher action
<p>Consequence 1 (C1)</p> <p>Verbal Warning in class</p>	<p>This is an official verbal warning. It is given firmly and fairly</p>	<p>Failure to follow simple instructions</p> <p>Being unprepared for learning – incorrect equipment</p> <p>Poor uniform / appearance as they enter the classroom (coat / trainers)</p> <p>Failure to keep your ‘social distance’ from peers</p> <p>Failure to settle down and proceed with set tasks</p> <p>Incomplete Classwork</p>	<p>Teacher may make a note of the name on the board or just verbally inform the students.</p> <p>Teacher ensures that they are aware that they have received a warning.</p>
<p>Consequence 2 (C2)</p> <p>Redeem and Rebuild conversation out of class</p>	<p>This is issued for continued poor behaviour after a C1 has been given.</p> <p>The pupil will be asked to step outside the classroom and will stay there until the member of staff speaks to them.</p> <p>Following the conversation, it is up to the member of staff as to whether they return to the lesson or whether they move onto C3.</p>	<p>Not following an initial C1 warning</p> <p>Continued disruption of lesson</p> <p>Continued disruption of learning</p> <p>Repeated refusal to follow instructions</p> <p>Inadequate quality of work</p> <p>Use of unauthorised equipment</p> <p>Inappropriate language</p>	<p>Student informed verbally</p> <p>Teacher may write this on the board</p> <p>A C2 can warrants a 20-minute detention if the teacher feels this is necessary. If so the teacher must issue the detention on sims</p> <p>Parents informed</p>
<p>Consequence 3 (C3)</p> <p>Pupil ‘Parked’ , removed for the remainder of the lesson</p>	<p>A C3 is issued when a teacher needs to ‘park’ a pupil.</p> <p>This is deemed to be continued or extremely poor behaviour resulting in a pupil having to be removed as the lesson cannot continue with that pupil present.</p>	<p>Rudeness or lack of engagement in ‘Redeem & Rebuild’ conversation with teacher</p> <p>Repeated poor C2 behaviours</p>	<p>Teachers can either self-park the pupil to a neighboring classroom or call ON to escort the student to an appropriate space, this may be the BOE or another space.</p> <p>Parents informed</p>
<p>Consequence 4 (C4)</p> <p>A Serious Incident</p>	<p>These types of behaviours can override the ‘In Class Behaviour System’ and can lead to the pupil being parked in the ‘Year Break Out’ room straight away.</p>	<p>Swearing or verbal abuse towards another pupil</p> <p>Complete non-compliant behaviour</p> <p>Causing major disruption to the learning of others</p> <p>Causing danger</p> <p>Bully / very unkind behaviour</p>	<p>HOY/HOD informed</p> <p>Possible investigation</p> <p>Parents informed</p>



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Appendix 2: Serious Incident Protocol

The purpose of this protocol is:

To maintain the safe and orderly environment required if pupils are to achieve good educational outcomes.

To ensure parity, consistency and fairness in decision making.

To identify some of the relevant factors that will be considered in when making the decision as to whether to exclude and, if a decision to exclude is made, the length of the exclusion.

Duration

Consistent with the starting point set out above, exclusion should be as short as reasonably possible. OFSTED inspection evidence suggests that 1-3 days is usually sufficient. With this in mind, the duration will be allocated as follows taking into account aggravating/ mitigating circumstances:

1st incident – **1 day**

2nd incident – **2 days**

3rd incident – **3 days**

4th incident – **4 days**

5 days can only be allocated where we are considering the pupil for permanent exclusion

Decision to exclude

Exclusion should only be used when the conduct of the pupil (taken together with any aggravating personal factors) is so serious that only exclusion is appropriate.

In some cases an incident of misconduct will be driven over the exclusion threshold once a pupil's previous conduct is taken into account.

Conversely, a pupil's conduct may be so serious that, as a starting point, exclusion is justified however their personal mitigation permits the Headteacher to take a less serious course. Similarly, personal mitigation may reduce the length of an exclusion.

Reason for exclusion

The *National Standard List of Reasons for Exclusions* is the authority for misconduct for which a punishment of exclusion should be the starting point of a Head teacher's considerations. This checklist is based on that guidance

- | | | |
|----|--|--------------------------|
| a. | Physical assault against pupil | <input type="checkbox"/> |
| b. | Sexual misconduct | <input type="checkbox"/> |
| c. | Physical assault against adult | <input type="checkbox"/> |
| d. | Drugs and alcohol related | <input type="checkbox"/> |
| e. | Verbal abuse/threatening behaviour against pupil | <input type="checkbox"/> |
| f. | Theft | <input type="checkbox"/> |
| g. | Verbal abuse/threatening behaviour against adult | <input type="checkbox"/> |
| h. | Persistent disruptive behaviour | <input type="checkbox"/> |
| i. | Bullying | <input type="checkbox"/> |
| j. | Damage | <input type="checkbox"/> |
| k. | Racist/ Homophobic abuse | <input type="checkbox"/> |
| l. | Other | <input type="checkbox"/> |

Aggravating circumstances

- | | | |
|----|--|--------------------------|
| a. | Group activity (especially where in control) | <input type="checkbox"/> |
|----|--|--------------------------|



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- b. Recruitment of others or encouraging others to join in
- c. Vulnerable victim
- d. Pre-planned cause of conduct; sophistication
- e. Persistent conduct
- f. Ignorance of warnings/failure to respond previous “chances”/sanctions
- g. Racial abuse; abuse based on gender, religion, sexual, disability
- h. Prevalent behaviour which needs to be deterred
- i. Unprovoked violence
- j. Deliberate disruption of learning environment
- k. Incident took place outside school, witnessed by the public

Mitigating circumstances

- a. Very young
- b. Previous good record
- c. Behaviour represents a “blip” in a period of improved behaviour
- d. Stress or difficult personal circumstances
- e. Provocation (in limited circumstances)
- f. Remorse, early acceptance of responsibility; apology
- g. Pupil willing or able to respond to other measures
- h. Spontaneous and unsophisticated conduct.
- i. Conduct or behaviour by another (e.g. pupil, staff, visitor) which was itself, unfair, unacceptable or in breach of set down guidelines
- j. SEN need
- k. On a Pastoral Support Plan

Associated evidence

Proposal for SLT consideration: Please include the length of exclusion you are proposing be it, fixed term or internal and any other information to support the sanction.

Head of Year signature:

SLT signature: _____

Final decision:

Once the exclusion has been agreed, the following must take place:

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Appendix 3: Banned Items

As we are a caring school, there are certain items that we do not allow onto the School premises for Health and Safety reasons and/or because valuable teaching time can be lost when items are misplaced.

We request that Parents/Carers ensure that the following items are **NOT** brought into school under any circumstances. We therefore do not accept responsibility for any missing or stolen items that are listed below. Any food or drink items that are confiscated will be disposed of.

Students will be sanctioned for bringing these items into school and **WILL** have them confiscated.

No illegal items are allowed on the school premises. Any pupil in possession of any illegal item will be dealt with under our behaviour policy and the police will be informed.

The following items are not permitted at School:

<p style="text-align: center;">Dangerous Items (to others)</p> <ul style="list-style-type: none"> * Stink bombs * Lasers * Nuts * Knives, screwdrivers or tools of any kind * Any products containing nuts * Any drugs alcohol and/or illegal substances 	<p style="text-align: center;">Items which do not conform with uniform expectations</p> <ul style="list-style-type: none"> * Wearing excessive jewelry * Body Piercing (including any nose or lip piercing)
<p style="text-align: center;">Items which distract from/ detract from learning</p> <p>* Mobile phones - if these are seen or heard they will be confiscated and not handed back to students. Parents or a nominated adult must come and pick them up the following day. If they are confiscated on a Friday they will be kept until Monday.</p> <ul style="list-style-type: none"> * Music devices / earphones / Air pods * Large amounts of money * Expensive IT devices * Electronic equipment (portable games consoles) * Buy/sell items to others * Lend / borrow money to others * Footballs/basketballs 	<p style="text-align: center;">Items which could be harmful to the pupils themselves</p> <ul style="list-style-type: none"> * Cigarettes * E-cigarettes / vapes * Lighters * Matches * Chewing gum * Any drugs alcohol and/or illegal substances

On School premises and travelling to and from School.

This list is not exhaustive and is subject to change. The final decision of what is permitted in the School lies with the Headteacher.



Parent/Carer Learner expectations

At Fredrick Bremer, we place a great deal of importance on working closely with the parents/carers of the young people at our school. We look to develop strong links with home and we expect high standards of engagement from the carers within our school community. Our expectations are designed to maximise the success of pupils and are, therefore, obligatory to all members of the school community. In accordance with these expectations' parents/carers must agree to fulfil the responsibilities laid out below.

As a parent/carers member of the Frederick Bremer community, I will ensure that...:

- ❖ my child attends school every day.
- ❖ my child wears the correct school uniform. (see uniform expectations)
- ❖ my child has all the correct learning equipment required for every lesson.
- ❖ I support the School's behaviour expectations and will support my child in meeting these expectations.
- ❖ I provide a suitable environment for my child to work at home.
- ❖ my child completes their homework on time and to the highest standard.
- ❖ I attend Parent's evenings and any other parent meetings to discuss my child's progress.
- ❖ I provide the school with up to date contact details and inform them of any changes.
- ❖ I have an active School Gateway account to receive correspondence and academic reports from school.
- ❖ I will communicate with staff at the school in a polite and professional manner



Appendix 5: Pupil Expectations

At Fredrick Bremer, we place a great deal of importance on developing the personal and social skills young people need in order to become positive citizens. We expect high standards of behaviour from all our stakeholders and therefore our expectations are designed to maximise the success of pupils and are, therefore, obligatory to all members of the school community. In accordance with these expectations' pupils must agree to fulfil the responsibilities laid out below.

As a member of the Frederick Bremer community, I will...:

- ❖ follow the school rules at all times.
- ❖ follow instructions the first time they are given.
- ❖ be polite and respectful to all pupils and members of staff.
- ❖ work hard to make progress every day in every lesson.
- ❖ be on time to all lessons.
- ❖ respect the right of all pupils to learn.
- ❖ move around the building safely and calmly.
- ❖ be prepared for learning with correct uniform and equipment. (see key equipment list)
- ❖ attend school on time every day.
- ❖ complete all homework to the highest standard.
- ❖ respect each other's race, culture, gender and sexual orientation.
- ❖ look after the school building and equipment
- ❖ ensure that my behaviour is exemplary when travelling to and from school.

I understand that sanctions may be applied should I fail to meet the expectations of behaviour above.



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Appendix 6: Parent/Carer Code of Conduct

Mission Statement

Frederick Bremer is a caring school which aims to create a stimulating, learning environment in which every individual has the opportunity to be the best they can be.

Code of Conduct

At Frederick Bremer School we value our strong relationship with parents and carers. Together this helps us achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

To truly create the best outcomes for children requires the relationship between home and school to be based on the principles of care, integrity, trust and mutual respect. The maintenance of this relationship is important to ensure that a child or children are safe (please read our safeguarding policy) and not open to undue distress and anxiety.

Guidance

As well as following the guidance set out in our Home-School Agreement we expect parents, carers and visitors to:

- respect the caring ethos and values of the school
- recognise that both teachers and parents need to work together for the benefit of their children.
- approach school staff for help to resolve an issue in an appropriate manner
- treat all members of the school community with respect using appropriate language and behaviour.
- understand that the school needs to work with a child in order to clarify their version of events in order to bring about an appropriate solution to an issue.
- correct their child's actions especially where it could lead to conflict, aggressive or unsafe behaviour – both on and off the school premises.

In order to support a peaceful and safe school environment the school will not tolerate parents, carers or visitors exhibiting the following:

- disruptive behaviour which interferes or threatens to interfere with any of the school's operation or activities anywhere on the school premises.
- any inappropriate behaviour on the school premises.
- using loud or offensive language or displaying temper.
- threatening, in any way, a member of school staff, visitor, fellow parent/carer or pupil.
- damaging or destroying school property
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites.
- The use of physical or verbal aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may only be consumed during authorised events).
- Dogs being brought on to school premises (other than guide dogs).

Should **any** of the above occur on school premises the school may feel it is necessary to take action by contacting the appropriate authorities and/or sadly, consider banning the offending adult from entering the school premises.

Thank you for abiding by this policy in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

Note: Can parents/carers please ensure they make all persons responsible for collecting their children aware of this policy.