



PUPIL BEHAVIOUR POLICY

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Guidance and framework

This policy has regard to the following:

- ISI Commentary on the Regulatory Requirements;
- 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 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 short films, stories and open discussion and debate 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.
- The extra-curricular life of the school plays a crucial role in developing students'

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.



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sense of achievement, for instance in sport, music and drama.

- The rewards policy of the school affirms the students in their academic progress and achievements.
- The Blanchelande Diploma fosters all-round personal development and provides occasions for achievement to be acknowledged and celebrated.

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 and interim reviews
- emails home and/or phone call 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.

Respect for teachers

Students indicate their readiness to follow a teacher's instructions by waiting calmly for a lesson to begin (where possible by lining up outside a room), and/or by standing when a teacher enters. Both of these customs provide teachers with the opportunity to praise the class at the beginning of a lesson for their excellent attitude and example. Students will sit in the seats assigned to them by the teacher (often in a seating plan that changes on a regular basis, e.g. termly).

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. Statutory policies are available on the school website.

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;
- 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 playgrounds and school field, 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.

Sixth Form responsibilities and privileges

As the oldest members of the School, Sixth Formers are natural role models for the younger pupils and are expected to set a good example in terms of behaviour, appearance and attitude. Sixth Formers enjoy helping at major school events. On these occasions Sixth Formers are ambassadors for the School and act accordingly. Along with their responsibilities, Sixth Formers have a number of privileges, including: access to the school library during lesson time for independent study; use of their own Common Room, complete with kitchenette and comfortable seating; ICT provision/wifi and own device use; free on-site parking and the opportunity for driving lessons during lunchtimes.

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



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Sixth Form students can wear their own choice of clothes from within the Sixth Form Dress Code.

In Year 12, students are able to go off-site during the lunch break eg. they may wish to eat at the Clockmaker's Café, provided they do not have an extra-curricular commitment.

In Year 13, Sixth Formers may request to leave site during their non-contact lessons. In the second half of the Trinity Term of Year 12, where students have shown themselves able to manage their independent study time effectively, this privilege may be introduced earlier.

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. Students can also speak with their form tutor, phase leader or the pastoral team if they have any suggestions.

Staff training

The Principal and Governors will ensure that appropriate advice on behaviour management is provided to support the implementation of the behaviour management policy. This training will include inhouse induction for new staff and advice tailored to the individual member of staff. Professional and personal support is also provided by the Head of Department, Phase Leader, Vice-Principal and Principal. The behaviour policy is linked to in the Staff Handbook.

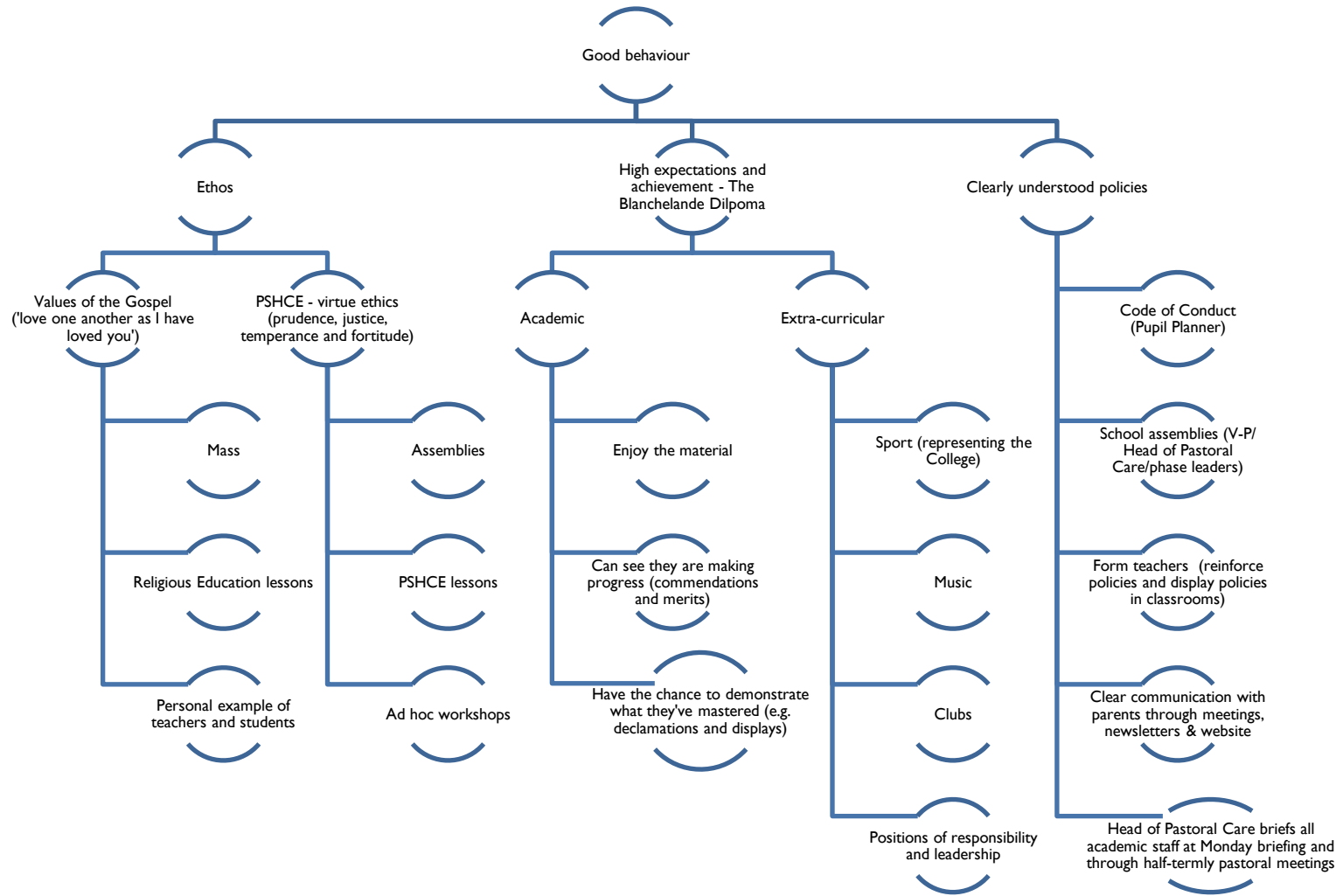
Complaints

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.



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GOOD BEHAVIOUR STRATEGY





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. The College has a culture of high expectations for all students. The rewards and sanctions policy embeds this culture in everyday routines.

The Blanchelande Diploma and Hero's Journey: all round development

By enrolling on the Blanchelande Diploma all pupils take an active commitment to the aims and ethos of the school. Success in the Diploma is celebrated at the end of the school year both ceremonially and in the published newsletter.

Nursery and Infant rewards for good behaviour

To support the encouragement and recognition of good behaviour in the Infant department the school uses a variety of methods of rewarding appropriate behaviour and effort ('N' indicates applicable for Nursery children):

- Verbal praise from the teacher to the pupil. (N)
- Awarding of stickers. (N)
- Awarding of stickers for Hero Quest Charts relating to the specific learning power.
- Awarding of personal stars for Hero Quest wall chart relating to the half terms focused learning power.
- Pupils in Year 1 and 2 only are awarded class dojo points for demonstrating good behaviour.
- Infant Hero of the week, issued during Primary Assembly.
- Pupil's name put on the star above the traffic light system for good behaviour.
- Termly award for the pupil who has demonstrated courtesy, kindness and caring to others the most effectively.
- Acknowledgement in Principal's newsletter. (N)
- End of Year awards and prize giving ceremony.

Junior Reward for behaviour

- Verbal praise from the teacher to the pupil.
- Awarding of stickers for personal sticker charts and a certificate for completing a side of their chart.
- Awarding of merits for Hero Quest relating to the specific learning power.
- Junior Merit Heroes, issued during Principal's Assembly and names in weekly newsletters.
- Special mentions in assembly.



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- Show good work to Head of Juniors.
- Postcard home for good work or conduct.
- End of year award and prize giving ceremony.

Rewarding good behaviour – the merit system (Years 3-13)

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 (Year 3-13)

- Merits are recorded the School's electronic database, ISAMS.
- The Phase Leaders 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); Dragon Slayer Award (600 merits)
 - Years 7-8 Bronze (50 merits), Silver (100), Gold (150), Platinum (200); Dragon Slayer Award (350 merits)
 - Years 9-13 Bronze (30 Merits), Silver (60), Gold (90), Platinum (120), (200 merits)

Termly

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

Annually

- Merit totals will also go towards the annual House competition.

Principal Commendations – rewarding truly outstanding work (7-13)

- Any teacher can put forward a student for a commendation (via the iSAMS function). This is an award for a substantial piece of work (e.g. musical composition, science project, piece of artwork, test/exam result) 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.

Rewarding good behaviour and effort in the Sixth Form

- Sixth formers will continue to receive merits and contribute to the House competition.
- Sixth formers will receive praise postcards to be issued by the subject teachers for outstanding pieces of work and/or commitment.
- Three postcards entitle sixth formers to a drinks voucher at The Clockmakers Café.
- Each praise postcard will generate five merits and entry into a raffle to be held every half term. Where various prizes can be won.
- 100% attendance will also be included in the raffle.



Sanctioning poor behaviour: Nursery and Infants

A range of sanctions are used to discourage poor behaviour and to develop the understanding of there being consequences to the choices we all make. ('N' indicates applicable for Nursery children):

- Verbal admonition by the teacher. (N)
- Traffic light system in place in all infant classrooms. If a child's name moves down to yellow, they miss 2 minutes of break time. If a child's name moves down to red their parents are informed. (N)
- Sending a pupil to a senior member of staff. (N = Head of Infants)
- Major breaches of discipline would be treated in line with the documentation below, as appropriate. Detentions, however, would not be given for infant children. (N)

Sanctioning for poor behaviour: Junior

- First, verbal warning with reason for giving, e.g. *you have not followed this rule*
- Second reminder given with child's name on the board. The child may be moved within the classroom.
- If poor behaviour occurs during break, lunch or any occasion out of lesson. A verbal warning would talk place followed by the appropriate sanction (see below).
- Third, sanction given: demerit and missing part of break to catch up with work missed or an apology letter written.
- More serious breach will also include meeting with Head of Juniors, The Vice Principal or Principal.

Sanctioning poor behaviour (Years 5-11) – 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 	<ul style="list-style-type: none"> • Selfishness, rudeness or unkindness (in school and online) 	<ul style="list-style-type: none"> • Failure to bring necessary books and equipment to class



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<ul style="list-style-type: none">• Failure to hand in complete prep• Unsatisfactory effort• Poor use of Independent Study time	<ul style="list-style-type: none">• Foul language• Chatting excessively in lessons• Poor time-keeping• Chewing or eating in class• Rough or harmful play• Being out of bounds• Littering• Disrespectful use of equipment or common space• Inappropriate relationships/ public displays of affection• Inappropriate use of mobile device in school (or misuse of BOYD in the Sixth Form)	<ul style="list-style-type: none">• Incorrect School uniform (or failure to adhere to the dress code in the Sixth Form)• Untidy locker
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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 (Year 5-11)

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



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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 Friday, 3.45 pm – 4.45 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 (internal or external)• Expulsion
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 (internal or external)• Expulsion
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 (internal or external)• Expulsion
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 (internal or external)• Expulsion
Sexual misbehaviour, harassment or inappropriate relationships	<ul style="list-style-type: none">• Student sent home• Suspension (internal or external)• Expulsion



<p>Vandalism any act that deliberately damages, defaces or brings disorder to any building or contents of the School</p>	<ul style="list-style-type: none"> • Detention • Letter of apology • Student sent home • Suspension (internal or external) • Invitation to withdraw • Expulsion
<p>Theft</p>	<ul style="list-style-type: none"> • Student sent home • Suspension (internal or external) • Expulsion
<p>Persistent aggressive, abusive or disruptive behaviour</p>	<ul style="list-style-type: none"> • <i>Step 1:</i> Suspension (internal or external) • <i>Step 2:</i> Invitation to withdraw • <i>Step 3:</i> Expulsion
<p>Bullying (including cyberbullying, prejudice-based and discriminatory bullying)</p>	<ul style="list-style-type: none"> • Warning • Parents informed • Suspension (internal or external) • 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 (internal or external) • Expulsion



Bringing illegal substances on to the premises (including alcohol and tobacco/vaping)	<ul style="list-style-type: none">• Suspension (external)• Invitation to withdraw• Expulsion (in grave cases)
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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.

Report Cards

To support pupils, it may be necessary to place a pupil on report. This will be a form with targets for organisational or behaviour improvement that the pupil must take to each lesson and is left on the teacher's desk. The teacher makes a simple comment on the pupil's performance and this form is shared with parents, form teacher and Phase leader at determined intervals. The pupil will be on this report for an arranged length of time.

Public Displays of Affection Policy

Public displays of affection (PDA) include, but are not limited to: handholding, hugging, kissing or touching. PDA may be between members of the opposite or same sex; they may be between friends as well as those in romantic relationships.

At Blanchelande, no public display of physical affection are permitted when a pupil is on the Blanchelande site, when wearing school uniform, when on a school trip or when participating in any school event or activity.

Being overly affectionate in school creates an environment that is not conducive to concentration and learning. All pupils are expected to conduct themselves respectfully and appropriately, at all times. The expression of feelings of affection toward others is a personal concern between two individuals and not the concern of others around them.

Where instances of PDA are reported or witnessed, a judgement will be made as to whether it is a minor or major breach of discipline, and an appropriate sanction will be given. In most cases, it is hoped that infringements are minor and that a warning will suffice.

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.



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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; to carry out a search; 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 student'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).

Reasonable force may be necessary in order to obtain forbidden or dangerous items from a pupil's possession.

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



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While recognising each student's right to privacy, the Principal reserves the authority to carry out a search of the pupil's personal belongings where there are grounds to suspect that a student possesses material that is forbidden or in some way damaging to the student or those around them. A search may only be carried out with the permission of the Principal or (if not available) another member of the SLT. Where a search is made of the student's own person, it should (wherever possible) be carried out by a member of the same sex, but clothing next to the skin should never be required to be removed. A search may be required both onsite or offsite when a student in carrying out an engagement on behalf of the school (e.g. on a school trip or fixture); if a member of the SLT is not present every effort should be made to contact them and only after this may a reasonable judgement be made by the staff on duty. Where deemed necessary, a student's property may be confiscated, retained or disposed of as a disciplinary penalty; any illegal material must be passed to the police.

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.



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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;
- 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 (including cyberbullying, prejudice-based and discriminatory 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.