



PUPIL BEHAVIOUR POLICY

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Guidance and framework

This policy has regard to the following:

- ISI Commentary on the Regulatory Requirements (particularly paragraphs 146-151);
- DfE guidance [Behaviour and discipline in schools](#) (January 2016);
- Vatican guidance, [The Catholic school](#) (March 1977) (particularly paragraphs 25-32).

Aims of the pupil behaviour policy

- To show how the School promotes good behaviour.
- To define the roles and responsibilities of staff in rewarding good and sanctioning bad behaviour.
- To outline what constitutes good and bad behaviour.
- To state the School's rewards for good behaviour and sanctions for bad behaviour.
- To state the School's policy for major breaches of discipline.
- To state the School's suspension, exclusion and appeal policy.

Good behaviour strategy

Blanchelande College aims to be a school where high standards of behaviour are the norm.

The School encourages good behaviour in three ways:

1. The School's Catholic ethos and promotion of the Gospel's teaching on behaviour.
2. High academic standards and a culture of achievement across all aspects of school life.
3. Excellent relationships between students, between staff and students, and and staff and parents.

The School's good behaviour strategy is illustrated by the diagram on p 5.

1. The School's ethos

At Blanchelande College, we are committed to maintaining high standards of behaviour at all times. The principles that lie behind the fostering of good behaviour at Blanchelande are expressed in our golden rules:

1. Do your best to be your best
2. Be kind and helpful
3. Treat others as you would like to be treated
4. Be polite and well-mannered



5. Respect the views of everyone in our community and beyond

The School as a centre of formation

The School's Catholic ethos is a fundamental driver in encouraging good behaviour.¹ The School places pupil behaviour in the context of the Gospel, the 'Good News' about God and mankind. It recognises that human nature, and therefore human behaviour, is not perfect, and that human life is 'a life-long process of conversion until the pupil becomes what God wishes him to be.'² At the School, pupils learn what good behaviour is as they grow in understanding of what the good is and develop the inclination and will to follow it. Pupil behaviour is therefore not a book of rules but a process of personal (spiritual, moral, social and cultural) growth. These values flow from the person of Christ since 'reference to Jesus Christ teaches man to discern the values which ennoble from those which degrade him.'³

Good behaviour is the fruit of growing in love of God and neighbour. This is otherwise called the 'call to sainthood' (or 'holiness') and is distinctive of the richness of Catholic education.⁴ All pupils, whether or not they share the Catholic faith, are invited to aspire to this spiritual goal. The School's aim is to encourage its students to respond to God's love by living out the greatest commandment: *you shall love the Lord your God with all your heart, and with all your soul, and with all your mind; and you shall love your neighbour as yourself* (Matt 22:36-40).

The School's PSHCE programme also provides a philosophical basis for good – or virtuous – behaviour. The cardinal virtues of prudence, justice, temperance and fortitude are taught to the students through stories that show how those virtues – and their contrary vices – are manifested in human behaviour. Teachers, and all staff at the College, have a vital role in modelling good behaviour from which the pupils may learn.

2. High academic standards and a culture of achievement

After its ethos, the second driver for promoting good behaviour is maintaining high academic standards and a culture of achievement. Well-motivated students who believe that they are succeeding are far less likely to misbehave.

- The School's curriculum appeals to the interests and learning style of students and gives them opportunities to exhibit their achievements.
- Merits and commendations affirm the students in their academic progress and achievements.
- Sports and music are ways that students can achieve nurture and be acknowledged

¹ 'Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.' [Behaviour and discipline in schools](#), paragraph 20.

² [The Catholic School](#), paragraph 45.

³ Pope Paul VI, quoted in [The Catholic School](#), paragraph 11.

⁴ Pope Benedict's [address to pupils](#), St Mary's University College, Twickenham, 17th September 2010.



for their particular extra-curricular talents.

3. Excellent relationships between staff and students and staff and parents

The third way that the School encourages good behaviour is by building excellent relationships between staff and students and between staff and parents.

Clear teacher-parent communication

Clear and open communication with parents is vital for promoting good behaviour because if students perceive a lack of communication between School and home they are more likely to drift into poor behaviour. The School promotes communication in a number of ways:

- regular reports
- emails home in the case of detention, with full details about the nature and context of the behaviour;
- availability of staff email addresses to discuss behaviour or arrange a meeting;
- annual teacher-parent meetings.

Attendance, promptness, uniform and prep

Parents encourage good behaviour by ensuring a strong attendance record (including avoiding taking holidays during term time), prompt arrival and departure and smart and correct School uniform. Timely completion of prep, and ensuring a focused setting for work at home, is important for fostering good self-esteem at School and, consequently, good behaviour. In the case of absence or non-completion of prep, the School requires parents to contact the School in writing.

School policies

The School encourages parents to read the School policies that pertain to them, such as this pupil behaviour policy. By choosing the College, parents agree to its terms and conditions, which include adhering to its policies and procedures.

Code of conduct

Parents, who are the first and best educators of their own children, enter into a partnership with the College for the furtherance of their child's education. This partnership flourishes with trust, cooperation and collaboration for the good of each individual student. Rather than presenting itself as an institution governed by rules, the School is a community of people – parents, students and teachers – who adhere to a shared vision and a common code.

Clear teacher-pupil communication

Good behaviour requires acceptance on the part of students of the School's aims and principles. The School does this in a number of ways:

- through weekly assemblies;



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- through form teachers when they speak to their forms (collectively and individually) about behaviour, especially where forms develop their own additional motivation techniques for promoting good behaviour;
- through PSHCE lessons and the 'hidden curriculum' (for example, the principles of good sportsmanship when representing the College in a match) where sound values are inculcated in students and British values are promoted.

At School and away from school⁵

The principles of good behaviour apply to students at all times when they are at the College: in class, in the playground, in the lunch hall, and when they are moving around. Good behaviour is equally important on trips, at matches, on tours and when travelling to and from these events. Students should also remember that their behaviour to and from College is also within the remit of the School and should therefore be exemplary. The School's anti-bullying policy applies as much to online behaviour carried out at home as it does to behaviour in the playground.

Involvement of pupils

Our experience shows that the ethos of and respect for the College is enhanced by listening to our students and by encouraging constructive suggestions from them. Students are also given the opportunity for input via anonymous questionnaires and suggestion forms.

Complaints

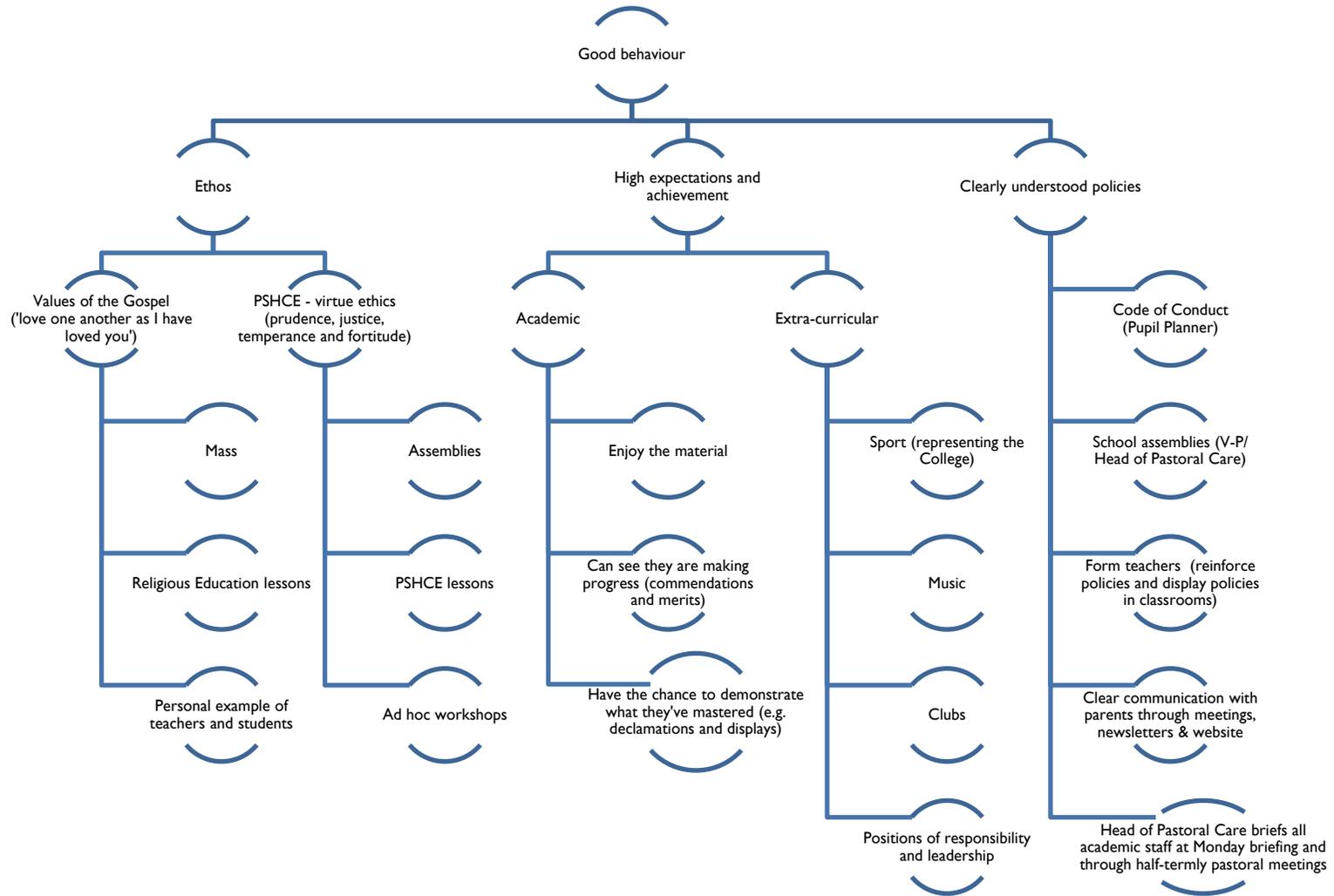
Should parents have any complaints about the School's pupil behaviour policy they should contact the Principal. The formal complaints procedure is included in the Parents' Handbook and is on the College website.

⁵ See [Behaviour and discipline in schools](#), paragraphs 23-26.



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GOOD BEHAVIOUR STRATEGY





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REWARDS AND SANCTIONS POLICY

The College's rewards and sanctions are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. The Vice Principal is responsible for the behaviour of students in the College.

Rewarding particularly good behaviour – the merit system

The purpose of the merit system is to record and reward good conduct or attainment, academic or otherwise.

Merits are to be awarded for good behaviour in the following categories:

Academic	Behavioural	Organisational
<ul style="list-style-type: none">• Contributions to teaching and learning in class• Effort, improvement, or achievement in academic work	<ul style="list-style-type: none">• Setting an example in and around the College• Generosity, helpfulness or kindness• Time-keeping/punctuality• Contribution to Form Group, House, or to the College• Contribution to music, games or extra-curricular life	<ul style="list-style-type: none">• Consistency in completing and submitting work• Personal presentation• Tidiness

Recording merits

- Merits are recorded the School's electronic database, ISAMS.
- The Phase Leaders and Vice Principal will check the total of merits every Thursday.



Rewards for merits

Weekly

- Form tutors may develop their own approaches to reward and incentivize merits on a weekly basis. Small prizes could be given to the student with the most merits, or to the student who has made the greatest improvement.
- Teams within the form could be established in a merit competition.
- Any rewards for merits should be administered during assembly.

Merit acknowledgements

- Students are acknowledged in whole-school Assembly and in the Principal's newsletter when they pass merit milestones:
 - Years 3-6 Bronze (100 merits), Silver (200), Gold (300), Platinum (400)
 - Years 7-8 Bronze (50 merits), Silver (100), Gold (150), Platinum (200)
 - Years 9-11 Bronze (30 Merits), Silver (60), Gold (90), Platinum (120)

Termly

- The form group with the highest average within each year group will receive the Merit Shield, which they keep in their Form Room.

Annually

- The student with the most merits in each year group receives a prize from the Principal
- Merit totals will also go towards the annual House competition.

Commendations – rewarding truly outstanding work

- Any teacher can put forward a student for a commendation. This is an award for a substantial piece of work (e.g. musical composition, science project, piece of artwork) that is of exceptionally high quality.
- At weekly whole-school assembly the Principal awards commendations for outstanding work.
- At this assembly teachers may wish to showcase the outstanding work done.



Sanctioning poor behaviour – the demerit/ development point system

The purpose of the demerit system is to sanction poor behaviour. Demerits are generally given for deliberate acts of poor conduct. Development points flag up issues where there may have been no intention to misbehave but an issue needs to be logged.

Demerits or development points are issued for poor behaviour in the following categories:

Academic	Behavioural	Organisational
<ul style="list-style-type: none">• Disrupting teaching• Disrupting learning• Failure to hand in complete prep• Unsatisfactory effort	<ul style="list-style-type: none">• Selfishness, rudeness or unkindness• Foul language• Chatting excessively in lessons• Poor time-keeping• Chewing or eating in class• Rough or harmful play• Being out of bounds• Littering• Inappropriate relationships	<ul style="list-style-type: none">• Failure to bring necessary books and equipment to class• Incorrect School uniform• Untidy locker

Giving warnings

It is important to note that a demerit is itself a warning, as one demerit does not incur a sanction. A sanction is given for three demerits. The system therefore involves two warnings followed by a sanction. Teachers will, of course, give a warning to a pupil in the first instance for situations such as talking in class. A demerit would be for *repeated* talking after a warning. However, for other offenses – foul language, for instance – a demerit would be given in the first instance. Similarly, forgetting prep/ homework would result in either a development point or demerit, without warning. This is so that incidents are consistently logged so that supportive interventions can be applied to raise standards.

Recording demerits and development points

- Will be recorded on the School electronic database (ISAMS)
- The weekly deadline for recording demerits is 4.00 pm on Friday.
- The Vice-Principal records the number of and reasons for demerits centrally, allowing focused behaviour management by the Form Tutor/Phase Leader/Vice Principal.



Development points

Development points are given where teachers deem that an offence was not intentional or malicious. However, after consideration, the Vice-Principal may decide that a sequence of development points should receive a sanction. For example, if a pupil has received three development points for not bringing in prep/ homework, and there is no adequate reason for this, a detention should be given.

Detention

- Three or more demerits in a week results in a detention for the following week on Wednesday, 4.00 pm – 5.00 pm.
 - Parents will be notified through an email from the Vice Principal if their son/daughter is in detention.
- During a detention, students will have an individual meeting with the Vice Principal. For new students arriving at the College teachers are to be understanding any organisational challenges while settling in.

Internal suspension

- Three detentions in a half-term, or four detentions in a term, results in an internal suspension.
- In an internal suspension, students will complete work in isolation for a day, supervised by the Vice Principal and other staff as necessary.
- Parents will be notified through an email from the Vice Principal if their son/daughter has received an internal suspension.
- Parents will also be invited to attend a meeting with the Vice Principal (Senior) and their son/daughter's form tutor once the internal suspension has been completed to discuss appropriate behaviour management strategies. Students may be placed on a behavioural report card as one of these strategies.
- There will be a review meeting with parents and the student in due course to discuss progress made in light of the internal suspension.



Major breaches of discipline

In cases of major breaches of discipline, the following procedure will be followed:

Disciplinary breach	Range of sanctions
Aggressive, abusive or threatening verbal behaviour , in the form of <ul style="list-style-type: none">• comments• facial expressions• bodily gestures• chanting or abusive singing intended to cause unhappiness, fear or distress	<ul style="list-style-type: none">• Detention• Letter of apology• Student sent home• Suspension
Aggressive physical behaviour any physical act or gesture that is to cause genuine pain, injury or that is inappropriate.	<ul style="list-style-type: none">• Sent home• Suspension
Rudeness to staff any spoken or written comment that is intended to be offensive or disrespectful	<ul style="list-style-type: none">• Detention• Student sent home• Suspension
Truancy deliberate persistent lateness, missing a lesson partially or entirely; giving a spurious reason for absence; leaving the school grounds during the school day without permission.	<ul style="list-style-type: none">• Detention• Suspension• Expulsion
Sexual misbehaviour, harassment or inappropriate relationships	<ul style="list-style-type: none">• Student sent home• Suspension• Expulsion
Vandalism any act that deliberately damages any building or contents of the School	<ul style="list-style-type: none">• Detention• Letter of apology• Student sent home• Suspension



<p>Theft</p>	<ul style="list-style-type: none"> ● Student sent home ● Suspension ● Invitation to withdraw ● Expulsion
<p>Persistent aggressive, abusive or disruptive behaviour</p>	<ul style="list-style-type: none"> ● <i>Step 1:</i> Suspension ● <i>Step 2:</i> Invitation to withdraw ● <i>Step 3:</i> Expulsion
<p>Bullying</p>	<ul style="list-style-type: none"> ● Warning ● Parents informed ● Suspension ● Expulsion (for persistent or grave offences)
<p>Unauthorised use of mobile phone or other digital device; or, use of a device (e.g. making images or video footage) that causes offence to members of the school community or bring the College into disrepute</p>	<ul style="list-style-type: none"> ● Detention ● Confiscation of device ● Phone to be handed into office for a week ● Phone not to be brought to school ● Suspension ● Expulsion
<p>Bringing illegal substances on to the premises (including alcohol and tobacco)</p>	<ul style="list-style-type: none"> ● Suspension ● Invitation to withdraw ● Expulsion (in grave cases)

Individual Behaviour Plans (IBP)

Following a major sanction, the Vice Principal may set an Individual Behaviour Plan (IBP), formed at a meeting of relevant members of staff, parents and/or experts.



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Reporting major breaches of discipline

Any major breach of discipline must be recorded either via a clearly titled email to the Vice Principal.

The Vice Principal will speak to the student(s) involved, research any incident and then take appropriate action.

The Vice Principal will keep a clear record of all major breaches of discipline, placing a copy of the incident and action taken in the student's file and logging the event in the major sanctions log.

Pupils returning to School

Any student sent home and/or receiving an external suspension may be required to return to College accompanied by their parent(s)/carer/guardian for a meeting with the Vice Principal (Senior). Students who have been sent home may be placed on a behaviour report card for a period.

Corporal punishment

The School completely rejects the use of corporal punishment to deal with disciplinary matters. Corporal punishment is illegal.

Restraint and the use of force

All members of staff at the School have a legal power to use reasonable force on students when a need arises according to their professional judgement. This applies also to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to restrain or control students in order to prevent students from hurting themselves or others; prevent students from damaging property; or to prevent students from causing disorder. In deciding if reasonable force is necessary, all staff, volunteers or parents in a position of responsibility should consider:

- the students's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the pupil's age.

When using force, staff must always make reasonable adjustments for disabled children and children with special educational needs (SEN).

If a member of staff has had to use reasonable force on a student, the Vice Principal (Senior) must be informed immediately. The Vice Principal will make a written note of the incident and the reasons for the decision to use force, and place that note on the file of the pupil



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concerned as well as entering the event on the Use of Reasonable Force file. The parents of the student concerned will be informed immediately.

SUSPENSION, EXCLUSION AND APPEAL

The College reserves the right to suspend a student from the school at any time in the event that their conduct or presence has seriously damaged or is likely to damage the discipline, safety, reputation or good order of Blanchelande College. Reasons for this include:

- aggressive, threatening or abusive verbal behaviour in the form of comments, facial expressions, bodily gestures, chanting or abusive singing intended to cause unhappiness, fear or distress;
- aggressive physical behaviour: any physical act or gesture that is intended to cause genuine pain or injury;
- rudeness to staff: any spoken or written comment that is intended to be offensive or disrespectful;
- vandalism: any act that deliberately damages any building or contents of the school;
- theft;
- persistent aggressive, abusive or disruptive behaviour;
- bringing illegal substances on to the premises.

If parents, after consultation, still disagree with the decision to suspend the student they should write within one day of receiving the letter of suspension to the Chairman of Governors, c/o the Clerk to the Governors, at the school address.

The Chair of Governors will then convene a panel of Governors who have not participated in the above decision to hear their concerns. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate. The above panel will either confirm the decision on suspension or reinstate the student having suggested an alternative sanction. The panel's decision will be final.

Expulsion on grounds of behaviour

The School aims to operate by consent not by imposition. If that consent is not forthcoming, in the last resort the College may ask for a student to be removed permanently. Verbal and written warnings to the parents will be given, except in the case of a single unacceptable action by a student. The final decision regarding expulsion is that of the Chair of Governors, having taken appropriate professional or other advice from whomsoever he considers suitable. For example, a student may be expelled from the College for:

- failure to comply with College policies, after warnings and previous sanctions;
- not accepting College punishments;
- bringing illegal substances on to the College premises;



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- endangering other students or staff;
- disrupting lessons;
- being a bad influence on other students;
- failing to perform adequately in academic work after warnings;
- gross rudeness to members of staff or other employees of the College;
- parental failure to disclose all known facts about the student, including Special Educational Needs, or previous suspensions, expulsions, exclusions or major disciplinary incidents, either at application stage or at any stage thereafter;
- theft;
- sexual misconduct;
- bullying.

If the parents, after consultation, still disagree with the decision to expel the student they should write within two weeks of receiving the letter of expulsion to the Chairman of Governors, c/o the Clerk to the Governors, at the school address.

The Chair of Governors will then convene a panel of Governors who have not participated in the above decision to hear their concerns. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate. The above panel will either confirm the decision on suspension or reinstate the student having suggested an alternative sanction. The panel's decision will be final.

Flexibility clause

The parents accept that the School will be run in accordance with the authorities delegated by the Governing Body to the Principal. The Principal is entitled to exercise a wide discretion in relation to the School's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a student is at issue.