BROOK MEAD
ACADEMY

BEHAVIOUR MANAGEMENT, SANCTIONS AND EXCLUSIONS POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	June 2021	RHI	New Policy
	Aug 2022	DAT	Reviewed procedures
2.0	September 2024	HWA	Reviewed procedures: Amendments: inclusion of new reporting system, omission of advice card, inclusion of complex case panel decisions.
3.0	October 2025	HWA	
4.0	April 2026	HWA	Additional information relating to offsite direction
5.0	August 2026	HWA	Amendments to mobile phone policy

1. INDUCTION & AIMS

Please see Appendix 1

Within our community at Brook Mead Academy, scholars are enabled to be their "Brook Best" by the promotion and explicit teaching of respectful behaviour at all times. This is so that we create a calm and orderly learning climate where teachers can teach without interruption, scholars can learn without interruption and therefore, *all* can flourish.

To enable this to happen, all staff are consistent in their approaches and routines for lessons and other parts of each day. These routines are explicitly communicated and taught to scholars and are consistently used by staff. Therefore, there is clarity about expectations and all can be sure of respectful and purposeful conduct at all times. This minimises the need for consequences and helps create a positive climate.

To achieve this, we expect all members of the Brook Mead community to model appropriate behaviours which are underpinned and embedded throughout our academy through our school motto of *Be Kind, Work Hard and Build Better Futures Together.* The Brook Mead Way Each Day sets out daily expectations and ensures there is a consistent structure in place. It details what is expected of all scholars at each part of the school day and the reason why the actions are important (see Appendix 1). We feel it is important that all understand the reasons behind each expectation so that all can agree on the need for each rule.

We know that families look to the academy to promote learning and respectful behaviour. Parents/ carers and school staff are united in wanting the best for our young people. Each scholar is therefore cherished and challenged to do their best and become their "Brook Best" self.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the scholars can thrive and flourish. Maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim: staff, families, visitors and scholars will all act to promote respectful communication in a calm and caring environment.

The use of social media and other online communication is included in the remit of this policy.

The guiding principle that underpins our approach is that appropriate behaviours for learning are built on warm, strong and positive relationships amongst all members of our school community.

This policy sets out our expectations for all members of our community, scholars and staff. By attending or working at Brook Mead Academy, we all agree to uphold and abide by this policy. It clarifies the conduct expected, the support in place and sanctions for any deviation from the policy. Please note that Brook Mead Academy reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our community.

Our role goes beyond simply preventing behaviour which impedes learning to systematically teaching about positive relationships and good manners. Our Behaviour Policy is consistently and fairly applied and underpins our ambitions for the school and the community we are proud to serve. School staff, scholars and parents can all be clear about our high expectations of all scholars at all times, as detailed in this policy.

Aims:

Brook Mead Academy will always aim to create a climate in which learning flourishes by:

- Ensuring that the academy is a safe, happy and supportive environment for all staff and scholars.
- Ensuring that all members of the school community are shown respect and show respect for others.
- Forming an active partnership with families to encourage excellent behaviour.
- Having the highest expectations of scholars in order to ensure their one chance of a good education is not squandered.
- Ensuring all scholars develop the good learning habits that they need to be successful in school and in life.
- Ensuring all scholars are able to act responsibly and accept responsibility for their own actions.
- Boosting scholars' resilience and building character through positive reinforcement and enrichment activities.
- Ensuring there is appropriate sharing of information between pastoral staff and teaching staff to ensure that all staff are fully aware of any barriers to learning including those that might cause challenging behaviours.

This policy should be read in conjunction with the academy's other related policies

- Attendance Policy
- Physical Intervention Policy
- Search & Offensive Weapons Policy

This policy is in line with DfE guidance around behaviour and discipline, which specifically states that:

- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as Learning Support Assistants.
- Senior leaders, proprietors and the Academy Council must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school bringing the academy into disrepute.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate scholars' property including mobile devices and headphones.

1.1 Supporting scholars

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues and will support them effectively in these circumstances. We will provide advice and guidance for families on working with other professionals and external agencies where appropriate.

Where appropriate, scholars will be supported by our behaviour and learning mentors who they will work with on a 1:1 basis on a timetabled session each week.

Where a scholar is identified as having Special Educational Needs or a disability (SEND), we will strive to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the scholar's needs and of what support is required in making good progress and securing good outcomes.

1.2 Early identification and targeted intervention

- The Key Stage 2 -3 transition process allows for information sharing from primary school to Brook Mead. Relevant information is shared with all staff when scholars are identified as requiring a more intensive transition input.
- Behaviour data is regularly reviewed and analysed to ensure that appropriate provision and support is provided to meet the needs of scholars.
- Appropriate information is shared with relevant staff and for some scholars, a bespoke programme of targeted interventions may be instigated to support them. If required, scholars are given on-going support to help meet our expectations and be able to follow school routines.
- In some cases, a multi-agency approach is required and regular reviews and evaluations ensure that progress is being made and sustainable changes in behaviour take place. Suitable intervention strategies are always determined during an internal complex case panel to determine the next steps.
- Above all, parental support is vital and actively sought.

2. EXPECTATIONS & CODE OF CONDUCT

All members of the Brook Mead community play a vital role in ensuring that we provide a positive climate for learning in which our scholars are equipped to thrive. Central to our vision is the Brook Best Pledge (BBP) which amalgamates our core values and our "building better futures" maxim to encourage scholars to develop their character and become their "Brook Best" self.

The Brook Best Pledge underpins our approach to behaviour and acknowledges the importance of: ***1) Being kind*** ***2) Working hard*** ***3) Building a better future for yourself and the world!***

2.1 Expectations

Below are the expectations and scholar code of conduct for ensuring good behaviour at BMA.

Scholars	**I will strive to develop my "Brook Best" self by:** ➢ Being respectful, supportive and considerate towards other scholars and adults at all times. ➢ Being punctual and arriving at the school and to each lesson on time. ➢ Aiming for 100% attendance. ➢ Following instructions first time, every time. ➢ Displaying good behaviour at all times, setting an example in my attitude, learning and achievements. ➢ Respecting the need for silence in classrooms and assemblies. ➢ Being organised and bringing the correct books and equipment every day. ➢ Wearing the full and correct uniform with pride. ➢ Being independent, engaging with tasks and completing my work on time and to the best of my ability. ➢ Showing respect for the whole school environment by keeping areas clean and tidy and moving around the building in a safe and sensible manner. ➢ Promoting a safe environment by ensuring I do not bring prohibited items to school and by immediately reporting any prohibited items that I am aware of. ➢ Using 'STAR' – sitting up straight, tracking the speaker and listening with respect. ➢ Adhering to the BMA Way and constantly seeking opportunities to show my "Brook Best". ➢ Striving to demonstrate and develop the BMA core values. ➢ Acting as an ambassador for Brook Mead Academy both in and outside of the academy.
Parents /Carers	Parents/Carers are expected to: ➢ Instil positive values which prepare children for futures in which they can flourish. ➢ Instil habits of daily attendance. ➢ Work in partnership with academy staff to ensure learning and progress. ➢ Inform staff of any concerns. ➢ Respond to concerns raised by members of staff. ➢ Ensure scholars come to school correctly equipped and prepared to work. ➢ Ensure all home learning tasks are completed.
Brook Mead Academy	Brook Mead Academy staff are expected to: ➢ Greet scholars at the classroom door. ➢ Teach how to show respect to all and gain respect from others. ➢ Reinforce clear expectations of behaviour. ➢ Deliver a suitably planned and structured lesson, which is responsive to needs and in line with curriculum and the pedagogical expectations of Brook Mead Academy. ➢ Apply the "Brook Best" expectation and follow the behaviour policy as needed. ➢ Promote and reinforce positive behaviour in the classroom. ➢ Reward scholars in accordance with the rewards section of this policy. ➢ Be warm and authoritative in interactions with scholars.

	➢ Follow the least invasive approach to corrections. ➢ Learn names of scholars.

2.2 Scholar Support

Any scholar who struggles to meet school expectations is supported to do so in many ways:

- A comprehensive induction programme that teaches our scholars about the behaviours that we wish to observe and the importance of living their "Brook Best" both within and outside of the school.
- Year 7 induction: At the start of year seven, all scholars participate in a comprehensive induction programme which teaches them our expectations, routines, and procedures. Routines for every part of the school day are taught and rehearsed to ensure that all scholars are clear about our expectations and understand the "*why*" behind each rule and routine.
- Each half term, a reboot session is delivered to scholars to remind them of the rules and routines to enable them to be successful.
- Reminders about expectations through displays, assemblies and tutor time.
- Considered seating plans for lessons.
- Support for learning and responsive teaching.
- Verbal reminders in lessons and corridors.
- Report cards and individual plans where necessary for monitoring and support purposes.
- Pastoral support plans.
- Discussion during internal weekly complex case panel.
- Opportunities for reflection and restorative action to enable scholars to amend their behaviour.
- Partnership working with parents, carers and other agencies as required.
- Reminders about key routines at the start of each term.

Please see Appendix 2

2.3 Staff Training

All staff have training on our school wide routines. These routines are modelled and rehearsed frequently to ensure that every member of staff, regardless of role, is consistent in their practice.

- All staff receive an appropriate level of training to develop their skills in de-escalation of situations and the use of the rewards and consequences applied in school.
- All have access to on-going advice, support and training as part of their own professional development.
- Staff are regularly informed of any guidance and updated advice for managing the behaviours of individual scholars and employ relevant behaviour management techniques prior to using the demerit system.
- Positive classroom behaviour is also promoted with the use of seating plans, appropriate grouping and Quality First Teaching principles.
- All staff receive regular professional development and individual support to improve and consolidate their skills in managing behaviour.
- Scholars are advised about the school rules and expectations, so as there is transparency for staff, scholars and parents/carers.
- Staff wide protocols exist for procedures to respond to poor conduct in the classroom ensuring that disruption to learning is minimised.

- Staff receive weekly training during expert practice which is based on common areas for development across the school that link with behaviour and culture.

3. CLASSROOM BEHAVIOUR

3.1 Behaviour responsibilities

The Principal and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support of all staff in the implementation of the policy is essential. Staff play a key role in advising the Principal and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Principal, for creating a high-quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the school itself.

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside of the school. Parents and carers are asked to work in partnership with the school in maintaining high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with the school at any point deemed necessary.

Scholars are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations at regular points over the course of the academic year. Scholars are expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is apparent so that it can be dealt with in line with the policy.

The procedures arising from the policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the scholars how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, scholars and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on Bromcom, the school's Management Information System and kept on the scholar's individual record.

If an incident occurs in the classroom, the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated, then the subject teacher will inform 'on call' who will attend and support. This incident may then be dealt with by the Pastoral Team and/or the Senior Leadership Team depending upon the severity of the incident.

Form tutors	➢ Check ID badge everyday. ➢ Check uniform and equipment everyday. ➢ Consistently apply and adhere to the academy behaviour policy and systems. ➢ Monitor and address behaviour concerns as appropriate. ➢ Promote positive behaviour through the rewards system. ➢ Check reports, demerits and merits and have necessary conversations.

	➢ Be the first point of contact when a scholar is placed on a tutor report.
All staff	➢ Be visible during changeover and promote positive corridor conduct. ➢ Meet and greet scholars at the door. ➢ Check uniform and equipment everyday. ➢ Consistently apply and adhere to the school's behaviour policy and systems. ➢ Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary. ➢ Ensure seating plans promote positive behaviour. ➢ Promote positive behaviour through the rewards system. ➢ Regular contact (positive and negative) with parents to create a positive partnership with the school. ➢ Carry out restorative conversations when necessary to improve relationships. ➢ Check reports, individual demerits and merits and have necessary conversations.
Curriculum Leaders	➢ Be visible during changeover and promote positive corridor conduct. ➢ Meet and greet students in each faculty area. ➢ Support the faculty to deal with any behavioural issues by using the 'in-faculty response' process and monitor subject behaviour reports. ➢ Monitor behaviour incidents that take place within the faculty and follow up as appropriate. ➢ Communicate specific behaviour concerns to Pastoral Team and other key staff to develop coordinated support strategies. ➢ Communicate behaviour concerns and staff training needs via SLT link. ➢ Harness parental support by contacting parents when issues arise. ➢ Promote positive behaviour through the rewards system. ➢ Facilitate restorative conversations to help improve behaviour. ➢ Ensure curriculum reports are issued to support with improving behaviour.
Pastoral Team	➢ Set high standards and expectations for the year group. ➢ Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour across the school. ➢ Facilitate restorative conversations if deemed necessary. ➢ Work actively with Head of Year and Senior Leadership Team to implement the behaviour policy. ➢ Organise and chair meetings with parents. ➢ Monitor incidents of all types including bullying, racist, HSB, and homophobic incidents to allow them to be dealt with swiftly and appropriately ➢ Counsel, support and mentor vulnerable students . ➢ Investigate behaviour incidents. ➢ Set targets with students to support their Behaviour for Learning in conjunction with report cards. ➢ Communicate with home following behaviour incidents. ➢ Support staff with behaviour incidents through on call system and lesson change overs. ➢ When required, carry out reintegration meetings following a suspension. ➢ Initiate and monitor reports. ➢ Be visible in and around school, particularly during lesson change over, break times and lunchtimes. ➢ Support staff in ensuring positive behaviour is consistent. ➢ Support staff with serious incidents through the on call system.

	➢ Monitor incidents and identify patterns and implement necessary actions. ➢ Support detention system, internal exclusion, and reflection provisions.
Academy Councillors	➢ Visit the school and lessons to review the quality of Teaching and Learning and behaviours of the students within the Academy. ➢ Attend Academy Council meetings to further develop the Academy. ➢ Monitor rewards and behaviour trends and ask necessary questions. ➢ Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour. ➢ Attend Academy Council Panel meetings to ensure high levels of positive behaviour is maintained at the Academy.

3.2 Behaviour For Learning (BFL)

Through their induction, scholars are taught about our expectations, routines and rules and the reasons behind each one. Therefore, classrooms are calm, purposeful, and orderly. To ensure learning is prioritised, teachers insist that no one talks over another in the classroom, and silent work is a feature of every lesson. See Appendix 3. All teachers expect scholars to 'STAR' (Sit up straight, track the teacher, answer in full sentences and respect the speaker) in lessons, and when this does not occur, they swiftly use a range of pre-emptive strategies such as:

- Silent non-verbal correction: for example; hand signal, eye contact, facial expression, shake of the head or sharp pause.
- Unnamed: 'We're STAR-ing. Just waiting for everyone to focus; one person still not in the STAR zone'.
- Named: 'Alex, we listen so we can learn. Thank you.'

Please see Appendix 4.

3.3 Polite greetings and manners

At Brook Mead Academy, we always smile and greet people with eye contact. When a teacher says hello, good morning or good afternoon to us in the corridor we reply with an upbeat, "Good morning/ afternoon Sir/Miss" and we look at them in the eyes and smile. We are professional.

Brook Mead Academy scholars and teachers show an "attitude of gratitude" every day and in every interaction they have. We say Thank you, Excuse me, Please and Pardon very naturally. This is part of everyday life at Brook Mead Academy and will empower good habits for later life.

At Brook Mead Academy our scholars know that manners cost nothing. We never push past or interrupt people. If we want to get past, we say "Excuse me." very politely. Similarly, if we want to talk to somebody, a teacher for example, we say, "Excuse me. Do you have a minute please? Could you help me with something please?" We don't take others for granted. We are polite.

We are especially polite and respectful in corridors, on the stairs and when queuing. We do what we have to do very smoothly and efficiently. We are polite to our peers, to all members of staff and visitors to the school, this includes the site staff, canteen and cleaning staff, **there are no exceptions.**

At Brook Mead Academy, we hold doors open for one another, we let people pass in front of us, we check who is behind us and don't barge past one another. We queue for lunch politely and efficient. We line in single file to enter classes, we greet each other and we thank the teacher for the lesson at the end. These are all signs of mutual respect. Brook Mead Academy is built upon staff and scholars treating each other with respect. **We are one team working together to achieve the same goal.**

4. SANCTIONS

4.1 Classroom Behaviour

At Brook Mead Academy, all staff follow a three-step tiered approach within the classroom (see below and appendix). Demerits are there to remind scholars that they have made a poor choice by failing to meet the "BMA way" expectations or behaving in an unacceptable manner.

Our expectations are very clear and are underpinned by our belief that it is our teachers "right to teach" and our scholars "right to learn".

- **Demerit 1** – First verbal warning with a reason given for its issue
- **Demerit 2** – Final verbal warning, possibly coupled with a teacher management technique such as moving seats.
- **Demerit 3** – The scholar is removed from the classroom via on-call and issued with a same-day detention lasting until 4:10pm. Scholars will be placed in the back of an alternative classroom (in the same subject, where possible) for curriculum continuity. This will be with an experienced staff member. (Detentions run until 2:40pm on Friday).

All behaviour incidents will be logged on the scholars record via Bromcom. Any scholar who accrues a significant number of demerits in comparison to their year group and peers, maybe prevented from taking part in extra-curricular activities, trips and/or events.

Please see Appendix 6

4.2 Reports

Scholars whose behaviour is showing cause for concern may be placed onto a behaviour report. A report will enable scholars to focus on expectations and routines with the support of staff and parents/carers. Brook Mead Academy operate a tiered approach in relation to report implementation, with each level representing an increased level of support and monitoring.

4.3 Detentions

The law states that teachers have the power to issue detentions to students.

At Brook Mead Academy, detentions are issued as described in the section above and are **held on the same day**. Parents/Carers are informed of the detention via a text message when the detention is issued. It is our expectation that parents/carers support the detention system. This means that the detention must take precedence over any other commitments the scholar may have. Should a scholar have an unavoidable appointment (e.g. hospital appointment) at the time of the detention, parents/carers are asked to provide written confirmation of it if they would like the school to consider a deferral. If the scholar misses the detention without good reason, the sanction will escalate to a D4 which means that the scholar will lose their break, lunch and complete their missed afterschool detention the following day.

4.4 Pastoral Support Programme (PSP)

In some cases, a Pastoral Support Programme might be initiated by the school. This is led by the, the Assistant Principal for Behaviour.

The purpose of the PSP is to consider what action needs to take place in order to support the scholar to modify their behaviour. Actions might include referrals to specialist services, screening tests or mentoring.

4.5 Internal Exclusion (D5)

Internal exclusion will result if there is a persistent or serious failure to meet school wide expectations. Internal exclusion serves as an alternative to a suspension and is a base to intensive and targeted support.

Scholars will be expected to attend school from 9:30 - 4.10pm (2:40pm on a Friday) and complete their timetabled work with staff support. Zero tolerance is applied to behaviour while in the internal exclusion provision.

The duration of stay will be dependent on the nature of the behaviour. Behaviour may be related to:

- Serious misconduct.
- Extreme defiance and/or refusal to follow instructions.
- Serious corridor misconduct (e.g. pushing, tripping, shouting, kicking).
- Bullying or other forms of child on child abuse.
- Discriminatory behaviour to others.
- Serious incident, or damaging the school's reputation.
- Disrespectful behaviour towards a member of staff
- Absconding from an after-school detention.
- Multiple removals from lessons (D3)

While in internal exclusion, scholars are expected to engage in restorative activities which may include:

- Restorative and mediative conversations with staff or other scholars
- Letters of apology
- Reflection/making amends worksheets
- Targeted, issue-based support, intervention, or workshops.

Any scholar in internal exclusion will receive their lunch (a sandwich and a drink or cake). Parents will always be informed of any internal exclusions and the reason.

On occasions whereby it is deemed necessary, scholars may be directed to complete an exclusion at an alternative Trust school. This is in line with other schools within TMET. Scholars are expected to attend the alternative school in correct uniform and at the correct time.

Where travel arrangements are a barrier, this should be communicated with the school in advance of the trust internal exclusion (IE) to ensure that the scholar is able to complete the placement successfully.

Any instances of poor behaviour whilst on an IE will result in an escalation of consequences.

4.6 Suspensions (formally Fixed Term Exclusions)

Suspensions are kept to a minimum and given in response to serious breaches of the school's behaviour policy. If in the rare case a scholar is issued with a 15 day suspension in one term, they will be required to attend an Academy Councillors' disciplinary meeting with their parents/carers.

It is the responsibility of parents/carers to ensure that their child is not present in a public place in school hours during the first five days of any fixed period, or permanent exclusion from school. Parents/Carers could receive a fixed penalty notice if their child is found in a public place without justification. It can be expected that the school will provide appropriate work to be completed at home.

From the sixth day of any period of suspension, it is the duty of the school to provide a full-time education for the scholar. Alternative arrangements will normally be made for scholars, such as attending a neighbouring school, or a school with the Trust or enlisting the support after Leicester Partnership School.

On return from a suspension, the parents/carers and scholar will meet with the relevant year team and the scholar will attend a reflection session on that same day as part of their reintegration.

4.7 Permanent Exclusions

Brook Mead Academy will do all we can to avoid permanent exclusions. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the scholar to remain in school would seriously harm the education or welfare of others in the academy or where there are serious and/or repeated breaches of the academy's behaviour policy. Only the Principal can exclude a scholar. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent exclusions will only take place when all other options have been exhausted. These shall include:

- In the case of a student with an Education, Health, Care Plan or Statement of SEND, an emergency annual review
- Input from the LA Behaviour Support Services
- Consideration given to managed move arrangements
- Consideration given to an off-site arrangement
- If a child is LAC support from Virtual School Team and Social Care

There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a scholar for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another scholar or member of staff.
- Sexual violence, sexual harassment, use of indecent and highly inappropriate language, imagery, or material (including electronic), sexting and/or assault against another scholar or member of staff.
- Supplying an illegal drug or incidents relating to illegal drugs.
- Possession of an offensive weapon or object which could cause harm.

4.8 Incidents occurring outside of Brook Mead Academy

The school may discipline a scholar for any misbehaviour occurring outside of the school, when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- When wearing our school uniform
- In some other way identifiable as a scholar at Brook Mead Academy

5. OTHER ASPECTS OF BEHAVIOUR

5.1 Bullying

- At Brook Mead Academy, we recognise that bullying can be physical, verbal, online or emotional in nature. We will not tolerate any form of bullying towards any member of our academy community. Bullying (defined as 'Several Times on Purpose') is treated seriously and

dealt with according to the procedures in this policy. In all cases, where bullying is suspected or reported, a full investigation will be initiated with any delivered sanction reflecting the individual circumstances of the case. In some cases, bullying can lead to suspension.

- We endeavour to create a happy and safe learning environment for all and remind our scholars that Brook Mead Academy promotes a culture of communication and disclosure.
- There is an expectation that parents/carers inform school staff should they suspect, or know, their child is being bullied.

5.2 Discriminatory incidents

- All incidents of a discriminatory nature will be treated in line with our behaviour and/or potentially, our anti-bullying protocols and logged on a scholars file. Parents/carers will be notified, and an appropriate sanction will be administered.

5.3 Mobile phones/devices

- The use of mobile phones/devices is not permitted and will lead to the device being confiscated. If a mobile phone goes off, without use, a D3 will be issued. The scholar is permitted to collect their phone at the end of the day.
- If a scholar is caught using a mobile phone on the school site, they will be issued with a D4 for that day and will be issued with a magnet locked mobile phone pouch for the remainder of the term. Each morning, they must show their locked pouch to a member of their year team and must get the pouch unlocked at the end of the school day in the canteen.
- If a scholar is misusing a mobile device outside of school, consequences may be issued in school.
- Mobile devices/headphones must be switched off or on silent and stored in bags. Scholars must not use a mobile device or headphones anywhere in school during the school day.
- Smart watches are not permitted for use at Brook Mead Academy, but may be placed in bags and turned off in the same way as mobile devices. The same consequence system as above is used for smart watches as well.
- In some circumstances, mobile phones will be confiscated until parent/ carers are able to collect. This will be based on severity of the incident. If parents/ carers are unable to collect, phones will be placed in a safe until collection occurs.

Use of mobile devices includes, but is not limited to:

- Answering/making telephone calls, texting or using messaging services during the school day
- Making calls to/ messaging parents during the school day
- Using mobile devices to threaten or bully
- Taking pictures/videos/recordings of another person without permission.
- Recording or watching inappropriate video footage
- Playing music
- Uploading content to social networking sites.

Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

- Sexting
- Threats of harmful sexual behaviour, violence or assault and abusive calls, emails, social media posts

- Messages directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

Mobile devices in school are the scholars' responsibility. The academy accepts no responsibility for mobile phones that are lost, damaged or stolen on academy premises or transport, during school visits or trips, or while scholars are travelling to and from school.

Confiscated phones can be collected from reception at the end of the same day. On the third instance of the phone being confiscated in the same academic year, the phone will only be returned to the parent/carer.

5.4 Child-on-child abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated at Brook Mead Academy.

As a school we advocate strenuously for high standards of conduct between scholars and staff and reinforce the importance of manners, courtesy and respect at every opportunity. We believe that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent abusive and/or violent behaviour in the future.

Where relevant, scholars who fall short of these behaviour expectations will be sanctioned by the school on a case-by-case basis. In some cases, it might be necessary to refer the incident(s) to the police and/or children's social care. In such cases, the school may still sanction the scholar - even when other agency investigations are ongoing.

Please see our Child Protection policy for more information about our response to child-on-child abuse.

5.5 Suspected criminal behaviour

In cases when a member of staff or the Principal suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police. These initial investigations will be fully documented and will be in consultation with the Designated Safeguarding Lead or a Deputy. Once a decision is made to report the incident to the police, we will ensure that any further action we take does not interfere with any police action taken. However, the school does retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

5.6 Damage/Loss to property

- A charge will be levied in respect of wilful damage, neglect or loss of school property (including but not limited to premises, furniture, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Principal may decide.

Discretion: No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion to maintain a safe learning and follow up each case in an appropriate way.

6. REWARDS

At Brook Mead Academy, we believe that fundamentally, all scholars want to do their best and contribute to an orderly, calm and pleasant environment. Therefore, rewards feature prominently in school life in order to recognise the contribution that scholars are making to Building Better Futures Together.

At Brook Mead Academy, we want our scholars to broaden their interests, their knowledge of the world and to develop personal qualities so that they become well rounded young people poised to make a positive contribution to the world. As such, we reward them when they follow 'The Brook Best Pledge' which is distilled into:

7.1 Being Kind: we aim to develop respectful, tolerant scholars who are kind to everyone. Behaviours which demonstrates this principle include:

- Assisting new scholars
- Supporting an upset friend
- Outstanding conduct in the community
- Reporting an incident for the benefit of others
- Exceptional politeness to staff
- Offering to help staff (unprompted)

7.2 Working Hard: we promote learning for its own sake and the power it gives us to shape our destiny for the betterment of ourselves and the world. Behaviours which demonstrate this principle include:

- Exceeding expectations for class work
- Excellent contribution to class discussion
- Excellent engagement
- Going above and beyond
- Trying their best
- Challenging themselves
- Classroom leadership
- Resilience
- High quality homework
- Being proactive/well-organised
- Independent unprompted work.

7.3 Building Better Futures Together: we want scholars to develop more than just academic excellence whilst they are at Brook Mead Academy. We want them to use their leadership skills, sporting talent, musical or dramatic ability, raise money for charity and challenge themselves on the Duke of Edinburgh scheme. All of these develop a whole range of skills, which will help both to find rewarding jobs and to thrive more generally in later life. Behaviours which demonstrate this principle include:

- Supporting a charity
- Leading a campaign
- Improving the environment
- Careers related research and work experience.
- Active participation in and leading extra curriculum activities.

7.4 Examples of rewards:

- Recognition and prizes in termly assemblies.
- Platinum tickets for sustained hard work and good conduct following our Brook Best Pledge.
- Issue of a Golden Ticket for exceptional behaviour in line with our Brook Best Pledge.
- Recognition and prizes throughout the year.
- Well done post cards/texts/MCAS alerts sent home
- Utilising social media where appropriate
- Information on the Brook Mead Bulletin

- AHOY/HOY/SLT specific praise
- Principal's Award
- Merit badges
- Subject badges
- Eligibility for the end of year rewards trip

Please refer to the Brook Mead Academy Rewards Policy for more information.

7. RESTRICTIVE PHYSICAL INTERVENTION POLICY

In line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy. The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

For further details, please refer to the: TMET Restrictive Physical Intervention Policy.

APPENDIX 1 – Additional pastoral arrangements at Brook Mead Academy

- **Tutor Groups**: Scholars are predominantly placed in mixed ability forms on entry into the school and remain in those groups with, where possible, the same form tutor for the five years they are at Brook Mead, unless an issue arises where it is necessary to change groups.

- **Assistant Head of Years and Behaviour Learning Mentors**: Assistant Heads of Year are non-teaching staff who work in partnership with form tutors and other school staff, in order to build a strong cohesive and supportive relationship. They assist in breaking down some of the potential barriers experienced by scholars and ensure that scholar's achievement and progress are the primary foci.

- **Counselling:** The school works with Relate Counselling to offer scholars mental health support when they need it. Referrals to our counsellor are made through your child's Assistant Head of Year.

- **School Nurse Team:** The school nurse team are available to deal with concerns and can be contacted through the Pastoral Team. Scholars are advised about support services available through the information provided in assemblies, and information in their tutor rooms

APPENDIX 2 – The BMA Way

“The BMA way” outlines the behaviour that we routinely expect from scholars while at school. These routines are explicitly taught to students during induction, tutor times and assemblies to ensure a calm and orderly climate for learning.

Brook Mead Expectations

Time	Activity	Expectation	Reason why
08.15 - 08.30	Arriving at school	Arrive on the school site wearing full correct uniform and with lanyard and ID card displayed.	To look smart and represent the academy well.
		There should be no playing inside the building. Those who wish to run around should be in the playground.	To ensure the academy is a calm environment.
	Start of day End of break End of lunch	When the whistle goes, signalling hand up, scholars are to raise their hand, stand still, and wait in silence to be instructed to make their way to line up.	To ensure we are ready for learning and start our day in a calm and orderly fashion.
		Scholars should be in register order and waiting silently to be dismissed. Facing the front, single file.	
		When dismissed scholars should walk in single file facing the front, sensibly, quietly and quickly.	
		Arrive at your tutor room and line up along the wall outside until your tutor tells you to enter.	To avoid corridors being crowded and reduce the risk of accidents.
08.30 - 08.50	Tutor Time	Enter your tutor room in silence and stand behind your chair in silence.	To show respect and ensure you are ready for the day.
		When instructed to do so, sit in your place and take out equipment, and reading book for checking. Pupils should read silently unless there is another activity in progress.	To enable you to learn. So that there is an accurate register of who is on site. To allow a safe and orderly exit from the room.
		Answer your name politely when the register is taken, saying ‘good morning’.	
		At the end stand behind your chair, with your blazer on until dismissed by your tutor.	

08.30 - 08.50	Assembly	Line up at your assembly point in silence and wait to be collected by your tutor. Remove your coat before entering the hall. Enter in silence, sit according to the seating plan and leave no empty chairs. Remain in silence throughout, listen carefully. When dismissed leave to your lesson in a calm way.	So that it does not cause disruption in the hall. So that your tutor group can all sit together and your tutor can accurately take the register. To show respect and take away the important messages from the assembly. To ensure a quiet and safe exit from the assembly.
	Lesson change overs	Move quickly and quietly between lessons. Keep to the left at all times. Respect school property in all areas of the school. Line up sensibly against the wall outside your classroom until you are greeted by your teacher and told to enter.	To ensure lesson begin promptly and learning time is not lost. To keep everyone safe and avoid corridors being congested. To keep the environment pleasant for all. To avoid corridors being crowded and reduce the risk of accidents.
	At the start of lessons	Arrive punctually. You should enter the teaching room silently and in an orderly manner, stand silently behind your desk. Take out the right equipment and books for the lesson. Your bag should be placed on the floor under or beside your desk or chair.	To ensure lessons begin promptly and learning time is not lost. To ensure a positive learning atmosphere. To ensure you are organised for the lesson. To keep the classroom safe.

	During lessons	Answer your name politely when the register is taken, saying 'good morning' or 'good afternoon'. Work hard throughout the lesson, following all instructions and only conversing as directed by the teacher. 'STAR' at all times. At the end of the lesson, pack away in silence and stand silently behind your chair Put blazer on and exit the room silently and calmly when dismissed by your teacher.	So that there is an accurate register of who is in school. To learn as much as possible. To allow final instructions from the teacher to be heard. Sit up straight, track the teacher, answer in full sentences and respect the speaker. To ensure an orderly end to the lesson.
10.30 - 10.50	Break time	Food purchased in the restaurant should be eaten in the restaurant. Other snacks may be eaten outside. All litter must be put in the bin. Be kind and courteous to all staff and pupils. Remain outside unless it is wet break. When the whistle goes, signalling hand up, scholars are to raise their hand, stand still, and wait in silence to be instructed to make their way to line up. Scholars should be in register order and waiting silently to be dismissed. Facing the front, single file. When dismissed scholars should walk in single file facing the front, sensibly, quietly and quickly. Make your way to your next lesson with your coat off and your blazer on. Arrive at your classroom and line up along the wall outside. Your teacher will greet you and tell you when to enter.	To keep the environment tidy. To create a positive friendly school community. So that corridors are clear and everybody gets fresh air. To ensure we are ready for learning and start our day in a calm and orderly fashion. To avoid accidents and to be on time and ready to learn.
12.30 - 13.20	Lunch	All food eaten in Hall only. Behave in a mannerly way whilst waiting and whilst eating.	To keep the environment tidy To create a positive friendly school community.

		Clear and return all trays when finished. When the whistle goes, signalling hand up, scholars are to raise their hand, stand still, and wait in silence to be instructed to make their way to line up. Scholars should be in register order and waiting silently to be dismissed. Facing the front, single file. When dismissed scholars should walk in single file facing the front, sensibly, quietly and quickly.	To ensure we are ready for learning and start our day in a calm and orderly fashion.
15.40	End of the school day	Exit the school site promptly unless staying for an organised after school activity with staff. Leave via the main exit and follow road safety procedures at all times.	To allow cleaning staff to begin their work immediately. To stay safe and avoid accidents.

APPENDIX 3 – BEHAVIOUR FOR LEARNING AT BROOK MEAD ACADEMY

Behaviour for Learning

BROOK MEAD ACADEMY

We wear our BMA uniform with pride; tie on, shirt tucked in.

We make sure we have the correct equipment for learning every day.

We do not use mobile phones in school, we keep them in our bags all day.

We wear our lanyards at all times. We show we belong by having our lanyard on!

We are polite and speak to each other with respect, at all times. We do not swear or use inappropriate language.

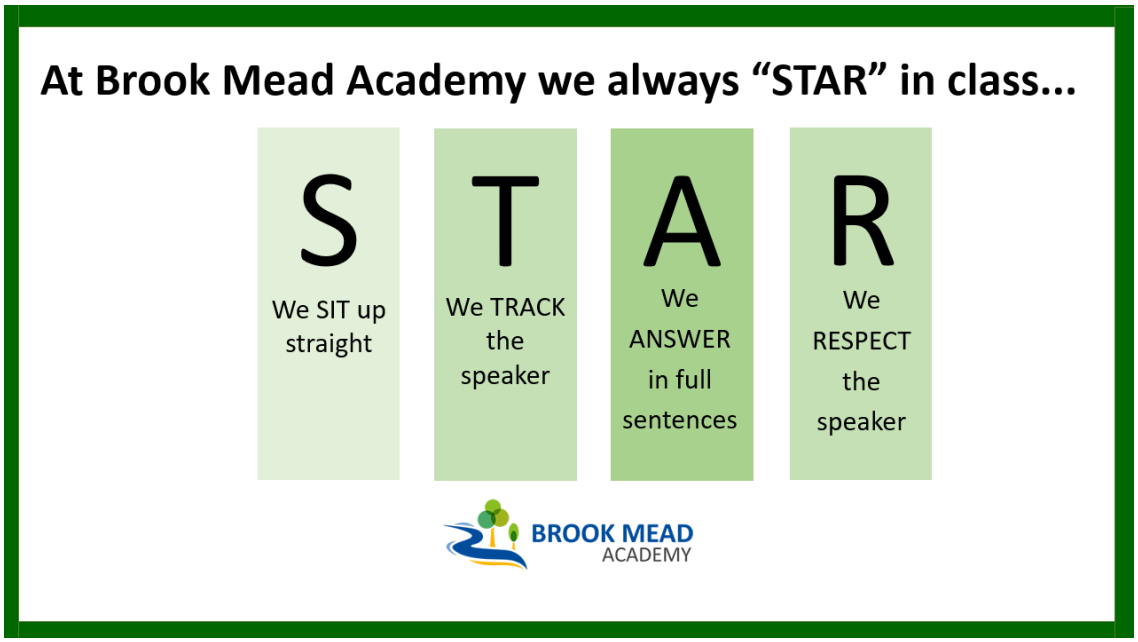
We are always on time to lessons. When arriving to lessons: we line up, in single file, quietly outside of our classroom and wait for our teacher.

We follow staff instructions first time, every time.

We focus 100% on learning.

100%

APPENDIX 4 – STAR



APPENDIX 5 – STEPS

APPENDIX 6 – CLASSROOM CONDUCT

CLASSROOM CONDUCT

D1 Reminder

A reminder of the BMA way

D2 Warning

Your final warning

D3 Removal

Removed and after school detention

BROOK MEAD ACADEMY

BROOK MEAD ACADEMY

UNIFORM EXPECTATIONS

1. Everyone will wear the Brook Mead Academy blazer with a white shirt and school tie. Either grey trousers or checked skirt supplied by Uniform Direct only must be worn **AT ALL TIMES**. The original shape of the trousers must not be altered (15cm leg width).
2. Plain white shirts buttoned to the neck and either long or short sleeved only. **Shirts MUST be tucked in.**
3. Skirts must be worn to the correct length (below the knee).
4. Ties will be tied correctly, tie length must meet the waistband of the skirt or trousers.
5. A plain jacket, overcoat or shawl may be worn over the top of the blazer. No hoodies, denim or sports logo tops are permitted at any time. **No jackets, overcoats or shawls inside the classroom.**
6. Jewellery must be discreet, only nose and ear piercings are permitted, they should be small with **only stud earrings.**
7. Headscarves, turbans and other religious headwear must only be plain grey, black or racing green in colour.
8. False nails, acrylic nails and gel nails are not permitted in school.
9. No excessive make up is permitted.
10. Black, grey or flesh coloured tights or leggings to the ankle may be worn under the skirt.
11. Footwear will be flat, plain, back and clean with **no logos or patterns**. Heels must not be higher than 3cm.
12. Students must have their ID badges and lanyards with them at all times.
13. **At break and lunchtimes only** – blazers maybe removed in warm weather. After playing outside, ties should be put back on and shirts tucked in.