

BEHAVIOUR OF STUDENTS POLICY

BROCKWOOD PARK SCHOOL

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1 Aims and legislative framework

This policy aims to:

- Explain its unique ethos and [intentions](#) that underpin the day-to-day life of the school and are essential for creating its warm, welcoming and inclusive atmosphere
- Set out the expectations for students when it comes to behaviour and attitudes as expressed in the [school agreements](#)
- Outline the school's approach when it comes to [responding to student behaviour](#), including the school's view on reward and punishment, the place of understanding, the implementation of sanctions

The policy has been written with due regard to the following pieces of guidance and legislation:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Restrictive interventions, including use of reasonable force, in schools - Guidance for schools in England - April 2026](#)
- [Supporting pupils with medical conditions at school 2015](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#)
- [Education \(Independent School Standards\) Regulations 2014](#) (paragraph 7, 9 and 10)

2 Intentions of Brockwood Park School

Brockwood Park School was set up in 1969 by Krishnamurti and a group of friends. The school's intentions were stated in many of Krishnamurti's public talks and books. Brockwood offers an education focused on self-directed and independent learning. This means students are responsible for their studies, actions, contributions, and mutually participate in the realisation of the school's intentions. The school does not seek to engineer specific types of students or human beings. Each student should, in their freedom, be responsible for their own unique flowering. The intentions can be summarised as follows:

- To inquire into educating the whole human being
- To explore what freedom and responsibility are in relationship with others and in modern society
- To see the possibility of being free from self-centred action and inner conflict
- To discover one's own talents and what right livelihood means
- To awaken a sense of excellence in academic studies and everyday conduct, without reward or punishment
- To learn the proper care, use and exercise of the body
- To appreciate the natural world, seeing our place in it and responsibility for it
- To find the clarity that may come from having a sense of order and valuing silence

In the light of these intentions, Brockwood welcomes students who are interested in learning about themselves and the world at large, and in taking real responsibility for their own learning. Students should come with an interest and willingness toward self-reflection; to be prepared to ask questions of themselves, their teachers, parents, friends and the world at large into why we think and act the way we do.

3 Agreements with the students

Brockwood has a special atmosphere, arising from the beauty of the surrounding nature and the unique intentions of the place. This atmosphere is created by everyone who lives here; through the silence with which we start our days, the way we dress, talk, treat each other, clean the school, look after our rooms, and study. Each person who lives at Brockwood contributes to this atmosphere through their actions.

Over the years of the school's existence, a set of basic agreements has been developed in order to help create and maintain the special learning environment that we all find at Brockwood. Being a small school community where we not only learn but also live together, it is essential that those basic agreements are being respected without a sense of resistance or negotiation. Brockwood is a very warm and caring place, and it is our view that this atmosphere should not be taken advantage of, and that students have to be responsible for their own actions.

The agreements are shared with prospective students and their parents prior to coming to Brockwood and they are asked to consider them carefully, gain their own clarity, **and for students only to join the school if they are willing and comfortable to adopt a way of living in line with the agreements for the duration of their time at the school.**

Returning and older (16+) new students are expected to play an active role in upholding the agreements and in helping younger or newer students in understanding Brockwood's ethos and agreements.

The agreements are always on display on the school notice board, and can be found in the *Student Handbook* that all students receive at the beginning of the year. Time is also given in the first 10 days of the year to explain and familiarise students with the agreements and the ethos of the school.

The agreements include:

- Begin the day with the morning silent meeting and be on time for all school activities
- Assist in caring for the school and for each other
- Care for your health, cleanliness and appearance
- Adopt a vegetarian diet throughout the term and eat meals at agreed times and places
- Develop a programme of studies that you apply yourself to
- Respect wing agreements and remain in your bedroom at the end of the school day
- Refrain from exclusive relationships and sexual activity
- Avoid all forms of smoking, alcohol, vaping, and other harmful substances
- Limit the use of electronic media to agreed places and times

3.1 Begin the day with the morning silent meeting and be on time for all school activities

To begin the day with a sense of order and ease we start together at an agreed upon time with our Morning Meeting, a 10-minutes period of sitting together in silence. Spending time in silence allows us to observe and learn about our own inner world, and better understand the movement of our thoughts and feelings. We ask that everyone arrive and leave the Morning Meeting quietly.

Students are expected to wake up early enough to complete their morning routines and be fully prepared for the day before the Morning Meeting begins. After the Morning Meeting, breakfast is served, followed by Morning Jobs where students participate in cleaning tasks to help care for the school.

We expect our students to be on time for all school activities including communal duties (rota, duty, morning jobs), classes and meetings (floor meetings, school meetings, etc.).

3.2 Assist in caring for the school and for each other

Brockwood becomes a home away from home for our students, and we want them to develop a feeling of care and responsibility for the place. This gets expressed in practical ways such as cleaning the house (morning jobs), washing dishes (rota) and assisting with duty, as well as through taking an interest in and helping fellow students and staff whenever needed. Full, punctual and reliable engagement with these activities is expected of all students.

As students grow at Brockwood, they should naturally develop a feeling of care and an increased awareness of what needs to be done to take care of the place. This is an essential part of being at Brockwood and learning to look beyond one's own self-centred concerns.

In this spirit, we also expect students to take excellent care of their rooms, as well as the school's equipment, grounds and property (such as IT equipment, sports equipment, furniture, gardens).

3.3 Care for your health, cleanliness and appearance

Taking care of one's health and well-being is an essential part of being at Brockwood and therefore we consider it important for students to eat well, get sufficient sleep and take regular exercise. Students are supported in this through our daily and weekly schedule: the regular sports and movement activities, the wholesome food provided all day, and the bedtime at the end of the day, are all put in place to support a healthy development. It is our intention to encourage students to develop their own sense of responsibility and care, which has implications for their health and well-being, as well as being aware of the unhealthy habits they may have acquired.

To encourage a healthy atmosphere and the breaking of detrimental habits, students are not allowed to consume coffee and caffeinated energy drinks at Brockwood, and the school

strongly discourages the consumption of junk food. Possession or distribution of large amounts of unhealthy (ultra-processed) food is not permitted.

We encourage students to reflect on their appearance and to understand the origin of the choices they make regarding clothing, jewellery and hairstyle; recognising that Brockwood is simultaneously a 'home', a place of work and an international school in which many cultural norms have to mix harmoniously with a sense of order. This requires a sense of flexibility to adapt as well as respect for the environment one is in.

Our dress code is '**tidy casual**' and we ask students to follow the guidelines outlined below which reflect sensitivity to living with others and within our particular context.

- **Considerate clothing:** Students should wear clothing that is considerate of the school's diverse and communal context, and avoid outfits that are overly revealing or extreme in style, such as very short skirts, dresses or shorts, low-cut tops, see-through fabrics as well as extremely tight, torn or damaged clothing.
- **Footwear:** Shoes should be appropriate to the activity (e.g., sports, classroom, outdoor work). Being barefoot, wearing flip-flops or slides is not permitted inside the main school buildings and classrooms. Certain areas are designated shoe-free zones.
- **Outerwear:** Hats, hoods, and sunglasses should be removed when indoors.
- **Accessories and piercings:** Jewellery and accessories should be modest and not disruptive. Only studs and discreet ear/nose piercings are allowed. Septum and other visible body piercings are not permitted. For safety reasons, students may be asked to remove jewellery during certain activities such as sports, and students are not allowed to pierce themselves or others while at Brockwood.
- **Hair:** Hairstyles should be neat. Extreme haircuts and unnatural hair colours should be avoided.
- **Tattoos:** Getting tattoos while at Brockwood is not permitted.
- **Messages and Images:** Clothing with printed messages, pictures, or graphics that are obscene, offensive, or promote illegal activities or violence is not allowed.

We want students to understand that those guidelines are not moral judgments on particular types of clothing, but reflect the context of the school; staff will always aim to maintain the dress code in this spirit - friendly, non-judgmental and matter-of-fact. Students at Brockwood are encouraged to choose clothing that makes them feel comfortable while being respectful to the context and the other members of the school community.

3.4 Adopt a vegetarian diet throughout the term and eat meals at agreed times and places

The school adopts a vegetarian diet out of respect for living beings, consideration for the impact of our diet on the planet, and in keeping with the original intentions of the founders of the school. In line with this, all students are expected to maintain a vegetarian diet throughout

the term time, including on school related trips and activities, and weekend visits to local towns.

The school provides a well-balanced and varied menu to meet the nutritional needs of everyone within a vegetarian diet. For some this may require an adjustment to previous eating habits and as a result, we ask families who are unfamiliar with the vegetarian diet to do detailed research before joining the school so these adjustments will be minimal. Early in the year, the school organises introductory activities about (vegetarian) nutrition for new (or all) students in order to help them be aware of essential elements of a healthy, vegetarian diet. The Healthy Living course and ATWAM programme provides ample information on nutrition to the young students, so they develop a sensitivity towards the impact of food on the body and mind.

We ask all students to eat all main meals (breakfast, lunch, dinner) in the school's Dining Hall together with the whole school community. Eating together is an important part of living in a community and maintaining good relationships with students and teachers, which is why isolated meals in bedrooms or other areas of the school are not allowed at Brockwood.

3.5 Develop a programme of studies that you apply yourself to

The intentions of Brockwood's approach to teaching and learning are for the student to develop a sense of interest and responsibility; to apply this sense to their academic studies and everyday conduct; to discover what they love to do; and to infuse into their studies the question of right livelihood and their place in the world.

Students at Brockwood are expected to take on full responsibility for their own learning, engage in their full programme of activities and make active use of the resources available. They are encouraged to find their own motivation and engage with their chosen fields of study without relying on rewards, comparison and competition.

At the beginning of the school year, students develop their study programmes with the guidance and assistance of a student adviser. Together they work on developing a balanced study programme. Once the timetable for the whole school is completed and courses begin, students are expected to commit to punctual attendance of classes, meetings, sports activities, study halls, presentations of their work. They will also be expected to follow through on their programme and commitments, and to complete the work required in order to get the best out of their educational experience here.

3.6 Respect wing agreements and remain in your bedroom at the end of the school day

At the beginning of the year, the wing times (quiet time, floor check time and room time) and wing agreements will be explained to all students.

At the end of the busy days, students are expected to help create and maintain an atmosphere where their neighbours on the wing can experience a calm and restful night and not be disturbed by noise and activity.

Students are not allowed to be outside of their wings after floor check time, and not outside of their rooms after room time. The reason for this is to respect the context of living in a school, for students and staff to have some quiet reflective time at the end of the day, to get adequate sleep, and to establish a healthy rhythm for the study/working week. The school also has a *duty of care* which requires that we know where students are and that they are safe and secure after nightfall.

As a mixed-gender school, we aim to create an atmosphere in which healthy relationships can occur without too many restrictions. Most school activities happen in mixed-gender groups, and during their free time, students can mingle freely in the common areas of the school (such as the Sitting Room and Cloisters Sitting Room). However, to protect the feeling of privacy in the boarding areas, boys are not allowed to visit girls' wings and vice versa.

3.7 Refrain from exclusive relationships and sexual activity

While we recognize that a wide variety of relationships, including very close ones, may naturally form between students in a setting like Brockwood, we encourage students to be mindful and avoid relationships that may create a sense of exclusion from the community, lead to overdependence on another, or disrupt their studies and communal responsibilities.

As an international boarding school, we want students of all ages to feel safe and comfortable here. If couples form, we ask them to keep public displays of affection discreet and respectful of others, and not to isolate themselves from the rest of the school community. Sexual activities between students are not allowed at the school or during school-related activities. Additionally, materials or pictures that are sexually explicit or inappropriate are not allowed.

Learning about relationships and sexuality is an important part of life, education and self-understanding. Society and media often put a great emphasis on sexual imagery and behaviour in a way that may not be conducive to the well-being of a young person and to a healthy sense of sexuality. We would like our students to meet this part of life carefully and intelligently; questioning their own conditioning (ideas, behaviour, images) and considering all the issues carefully.

While the nature of the school set-up does not support exclusive student couples and sexual relationships, we are not interested in repressing or condemning sexuality. We want instead to support students in inquiring into and learning about the nature of healthy relationships. As with all aspects of life, it is important to be willing to question our own drives and behaviour in relationships.

3.8 Avoid all forms of smoking, alcohol, vaping, and other harmful substances

The use of substances for the purposes of entertainment, relief, stimulation, or because of a habit or addiction, is common in large parts of the world. We are aware that many young people get exposed to these substances while growing up and might come from backgrounds where these behaviours are normalised. Along with specific education on the topic, Brockwood offers a warm and healthy environment that enables students to feel comfortable in avoiding the use of substances, and to learn to resist the pressures that exist around them.

Drinking alcohol, smoking, vaping, using nicotine pouches, and any form of involvement with drugs (buying, bringing in, passing on, consuming) are not allowed at Brockwood, or during school-related activities. Engaging in these activities at Brockwood, or aiding other students in doing so, is highly detrimental not only to the individuals involved but to the whole school community, and will be taken very seriously.

In order to ensure a safe and supportive environment for all students, we ask applicants with pre-existing habits or addictions to seek treatment or support, and overcome their habit or addiction before applying to join the school.

At Brockwood, we wish to encourage good health, clear thinking and self-understanding and we feel that the use of these substances does not support these aims. The school provides an opportunity for a lifestyle that is free, open and enjoyable in many ways, and for us to preserve the special atmosphere of the school, we must insist on these restrictions. Therefore, students must be committed to this lifestyle and support others in living this way at the school. We also expect parents to wholeheartedly support this commitment. For more details, please refer to the school's *Alcohol, Tobacco and Drugs Policy*.

3.9 Limit the use of electronic media to agreed places and times

As part of an all-round education, we feel it is important to question and discover the right place of technology and screen devices in our lives and at Brockwood. Today's powerful technologies can easily take over and prevent us from using our time and energy in other ways. Passive entertainment, the pressure of instantaneous social contact through social media (via laptops, smartphones, tablets, etc.), and overreliance on artificial intelligence can be an obstacle to developing interests and talents, good relationships, study habits, community responsibility, attentiveness and presence, and a sense of reflective quiet.

The school provides ample access to computers and other devices for purposes of research, education and communication, while the use of personal devices is discouraged or restricted to limited times and spaces in order to support full engagement in school life, and to encourage students to make good use of their time and energy.

- All personal screen devices brought to the school by students have to be registered before/at the start of the year (or whenever a new device is bought/obtained during the school year).

- Smartphones (and smartwatches) will be collected on arrival day and should not be used by students anywhere on the campus. On Saturdays, students will have access to their smartphones for purposes of communication with family and friends.
- Use of personal laptops and tablets will be restricted to exceptional cases which need to be requested and agreed upon before the beginning of the school year.

The school reserves the right to limit individual student's access to school devices, the internet, social media platforms and/or artificial intelligence tools if they are seen to use them excessively or inappropriately.

Movie watching is only permitted on weekends (from Friday evenings) via specific school computers.

For more details on the above points and on other devices, please refer to the school's *Technology, Internet and Devices Policy for Students*.

4 Response to student behaviour

4.1 Observation and recording of pastoral and behavioural issues

Any important pastoral or behavioural issues observed by staff members of the school are recorded on our Salesforce database, wherever possible linked to categories in order to be able to observe trends and patterns. The Pastoral Team reviews all entries weekly and makes sure an appropriate follow-up action has been agreed to and/or put in place.

4.2 Responding to positive and negative behaviour

The school does not use reward and punishment to manage behaviour. Reinforcement of positive behaviour through reward is avoided. Our agreements reflect basic standards of behaviour necessary for living together with care and sensitivity and we expect all our students to be able to abide by them without incentives by simply understanding that they are necessary and reasonable. Persistent or severe behavioural issues will be addressed in view of making the student understand the need for a change in their behaviour, and if necessary, sanctions will be implemented as outlined in the [corresponding section](#) below.

Brockwood stands for a personal and differentiated approach, where issues are being looked at on a case-by-case basis, and responses might look different for each student depending on their needs, particular situation, background, previous discussions held with the student and other important considerations. The school is aware of the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, and will naturally take those into account when responding to behavioural incidents.

School staff receive a thorough induction and yearly training and updates to improve their skills in responding to student behaviour. They are also in constant contact with Pastoral Coordinators and share observations and practice in weekly staff meetings.

4.3 Sanctions

Corporal Punishment

The school rejects the use of corporal punishment or the threat of corporal punishment, as it is illegal under any circumstances and in complete contradiction to the intentions of Brockwood Park School.

Sanctions currently in use

For the smooth running of the school community and to establish a warm, safe atmosphere and natural, positive relationships between students and staff, we consider it essential that students understand, observe and respect the agreements. If a student does not respect the agreements (as indicated by their actions) then it will not be possible for them to stay at school.

Students are always welcome to ask questions and approach staff should they have any doubts about any of the agreements. Students also have plenty of opportunity to gain clarity on the agreements during the admissions process, the induction period (first 10 days of the year), and during weekly core group and floor meetings.

Older and returning students are expected to have a good understanding of the agreements, play an active role in upholding them and help younger students understand the school's ethos and agreements.

Not abiding by the agreements, or openly challenging or resisting them, will result in one or more of the following consequences. *Major sanctions are always thoroughly considered and discussed, and will always be decided or approved by the Pastoral Coordinator and the pastoral member of the School Management Committee.*

Conversations

Minor breaches of the agreements will be taken seriously, however we consider it the natural and healthy way to address them initially through serious conversation. This can be done by any staff member who observes such breaches, or by the pastoral coordinator. The intention of those conversations is to ensure the student clearly understands the agreements or the consequences of their behaviour.

Assignments, changes or restrictions

In some cases, when initial attempts to evoke a change in behaviour through conversation and understanding have not been successful, a further conversation with the pastoral coordinator or selected staff members might result in one of the following consequences. The aim is to help the student understand the agreements or their own habits and patterns, with a view to making a positive change:

- a requirement to contribute more to school life through community work,
- a requirement to complete a project or an activity
- a change in the courses taken
- a change in bedroom
- restricted access to certain devices (such as computers or smartphones), rooms (such as the Computer Rooms) or to certain areas (such as the Wings).

Suspensions

More serious or persistent breaches of the agreements are likely to result in a suspension from school. Only the School Management Committee, in communication with the Pastoral Coordinator, can decide on a suspension. A suspension is seen as a serious measure and will usually take the form of an open suspension in which the student will have to go home, and together with their parents, will have to take time to seriously consider and discuss they are willing and able to be at Brockwood in a way that does not cause conflicts with the school's ethos and agreements, or with the staff members who are responsible for upholding the ethos

and agreements. In the meantime, the school will consider the gravity of the situation and, where necessary, gather more information about the breaches of agreements. During an open suspension, the students and their parents will be encouraged to get back in touch with the school within a reasonable timeframe to share with the school their reflections and/or any plans, interventions or commitments they may have decided on to help the student return to the school and live according to the school agreements. Based on these discussions and considerations, the school will make a decision as to whether the student can return to school or will be asked to leave the school permanently. If the student is allowed to return to the school, they will have follow-up meetings with the pastoral team and be warmly welcomed back and reintegrated into the school community. Other commitments for the students might be decided upon in the process.

Expulsions

Where the previous measures have not worked, or a very serious breach of the agreements comes to light, this will likely result in an expulsion or permanent exclusion from the school. Examples for this could be (but are not restricted to) the distribution of alcohol or other substances to other students, the possession or use of illegal substances at the school, or a persistent and open disregard for the school agreements. Permanent exclusion is also likely when a student's behaviour is such that staff feel they can no longer trust them in the school, or take responsibility for their presence at the school.

Communication with Parents

Parents are immediately informed of major sanctions by the Pastoral Coordinator, or by the School Management Committee in the case of expulsions. In general, the school will aim to keep parents informed about any potentially problematic behavioural tendencies of a student, either through the student adviser or the Pastoral Coordinator. The school will expect parents to help address student behaviour that is in contradiction with the agreements, and will work in close cooperation with the parents.

Recording Sanctions

Sanctions are recorded by the Pastoral Coordinator on our Salesforce database. Major sanctions (such as suspensions and expulsions) are also recorded separately on an electronic file.

4.4 Bullying, physical threats and abuse

The school's processes and procedures to prevent bullying are outlined in its *Anti-Bullying Policy*. Any incidents of (suspected) bullying are recorded on our Salesforce database, clearly marked as a bullying incident, and followed up by the Pastoral Coordinator.

The school is fully committed to providing a safe space for students and the whole community and will not tolerate bullying, physical threats or abuse of any kind.

4.5 Restrictive interventions, including reasonable force

At Brockwood, the use of restrictive interventions would be exceptional and rare. Relationships between staff and students are generally warm, respectful and supportive, and the school seeks to create an atmosphere of support, understanding and dialogue, where situations requiring restrictive interventions do not occur.

There may, however, be rare occasions when it is lawful and necessary for staff to use reasonable force or another restrictive intervention to prevent a student from causing injury to themselves or others, committing a criminal offence, damaging property, or causing serious disorder.

Any such intervention must be necessary, proportionate, and used for the shortest possible time, with the least restrictive response appropriate to the circumstances. Staff must always regard restrictive intervention as a last resort, after other de-escalation and support strategies have been tried or judged insufficient in the moment.

The school does not use force as a punishment, threat or deterrent. The school does not use seclusion as a disciplinary sanction. Any use of restraint or seclusion would only ever be as a safety measure in exceptional circumstances.

Any significant incident involving force, and any incident involving restraint or seclusion, will be recorded in writing as soon as practicable after the event (ideally on the same day) on the school's Salesforce database under the relevant pastoral category (restrictive intervention). The staff member(s) involved must then meet as soon as possible with the Pastoral Coordinator or Head of Boarding for a debrief, during which the incident and written record will be reviewed and any necessary follow-up agreed. Parents will be informed in writing as soon as practicable, ideally on the same day. We will follow the statutory recording and reporting requirements set out in the relevant guidance and regulations referred to [above](#).

Where appropriate, follow-up support and reflection will be offered to the student and staff involved.

4.6 Searching, investigations and confiscations

Details of Brockwood's procedures related to searches, investigations and confiscations can be found in our separate *Searching, Investigation and Confiscation Policy*. Below is an excerpt containing the list of prohibited items at the school.

In England, schools have a statutory power to search students or their possessions under certain conditions and where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Apart from these items, staff members can also be authorised to search for and/or confiscate other items that are not permitted at the school as outlined in the *Behaviour of Students Policy*. These include:

- Unregistered screen devices (smartphones, laptops, tablets, etc.)
- Vaping devices, e-cigarettes, nicotine pouches, psychoactive substances, solvents, and undeclared or unauthorised medication
- Specific food items not permitted at the school, such as non-vegetarian food, coffee, highly caffeinated foods and drinks and excessive amounts of ultra-processed foods
- Fire hazards such as candles, incense, matches, lighters, and aerosol sprays
- Prohibited electrical appliances such as cooking appliances, vaporizers/humidifiers, refrigerators, fans, televisions, movie projectors, and similar devices