



## 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](#) (February 2024);
- Vatican guidance, [The Catholic school](#) (March 1977) (particularly paragraphs 25-32).
- KCSIE - [Keeping children safe in education 2025](#)
- [Complaints-policy.pdf](#)

### Aims of the pupil behaviour policy

- To show how the College's ethos and policies are overwhelmingly positive, promoting good behaviour and personal flourishing.
- To define the roles and responsibilities of staff in rewarding good, and sanctioning breaches of discipline.
- To define what constitutes good behaviour and unacceptable behaviour.
- To state the College's rewards for good behaviour and sanctions for breaches of discipline.
- To state the College's policy for major breaches of discipline.
- To state the College'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 College acknowledges its responsibility for enforcing high standards of behaviour during school time (and any time, including travel to/from school or wearing school uniform, when a student is identified as a member of the school community, including online). The College encourages good behaviour in three ways:

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



## 1. The Blanchelande ethos

At Blanchelande College, we are committed to maintaining high standards of behaviour at all times. Our three rules for life:

1. Use your talents to pursue what is good.
2. Treat other people as you would like them to treat you.
3. Be tolerant and open to respectful debate.

### *The College as a centre of formation*

Our Catholic ethos is a fundamental driver in encouraging good behaviour.<sup>1</sup> The College 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.’<sup>2</sup> At the College, inspired by the person of Jesus Christ, 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.’<sup>3</sup>

Good behaviour is the fruit of growing in love of God and neighbour. This is the ‘call to sainthood’ (or ‘holiness’) and is distinctive of the richness of Catholic education.<sup>4</sup> All pupils, whether or not they share the Catholic faith, are invited to aspire to this spiritual goal. We encourage our 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 PSHE 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

Following from our College ethos, the second driver for promoting good behaviour is

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<sup>1</sup> ‘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.

<sup>2</sup> [The Catholic School](#), paragraph 45.

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

<sup>4</sup> Pope Benedict’s [address to pupils](#), St Mary’s University College, Twickenham, 17<sup>th</sup> September 2010.



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maintaining high academic standards and a culture of achievement. Well-motivated students who believe that they are succeeding are far less likely to misbehave.

- Our curriculum appeals to the interests and learning style of students and gives them opportunities to exhibit their achievements.
- The extra-curricular life of the College plays a crucial role in developing students' sense of achievement, for instance in sport, music and drama.
- Our rewards policy 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 College 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 College and home they are more likely to drift into poor behaviour. The College 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 College and, consequently, good behaviour. In the case of absence or non-completion of prep, the College requires parents to contact the College. To provide an additional incentive for compliance with attendance, promptness, uniform and prep, these are specified reasons for the imposition of a lunchtime reflection in the senior 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 customs give teachers the opportunity to praise the class at the beginning of a lesson for their excellent attitude and example. Students will sit in the seats



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assigned to them by the teacher (often in a seating plan that changes regularly, e.g. termly).

## *College policies*

The College encourages parents to read the 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 College website.

## *Code of conduct*

Parents, who are the first and best educators of their own children, enter 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 College 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 College's aims and principles. The College 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 PSHE 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 College and away from school<sup>5</sup>*

The principles of good behaviour apply to students at all times when they are at the College: in class, in the playgrounds and College 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 College'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**

Students participate in an annual behaviour and anti-bullying survey which informs our policy and practice.

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



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## **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 in-house 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, Behaviour Lead, Phase Leader, Vice-Principal and Principal.

## **Complaints**

Should parents have any complaints about the College'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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## 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 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 (Junior and Senior pupils) and the Hero's Quest (Infant pupils) all pupils take an active commitment to the aims and ethos of the College. Success in the Diploma is celebrated at the end of the College year both ceremonially and by way of certificate.

### **Nursery and Infant rewards for good behaviour**

To support the encouragement and recognition of good behaviour in the Infant department the College 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 are awarded class dojo points for demonstrating good behaviour in Year 1 and 2, marbles in a jar in Reception. Points and collected marbles may be redeemed for small rewards.
- Infant Hero of the week, issued during Primary Assembly.
- Termly award for the pupil who has demonstrated courtesy, kindness and caring to others the most effectively.
- Acknowledgement in the weekly Bulletin.
- End of Year awards and prize giving ceremony.
- Please see 'Promoting positive behaviour in Nursery' policy for further information

### **Junior Reward for behaviour**

- Verbal praise from the teacher to the pupil or class.
- Awarding merits relating to good work, behaviour or conduct. Merits are recorded in planners and badges awarded (see below).
- Awarding of stickers or stampers for work in books.
- Junior Merit Heroes are announced each week by tutors during Principal's Assembly and names in published weekly newsletters.



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- Weekly *Good Work Assembly* where work or special mentions given out to celebrate achievements.
- Children show good work to Head of Juniors.
- 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	Behaviour
<ul style="list-style-type: none"><li>• Contributions to teaching and learning in class</li><li>• Effort, improvement, or achievement in academic work</li><li>• Consistency in completing and submitting work – that goes above and beyond expectations</li></ul>	<ul style="list-style-type: none"><li>• Setting an example in and around the College</li><li>• Generosity, helpfulness or kindness</li><li>• Contribution to Form Group, House, or to the College</li><li>• Contribution to music, games or extra-curricular life</li></ul>

## Recording merits (Year 3-13)

- Merits are recorded on the College's electronic database, ISAMS.
- Form Tutors & Phase Leaders will check the total of merits every week.

## Weekly

- Form tutors may develop their own approaches to reward and incentivise 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.
- Any rewards for merits should be administered during assembly.

## Merit acknowledgements

- Students are acknowledged in whole-school Assembly and in the newsletters/bulletins when they pass merit milestones:
  - Years 3-6 Bronze (75 merits), Silver (150), Gold (225), Platinum (375); Dragon Slayer Award (600 merits)
  - Years 7-8 Bronze (50 merits), Silver (100), Gold (150), Platinum (200); Dragon Slayer Award (250 merits)



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- Years 9-11 Bronze (30 merits), Silver (60), Gold (90), Platinum (120), Dragon Slayer (175 merits)
- Years 12-13 Bronze (25 merits), Silver (50), Gold (75), Platinum (100), Dragon Slayer (150 merits)

## **Termly / Annually**

- The senior form group with the highest average within each year group will receive the Merit Shield, which they keep in their Form Room.
- Merit totals will also go towards the annual House competition.

## **Principal Commendations – rewarding truly outstanding work (Y7-13)**

- 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 positive behaviour and effort in the Sixth Form**

- Sixth formers will continue to receive merits and contribute to the House competition. A top merit earner of the week is recognised.
- Sixth formers will receive praise postcards to be issued by the subject teachers for outstanding pieces of work and/or commitment.
- Each praise postcard will generate five merits and entry into a raffle to be held every half term. Where various prizes can be won.
- Excellent attendance and progress with the Sixth Form Diploma will also be included in the raffle.

## **SANCTIONS**

### **Sanctioning poor behaviour in the College**

When poor behaviour exists at College staff should respond predictively, promptly and assertively and in accordance with the College behaviour policy. The purpose of any sanction at Blanchelande is to maintain the College culture and reassert a calm and safe environment.

Sanctions, therefore, have three main aims:<sup>6</sup>

- **Deterrence:** The set clear boundaries around which expectations can be met.

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<sup>6</sup> See 'Behaviour in schools', paragraph 43.





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- **Protection:** The enable all students and staff to feel safe whilst in school.
- **Improvement:** To allow the pupil to engage with the high expectations of the College and, if necessary, engage in further support from staff, including SEND and pastoral care.

## 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):

- First, Verbal admonition by the teacher with reason for giving. (N)
- Second reminder one Dojo point or marble can be removed for poor behaviour with reason given and child misses 2 minutes of break time. (Child can earn back their removed point/marble with good behaviour)
- If poor behaviour continues a maximum of two further dojo points/marbles can be removed and their parents are informed.
- 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)
- Please see 'Promoting positive behaviour in Nursery' policy for further information.

## Sanctioning for poor behaviour: Junior

- On the first occurrence of poor behaviour the teacher can use non-verbal cue e.g. gesture, or verbal warning explaining the reasons and how to correct, e.g. *your behaviour is not meeting expectations because.... I expect you to....'*
- Second occurrence of poor behaviour: reaffirm expectations and give visual reminders, e.g. the child's name on the board. The child may be moved within the classroom to allow better focus, e.g. a desk nearer the teacher or a desk space away from others. There is opportunity to remove the name from the board if behaviour is corrected.
- Third occurrence of poor behaviour: sanction given as demerit and / or breaktime reflection. During this time a child may be asked to catch up with work missed or to write an apology letter and complete a reflection form.
- 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).
- More serious breach will also include meeting with Head of Juniors, The Vice Principal or Principal. During the meeting it is made clear what breach of rules occurred and its severity (in line with the table below), and the consequences/sanction.



## Sanctioning poor behaviour (Years 5-13) – the demerit system

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 an accumulation of demerits. 3 demerits in one week may lead to a reflection after-school. 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. This is so that incidents are consistently logged so that supportive interventions can be applied to raise standards.

Demerits are issued in the following categories:

Academic	Behavioural
<ul style="list-style-type: none"><li>• Disrupting teaching</li><li>• Disrupting learning</li><li>• Failure to hand in complete prep</li><li>• Unsatisfactory effort during the lesson</li><li>• Failure to bring necessary books and equipment, on more than one occasion</li><li>• Poor timekeeping which leads to a loss of learning</li><li>• No PE kit (without good reason)</li></ul>	<ul style="list-style-type: none"><li>• Selfishness, rudeness or unkindness (in school and online)</li><li>• Foul language</li><li>• Chewing or eating in class (or gum at any time during the school day)</li><li>• Skin graffiti</li><li>• Rough or harmful play</li><li>• Being out of bounds</li><li>• Littering</li><li>• Disrespectful use of equipment or common space</li><li>• Inappropriate relationships/ public displays of affection</li></ul>

Demerits may also be awarded for incorrect uniform (without good reason).

## Hierarchy of sanctions

Every student and situation is different, but here is an example of how staff may deal with poor behaviour:

1. **Classroom strategies** (e.g. warning, move seat, short immediate consequence, stay behind for a follow up conversation). A demerit may be issued.
2. **Follow up** (reflection, lunch or after school) with a coaching conversation. The class teacher who issued the reflection will engage with the student before or during the reflection to ensure that behavioural progress will be made.
3. **Lesson Removal:** student removed from the lesson and placed in a suitable monitored room to continue working.



## 4. Major sanctions applied as required.

### **Recording demerits**

- Will be recorded on the College electronic database (ISAMS)
- Behaviour Lead / Phase Leaders / Vice Principal record the number of and reasons for demerits centrally, allowing focused behaviour management.

### **Lunch time reflection for poor time-keeping (Years 7-11)**

Staff must record minutes late at the start of every lesson via iSAMS. Persistent lateness will result in a lunch-time reflection with SLT.

### **Lunchtime reflections for behaviour (Years 7-11)**

For some demerits, a lunchtime reflection on the same day (or within a reasonable time frame) may be given by the teacher. These reflections are supervised by each department, and they afford swift remedial action where a senior school student has disrupted school life. The main reasons for a lunchtime reflection are:

1. Being a persistent disruption to learning in a lesson (e.g. through chatting, rudeness, disobedience, silliness, causing a distraction, arguing)
2. Failing to hand in prep or not bringing the correct equipment on more than one occasion.

A lunchtime reflection may be given for other reasons, at the discretion of SLT. Where students have repeatedly been guilty of the above, an after-school reflection will be issued as an escalation. Lunchtime reflections will allow students sufficient time to have their lunch. Attendance at reflection takes priority over all other engagements. As a lunchtime reflection is given with a demerit, each lunchtime reflection can contribute towards the demerit threshold for an after-school reflection.

### **Removal from classroom**

Removing a student from a classroom for a period of time – distinct from stepping outside the room for a brief conversation – is a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted (unless the behaviour is so extreme as to warrant immediate removal). Staff note such incidents on iSAMS under the 'Lesson removal' option (within Reward and Conduct). Parents should be informed on the same day by the class teacher or SLT. The College will consider whether there are any special considerations relevant to the case or the student. Removal should be used:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and



- To allow the pupil to regain calm in a safe space.

The use of removal allows for continuation of the pupil's education in a supervised setting.

## **Restorative Justice**

Restorative justice is an approach to discipline that focuses on repairing harm, building relationships, and fostering accountability rather than relying on punishment. When conflicts or rule violations occur, students, teachers, and sometimes families come together in a structured conversation. The goal is for the person who caused harm to understand its impact, take responsibility, and make things right, while those affected can share how they were hurt and what they need to heal.

The benefits of restorative justice include stronger relationships between students and staff, reduced suspensions and expulsions, and improved school climate. It helps students develop empathy, communication, and problem-solving skills, which are essential beyond the classroom. It addresses the root causes of behaviour and emphasizes accountability; students are less likely to repeat harmful actions. Restorative practices also promote equity by reducing disproportionate discipline for marginalized groups.

Overall, restorative justice creates a safer, more supportive learning environment where students feel heard, valued, and responsible for their community.

## **After-school Reflection**

- 3 or more demerits in a week may result in an after-school reflection, 3.45 pm – 4.45 pm. Wherever possible, this reflection will occur in the same week as the awarded demerits; however, it may be rescheduled for the following week at the request of parents, or staff. It is common for this reflection to take place on a Friday afternoon, however there may be occasions where a different day is selected.
- Parents will be notified via an email from the Behaviour Lead / Phase Leader if their son/daughter is in reflection.

## **Internal suspension**

- Multiple after-school reflections in a half-term, may result in an internal suspension.
- Multiple lesson removals in a half-term, may result in an internal suspension.
- In an internal suspension, students will complete work in isolation for a day, supervised by the Vice Principal, Behaviour Lead, or member of SLT.
- Parents will be notified through a phone call or email.
- Appropriate behaviour management strategies will be discussed moving forwards. Students may be placed on a behavioural report card as one of these strategies.



## Managing causes for concern in Sixth Form

The Demerit system is applied in Sixth Form. There are also bespoke interventions as necessary. Teachers will record any concerns via iSAMS.

## Major breaches of discipline

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

Disciplinary breach	Range of sanctions
<b>Aggressive, abusive or threatening verbal behaviour</b> , in the form of <ul style="list-style-type: none"><li>• hurtful or abusive comments (including online)</li><li>• facial expressions</li><li>• bodily gestures</li></ul>	<ul style="list-style-type: none"><li>• Reflection and letter of apology</li><li>• Temporary internal exclusion</li><li>• Temporary external exclusion</li><li>• Permanent exclusion (expulsion)</li></ul>
<b>Aggressive physical behaviour</b> any physical act or gesture that is to cause pain, injury, humiliation; or that is in any way inappropriate.	<ul style="list-style-type: none"><li>• Reflection and letter of apology</li><li>• Temporary internal exclusion</li><li>• Temporary external exclusion</li><li>• Permanent exclusion (expulsion)</li></ul>
<b>Lack of respect due to staff</b> any spoken or written comment that is intended to be offensive, disrespectful, disobedient, unreasonable or obstructive to learning.	<ul style="list-style-type: none"><li>• Reflection and letter of apology</li><li>• Temporary internal exclusion</li><li>• Temporary external exclusion</li><li>• Permanent exclusion (expulsion)</li></ul>
<b>Truancy</b> <ul style="list-style-type: none"><li>• deliberate/persistent lateness;</li><li>• missing a lesson partially or entirely;</li><li>• giving a spurious reason for absence;</li><li>• leaving the College grounds during the school day without permission.</li></ul>	<ul style="list-style-type: none"><li>• Reflection (s)</li><li>• Temporary internal exclusion</li><li>• Temporary external exclusion</li><li>• Permanent exclusion (expulsion)</li></ul>



<p><b>Sexual misbehaviour, harassment or inappropriate relationships</b></p>	<ul style="list-style-type: none"> <li>• Temporary internal exclusion</li> <li>• Temporary external exclusion</li> <li>• Permanent exclusion (expulsion)</li> </ul>
<p><b>Vandalism</b> any act that deliberately damages, defaces (e.g. graffiti) or brings disorder to any building or contents of the College. This includes vandalism to other students' property.</p>	<ul style="list-style-type: none"> <li>• Reflections (s)</li> <li>• Temporary internal exclusion</li> <li>• Temporary external exclusion</li> <li>• Permanent exclusion (expulsion)</li> <li>• In extreme cases, parents may be asked to pay the cost of a replacement item / equipment / belonging.</li> </ul>
<p><b>Theft</b></p>	<ul style="list-style-type: none"> <li>• Reflection and letter of apology</li> <li>• Temporary internal exclusion</li> <li>• Temporary external exclusion</li> <li>• Permanent exclusion (expulsion)</li> </ul>
<p><b>Persistent aggressive, abusive or disruptive behaviour</b></p>	<ul style="list-style-type: none"> <li>• <i>Step 1:</i> Suspension (internal or external)</li> <li>• <i>Step 2:</i> Invitation to withdraw</li> <li>• <i>Step 3:</i> Permanent exclusion (expulsion)</li> </ul>
<p><b>Bullying (including online bullying, prejudice-based and discriminatory bullying)</b></p>	<ul style="list-style-type: none"> <li>• Reflection and parents informed</li> <li>• Suspension (internal or external)</li> <li>• Permanent exclusion (expulsion)</li> </ul>
<p><b>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</b></p>	<ul style="list-style-type: none"> <li>• Confiscation of device</li> <li>• After-school reflection</li> <li>• Phone not to be brought to school (or, if needed for travel, to be handed in)</li> <li>• Suspension (internal or external)</li> </ul>



	<ul style="list-style-type: none"><li>• Permanent exclusion (expulsion)</li></ul>
<b>Bringing or consuming illegal substances on to the premises (including alcohol and tobacco/vaping), or possessing a dangerous item</b>	<ul style="list-style-type: none"><li>• Suspension (internal or external)</li><li>• Temporary external exclusion</li><li>• Permanent exclusion (expulsion)</li></ul>

### **‘Invitation to withdraw’**

Where the Principal deems a student to be unwilling to amend their attitude or conduct, an ‘invitation to withdraw’ may be made to the parents/guardians. Acceptance is voluntary.

### **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. These forms may also be completed online. 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 agreed length of time.

### **Report Cards: green, amber and red**

- Green – Form tutor is the point of contact to monitor the student organisation or behaviour over the course of a week.
- Amber – Phase Leader is the point of contact to monitor the student organisation or behaviour if the original Green report card has not worked. Students will be given sanctions if they do not meet the expected requirements e.g. lunchtime reflection
- Red – Vice-Principal / Behaviour Lead is point of contact to monitor the student if they have failed to improve on Amber report.

### **Administering major breaches of discipline**

The Vice Principal will speak to the student(s) involved, investigate the 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 College**

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 restorative meeting with the Vice Principal or Phase Leader.

## **Physical restraint and search policy**

All members of staff at the College 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 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.

While recognising each student's right to privacy, SLT 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 is carrying out an engagement on behalf of the College (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. Any search must be undertaken in the presence of another member of staff. 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.

## **Behaviour outside of school premises (including online)**

While the College does not have responsibility for monitoring the behaviour of its students when not in its care, including online activity out of school on non-school platforms, the College will enforce its anti-bullying and behaviour policies where behaviour is reported and evidenced that is detrimental to the physical or mental well-being of fellow students and staff. The College upholds its first aim, 'That the Blanchelande family experiences a safe environment where each young person flourishes.' *Unacceptable behaviour outside the school contact can make students feel unsafe inside school.*

## **Use of mobile phones (and other internet-enabled devices)**

Blanchelande College is proud of its no-phones policy. This applies at all times during the school day. Mobile phones must be locked away in student lockers – from first arrival until 3:45pm. In exceptional circumstances, the Principal may give an exemption (e.g. for recording pieces of coursework). Blanchelande College has always consistently applied this policy, and in doing so is supported by current guidance, which states: 'Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers should consider restricting or prohibiting mobile phones to reduce these risks.'<sup>7</sup>

If a student is seen with their mobile phone, it will be confiscated and taken to the school office for the remainder of the day. The student can collect the phone at 3:45pm. Parents will be informed and an after-school detention will be issued. Smartwatches that have the capacity to message and access the internet, are also banned during the school day.

## **Suspected criminal behaviour**

Where a student has been involved in suspected criminal behaviour outside school, the College will be informed by the police as part of Operation Encompass. Where criminal behaviour is suspected in school the College will make an initial assessment sufficient for deciding whether an incident should be reported to the police. The College will not act in any such way as interferes with a police investigation, but may carry out its own inquiries in line with its own policies and procedures.<sup>8</sup>

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<sup>7</sup> See 'Behaviour in Schools: advice for head teachers and school staff' (DfE, July 2022), paragraph 122.

<sup>8</sup> Ibid. See paragraph 124.



## SUSPENSION, EXCLUSION AND APPEAL

The Principal 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. For our appeal process, see the Complaints and Appeal Policy (on our school website).

### **Expulsion on grounds of behaviour**

The College aims to operate by consent not by imposition by issuing an invitation to withdraw. If that consent is not forthcoming, in the last resort the Principal may permanently exclude a student. Verbal and written warnings to the parents will be given, except in the case of a single unacceptable action by a student. 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



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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 parents, after consultation, still disagree with the decision to exclude the student they should write within one week of receiving the letter of exclusion to the Chairman of Governors, c/o the Clerk to the Governors, at the school address. For our appeal process, see the Complaints and Appeal Policy (on our College website). The parents may be accompanied to the hearing by one other person. This may be a relative or friend. Legal representation is not appropriate.

## **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 College'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.

## APPENDIX A

Stage 1 Consequence – Teacher for lesson/Tutor for form time			
Lead teacher	Examples	Potential Actions	Who is informed
Teacher: Lesson Tutor: Form	Missing homework Disrupting T&L Lateness to a lesson / form Lack of necessary equipment Appearance / uniform	Conversation with the student Email home Short reflection time, as agreed with staff member / student Logged on iSAMS / WBM Pastoral Care	Teacher – HOD Tutor - HOP
Noting on WBM / iSAMS as appropriate by class teacher / form tutor			
Stage 2 Consequence – Head of Department/Behaviour Lead			
Lead teacher	Examples	Potential Actions	Who is informed
Teacher: Lesson Tutor: Form	Missing homework on more than two occasions Persistent poor behaviour in class and disrupting T&L Consistent lateness Recurring appearance / uniform issues Unkindness / rudeness	Conversation with the student Reflection time at break/lunch Logged on iSAMS / WBM with details of any action HOD meeting / Lesson Observation Incident report Report system	Teacher – HOD/BL Tutor - HOP/BL Parents contacted, if required

		Demerits / lunchtime detention / lesson removal  Parents contacted  Pastoral Care	
Noting on WBM / iSAMS as appropriate by class teacher / form tutor / HOD  ISAMS – Reward & Conduct - add demerit or School Detention – create record and lunchtime detention			

Stage 3 Consequence – Head of Phase/Behaviour Lead			
Lead teacher	Examples	Potential Actions	Who is informed
HOP / BL	3 or more accrued demerits in one week  A single behavioural incident such as truanting, fighting, academic dishonesty, bullying, verbal or physical intimidation or aggression, inappropriate language, or theft	Statement taken  Incident report / student statement form  Logged on iSAMS  Reflection time  Behaviour report  Withdrawal of privileges e.g. social time	HOD / Tutor  HOP / BL / VP  Parents must be informed
Noting on WBM / iSAMS as appropriate by Behaviour Lead / HOP  ISAMS – Reward & Conduct - add demerit or School Detention – create record and after-school detention			
Stage 4 Consequence – Head of Phase/VP			

Lead teacher	Examples	Potential Actions	Who is informed
HOP and VP	<p>Repeated incidents including demerits, detentions or internal exclusions.</p> <p>A serious breach of the code of conduct such as aggressive physical behaviour, lack of respect shown to staff, truancy, vandalism, bullying, unauthorised use of mobile phone.</p> <p>Failure to adhere to behaviour report</p>	<p>Statement taken</p> <p>Incident report / student statement form</p> <p>Logged on iSAMS and WBM</p> <p>VP reflection</p> <p>Formal Letter home</p> <p>VP Behaviour report</p> <p>Withdrawal of privileges</p> <p>Suspension (external or internal)</p> <p>Behaviour contract</p> <p>Counselling / Well-Being</p>	<p>Teaching staff</p> <p>Tutor / HOP</p> <p>Parents must be informed</p> <p>Principal</p>
<p>Noting on WBM / iSAMS as appropriate</p> <p>Noted in the major sanctions via VP / HOP documentation</p>			
<b>Stage 5 Consequence – VP/Principal</b>			
Lead teacher	Examples	Potential Actions	Who is informed

VP and Principal	<p>Consistent failure to meet school expectations</p> <p>A single act deemed necessary for an expulsion, removal from school or invitation to withdraw.</p>	<p>As above but also:</p> <p>Expulsion</p> <p>Removal from school</p> <p>Invitation to withdraw from the College</p>	<p>All relevant staff</p> <p>Parents must be informed</p>
<p>Noting on WBM / iSAMS as appropriate</p> <p>Noted in the major sanctions – Principal and VP documentation</p>			

**Student Statement**

**Student Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Tutor:** \_\_\_\_\_

**Incident Date:** \_\_\_\_\_ **Incident Time:** \_\_\_\_\_ **Staff Member** \_\_\_\_\_

**Where did the incident take place?** *Be as specific as possible*

**Who was there or would have seen the incident?** *Please add student name and year group*

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**What happened?** *Please write in as much detail as you can. You can continue over the page should you need to write more. Try to write in order of events.*

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_





INCIDENT SUMMARY REPORT	
<b>Date</b>	
<b>Students Involved</b>	
<b>Summary of Events</b>	
<b>Staff Involved</b>	
<b>Outcomes</b>	
<b>Home Communication</b>	