



BLENHEIM
SCHOOLS

Positive Behaviour & Exclusions Policy

Policy Folder: Operations

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1.0 INTRODUCTION

The safety, wellbeing, and successful development of the children and young people we educate is our highest priority. Our approach is grounded in the belief that positive behaviour grows from a strong, whole school culture in which expectations are clear, adults are consistent, and every pupil feels a strong sense of belonging. We are committed to understanding and meeting individual needs, while ensuring that all pupils experience predictable structures, routines, and a calm environment in which they can thrive.

Our practice is person centred and informed by the best available evidence. We emphasise strong relationships, early intervention, and proactive support. Alongside this, we uphold high expectations for conduct and engagement: clear boundaries, a respectful climate, and purposeful learning behaviours are key features of our school community. These elements are essential not only for safeguarding and learning, but also for preparing pupils for life beyond school. Each of our schools has its own identity shaped by its pupils, local context, and community. This policy provides a consistent whole school framework within which those identities can flourish. It brings together our shared principles for promoting positive behaviour while allowing for local arrangements, outlined in the Appendices, that respond to the distinct needs, routines, and culture of each setting.

Through this policy, we aim to maintain a calm, safe, and supportive environment where excellent behaviour is a collective norm. We believe that when pupils feel secure, respected, and listened to, they are more willing to engage with challenge, show curiosity, and take positive risks in their learning. By nurturing this culture, we strengthen pupils' resilience, confidence, and capacity to become independent, reflective learners. By equipping pupils with the skills to communicate effectively, listen respectfully, regulate their emotions, and form positive relationships, we create an environment where every pupil is valued and able to succeed. These foundations support both academic attainment and personal growth, enabling pupils to flourish now and in the future.

The school adopts a relational, and needs led approach to behaviour. We promote positive behaviour by proactively recognising and flexibly



supporting the holistic needs of pupils, while maintaining high expectations for all. Staff are trained to apply this approach consistently and compassionately, ensuring that every pupil experiences fair, predictable support. Through this, we aim to build the strong relationships and clear routines that help pupils feel understood, valued, and ready to learn – within an environment where boundaries and expectations are explicit, upheld, and shared by the whole school Community.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- The Education (Independent School Standards) Regulations 2014
- The Independent School Standards (Guidance for independent schools- updated April 2019)
- Equality Act (2010)
- Education Act (2011)
- Children and Families Act 2014
- Positive environments where children can flourish, Ofsted Guidance (2021)
- Behaviour and Discipline in Schools DFE Guidance (2016)
- Behaviour in Schools: A guide for Head Teachers and School Staff (2024)
- Use of reasonable Force – advice for school leaders, staff and governing bodies
- Keeping Children Safe in Education (KCSIE) 2025
- Searching, Screening and Confiscation (July 2022)

National guidance states that ‘schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions’ (Behaviour and Discipline in Schools, 2022). Whilst many traditional behaviour policies are rooted in behaviourist approaches, we recognise that punitive approaches can negatively affect children’s mental health. Behaviour in Schools: A guide for Head Teachers and School Staff (2024) emphasises that good behaviour in educational settings is central to high quality education. Educational settings should provide a calm, safe and supportive environment where pupils and students want to attend, feel secure, and are able to learn and thrive. Our approach aligns with this expectation, while also reflecting our commitment to relational and needs led practice.



3.0 POLICY FRAMEWORK

This policy should be read alongside the above strategies, guidance and other relevant school and Group policies and guidance, including:

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse/Peer-on-Peer Abuse Policy
- Code of Conduct and Ethics Policy
- Managing Allegations Against Employees Policy
- Complaints Policy
- Parent \ Carer - School Communication Policy
- Serious Incident Notification Policy

4.0 PURPOSE OF THIS POLICY

This policy sets out a wholeschool, evidence informed, person centred, and inclusive approach to behaviour. It aims to ensure that all pupils and students experience a strong sense of belonging within a community where expectations are consistent, relationships are prioritised, and every learner is supported to thrive.

It reflects the school's commitment to providing every child and young person with the highest quality of education in a calm, orderly, and aspirational environment. We uphold firm and fair expectations for behaviour, recognising that clear boundaries, predictable routines, and a purposeful learning climate are essential for success. These elements help all pupils feel secure and enable them to learn confidently and Effectively.

Our aim is to create an environment in which pupils are equipped with the skills to recognise, understand, and manage their emotions and behaviour. Through proactive support, strong relationships, and high expectations, we help pupils build resilience, develop self regulation, and form positive, respectful relationships. These foundations prepare them to succeed both now and in the wider world.

We are committed to maintaining a safe, harmonious, and settled culture in which every learner can flourish. This includes fostering respectful communication, mutual trust, and a positive climate for learning so that pupils feel valued, listened to, and ready to engage fully in school life. By nurturing this wholeschool ethos, we ensure that positive



behaviour is a shared expectation and a collective responsibility.

5.0 OUR PHILOSOPHY

Young people are all individual and unique and we celebrate this. We value developing strong and respectful relationships within the whole school community. This includes young people, between staff, with parents/carers, professionals and the wider community. We maintain clear boundaries and expectations to create safe and predictable environments.

We regularly consult pupils to ensure their voices are heard. We recognise that as a whole school community we impact one another. We reflect together to enable us to understand, make sense of and support this impact positively.

Our philosophy is focused on solutions. Our young people are managing the best way that they know how, with the skills they currently have. Our staff are role models in helping our pupils learn more skilful ways to experience success and create inclusive communities.

6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure our approach to supporting needs and behaviour meets the following national minimum expectation:

- We have high expectations of pupils and students. Our expectation relating to their behaviour is always understood according to their individual strengths and needs. We help children understand their needs are unique and responses are such.
- School leaders visibly and consistently support all staff in supporting pupils'/students' needs and behaviour through following this policy.
- Local measures are in place in each of our schools to support our pupils to be the best versions of themselves.
- All members of the school community create a positive safe environment in which bullying behaviour, physical threats or abuse and intimidation are not tolerated.
- Any incidents of bullying behaviour, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.



- We ensure that pupils are physically and feel emotionally safe and everyone is treated with respect.

6.1 KEY ROLES

The Role of School Leaders – Our school leadership team is highly visible, with leaders routinely engaging with pupils, students, parents / carers and staff on setting and maintaining the school culture and an environment where everyone feels safe and supported.

Leaders ensure that all new staff are inducted into the setting's culture to ensure they understand its rules and routines and how best to support pupils and students to participate in creating the culture of the setting. Ongoing training and support are also provided via the professional development arrangements and the Group's Well-being and Clinical Team.

The Role of Staff – All staff have a responsibility to provide a safe environment in which pupils can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying behaviour (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the whole-setting approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff communicate the school/college expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with pupils. Staff also receive clear guidance about expectations of their own conduct, which are set out in the Group's Code of Conduct and Ethics Policy.

Role and expectations of pupils – All pupils are entitled to learn in an environment that is calm, safe, supportive, and respectful. They have the right to be treated with dignity and to feel a strong sense of belonging within the school community. To uphold this, every pupil is supported to understand – in line with their age, stage, and individual capacity – the school's standards, expectations for conduct, pastoral support systems, and the processes that follow if expectations are not met.



Pupils are taught that they play an active part in shaping the school culture. They are encouraged to contribute positively to the learning environment, engage respectfully with others, and act in ways that help everyone feel safe and ready to learn. They are also given opportunities to share their views and provide feedback on their experiences of school life, in accessible and meaningful ways. Their insights support the ongoing development, evaluation, and implementation of this policy. Every pupil is supported to achieve the highest standards they can. This includes a clear and supportive induction and transition process that familiarises them with the routines, expectations, and values of the school or college.

Understanding Expectations

Pupils are expected to:

- show respect for themselves, their peers, staff, and the wider community
- engage positively with learning and contribute to a purposeful classroom atmosphere
- follow instructions and school routines that help keep everyone safe
- communicate respectfully and seek support when they need it
- take responsibility for their actions and behaviour
- try their best to regulate their emotions and behaviour, with guidance from staff
- These expectations are taught explicitly and reinforced consistently so that pupils understand not only what is expected, but why these expectations matter.

When Expectations Are Not Met

When a pupil breaches expectations, the school follows a clear, fair, and Well communicated process. Pupils are helped to understand:

- what happened
- why the behaviour did not meet expectations
- how they can put things right
- what support is available to help them succeed moving forward

Consequences are proportionate, predictable, and designed to help pupils restore relationships, repair harm where appropriate, and reengage positively in the school community. This restorative, educative approach ensures that pupils learn from mistakes while still experiencing

firm boundaries and consistency.

The role of parents/carers – The role of parents/carers is crucial in helping the school to develop and maintain our culture and approach. Including parents and carers within the whole School community is key to ensure comprehensive support around the young person. Parents/carers are encouraged to get to know this policy and related policies and, where possible, take part in the life of the school and its culture. Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has any concerns, they should raise this directly with the school while continuing to work in partnership with them.

We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, or holding sessions for parents/carers to help them support the consistency of the policy and their child's needs. Where appropriate, parents/carers should be included in pastoral work, including attending reviews of specific interventions in place.

Focus on relationships – Positive and meaningful relationships throughout the whole-school community are essential to fostering a healthy environment where everyone belongs. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across the Group to benefit young people.

Individual needs – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach may be informed by formal assessments, for example as acquired through professional reports and through getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate potential stressors that might lead to dysregulation and resulting behaviour.

7.0 CREATING AN INCLUSIVE COMMUNITY

Pupils with SEND or protected characteristics:

It is the aim of the school staff to be inclusive and to meet the needs of all pupils, so that all members of the school community can feel safe and that they belong. In this respect, reference should be made to the relevant school policies, including the SEND and Inclusion Policy, Mental Health and Wellbeing Policy and the Gender Identity Policy. With reference to the management of behaviour, staff take care to enable pupils with SEND to understand and meet expectations and to provide rewards which are relevant and motivational. Staff will make reasonable adjustments in the administration of sanctions in relation to the understanding and capabilities of pupils with SEND. Similarly, staff are mindful to ensure that behaviour management has due regard for and is respectful of pupils who demonstrate a Protected Characteristic. Further information on Protected Characteristics can be found in the Anti-bullying Policy.

The school will consider and anticipate any particular likely triggers which may cause a pupil with SEND to misbehave and put support in place to prevent these occurring.

Clear expectations and consistent boundaries: We clearly communicate our expectations so all staff and pupils/students are aware of the expectations and boundaries.

Routines: Routines and structure are integral to the school day.

Environment: We create calm, welcoming and clean spaces, where everybody takes pride together.

Communication: We use a clear and supportive communication approach with all our stakeholders.

Emotional Understanding: We recognise that all young people make mistakes, and we support our children and young people in their journey to adulthood by coaching and mentoring them to learn from their mistake and prevent repetition.

What we do not support – this list is inclusive of, but not exhaustive – the Group does not support talking about children and young people in front of them or others, shouting at one another, swearing, and disrespectful language.



8.0 USE OF REWARDS AND RECOGNITION

Our behaviour policy is based on recognition and reward and we support this in accordance with Appendix 1.

9.0 RESPONDING TO DISTRESS AND NEED

We will also consider whether the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow the setting's Safeguarding Policy. All concerns, no matter how small, that a child or young person is being harmed or is at risk of harm must be reported to the setting's Designated Safeguarding Lead (DSL) or Deputy.

The school has responsibility to respond to pupils'/student's behaviour outside of the setting's premises (including online) to such an extent as is reasonable.

The school adopts a range of initial intervention strategies to help emotional regulation and behaviour.

10.0 SANCTIONS

Sanctions are lawful if they satisfy the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Head has decided should not do so) or an unpaid member of staff authorised by the Head
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In enabling sanctions to be reasonable, the school ensures that they are

- Proportionate in the circumstances of the case
- Considerate of any special circumstances relevant to their imposition, including the pupil's age
- Mindful of whether the pupil has SEND or any religious requirements.

A detention may be applied as a sanction. It also serves as a deterrent to future misbehaviour. It is typically a short period where pupils are required to remain



under supervision of school staff when their peers have been allowed to go home or to break. A detention may require a pupil to attend, or remain at school, outside of normal school hours. Detentions fall under the three criteria for reasonableness, above, to ensure that they are applied consistently and fairly. Where these criteria are met, parental consent is not required.

Removal from the classroom is a possible sanction for serious disciplinary reasons. It involves limited time out of class on the instruction of a member of staff. It does not include occasions when a member of staff may ask a pupil to step outside the classroom briefly for a conversation and then return. Removal from the classroom will provide for the pupil's continued education, which may be in a different, supervised environment and may involve a different, though still meaningful curriculum. This is to be considered as a serious sanction and should be deployed only after other measures have been attempted, except in extreme circumstances. The Head and parents must be informed if their child has been removed from class. As with other behavioural issues, due consideration will be given to any underlying factors which may have prompted the disruptive behaviour. Following a removal, the school will consider an appropriate process for reintegration back into class. Removal from the classroom should be distinguished from other forms of separation for non-disciplinary reasons, such as using a nurture room or regulating emotions.

Details of the sanctions administered by the school can be found in the two sections below and in the Appendices.

11.0 SERIOUS MISCONDUCT

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract/report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils' property if required.

"Serious misconduct" includes:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying (including cyberbullying) or harassing behaviour
- theft
- possession or consumption or sale of illegal drugs at the school



- possession or consumption or sale of alcohol, tobacco or 'vape' at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the school, or acting on behalf of the school
- serious misuse of school facilities
- repeated breaches of the school Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the school; (ii) any aspect of the wellbeing of any member of the school community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the school.
- Discriminatory or harassing behaviour
- Actions that harm the school's reputation or community.

12.0 SUSPENSION AND PERMANENT EXCLUSIONS

All pupils and students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. In rare circumstances, the Headteacher, Principal or equivalent may use suspension or permanent exclusion in response to serious incidents (see Serious Incident Notification Policy), or to create the time and space needed to make the environment safe, repaired and ready for the pupil or student to return.

Removing a pupil from the school or college environment—where trusted adults, relationships and support are available—is rarely in their best interests. When removal is necessary, it is to enable safety, reflection, repair and restoration, not to punish. We recognise the impact this may have on the young person and their family or carers, and we work closely with them to provide support throughout.

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil on disciplinary grounds. This decision may relate to behaviour inside or outside school. Permanent exclusion is used only as an absolute last resort, and only with the agreement of the Chair of Governors and/or the Operational Director.



A decision to suspend or exclude a pupil will be taken only when: there has been a serious or persistent breach of the behaviour policy, and allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude, the Headteacher will:

- consider all relevant facts and evidence on the balance of probabilities, including whether the incident was provoked
- allow the pupil to share their version of events
- consider the pupil's specific special educational needs (SEN) profile
- consider whether the pupil is especially vulnerable (e.g., has a social worker or is a looked after child)
- ensure all alternative solutions have been explored, such as offsite direction or managed moves

Our policy is to avoid permanently excluding any pupil. It is unlawful to exclude a pupil because the school is unable to meet their needs, and excluding a pupil for behaviour arising from their special educational needs or disability may constitute discrimination. Any consideration of the suitability of a pupil's placement will instead be addressed through a formal SEN/EHCP or LAC Review Meeting with all relevant parties.

The Headteacher will consider the views of the pupil, taking into account their age and understanding, before making a decision—unless doing so would be inappropriate. The Headteacher may seek advice from other professionals involved in supporting the child.

The Headteacher will not reach a decision until every effort has been made to meaningfully hear from the pupil. The pupil will be informed, in a way that is understandable to them, how their views were considered in the final decision.

Informing parents

If a pupil is at risk of suspension or exclusion, the Headteacher will inform parents or carers as early as possible. This early communication allows everyone to work together to understand any underlying factors affecting the pupil's behaviour and to identify what additional support may help prevent further difficulties.



If the Headteacher decides to suspend or exclude a pupil, parents will be informed without delay of the decision, the reason(s) for it, and the length of the suspension or, in the case of a permanent exclusion, that it is permanent.

Parents will also receive written confirmation without delay, including:

- the reason(s) for the suspension or exclusion
- the length of the suspension, or confirmation that the exclusion is permanent
- information about their right to make representations to the governing board, and how the pupil may be involved
- how any representations should be submitted
- where legally required, information about the governing board meeting to consider reinstatement, including the right of parents (or the pupil, if aged 18) to attend, be represented (at their own expense) and bring a friend

The Headteacher will also notify parents, without delay and by the end of the afternoon session on the first day of a suspension or permanent exclusion, that:

- for the first five school days of an exclusion (or until the start of any alternative provision, or the end of the suspension if earlier), parents are legally required to ensure their child is not present in a public place during school hours without good reason
- failure to comply may result in a fixed penalty notice or prosecution

For further detail, please refer to the Suspension and Permanent Exclusion Policy.

13.0 RECORDING AND REPORTING

The school has a strong and effective system for data capture, including all components of behaviour culture (e.g. iSams – Wellbeing Manager). Data is monitored through trends and patterns objectively analysed on a regular basis by designated staff, using a clear monitoring and evaluation cycle. School leaders and governors are actively involved in this Process.

This approach underpins a whole-school strategy, using a wide range of data sources including:



- behaviour incident records
- attendance data
- permanent exclusion and suspension data
- searching, screening and confiscation incidents
- surveys capturing the views and experiences of staff, pupils, students, governors, proprietors and other stakeholders

School leaders and staff analyse and audit data through an objective, reflective lens and from multiple perspectives, including school-level, group-level, pupil-level and staff-level. Leaders use structured questions to interrogate the data further, helping to identify contributing factors to inform best practice.

Analysis by protected characteristics is also undertaken to ensure the school is meeting its duties under the Equality Act 2010 and to inform equitable policy and practice development.

Reporting to outside agencies: Behaviour presented by the young people which are dangerous or criminally harmful must be reported to outside agencies, such as the police. When concerns relate to staff conduct, , referrals to outside agencies may be required, such as the Local Authority or police in accordance with statutory guidance. Staff must follow the process outlined in the Safeguarding Policy and the Managing Allegations Against an Employee Policy.

14.0 ANTI BULLYING BEHAVIOUR

Some children and young people may not have developed the social skills required to manage relationships effectively, and/or they may not have had positive role modelling to support this. Staff remain vigilant to signs of bullying behaviour, which could be obvious or subtle, in person or online, and concerns are addressed in line with the Anti-Bullying Behaviour Policy.

15.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT

Please refer to the Child-on-child Abuse Policy

Following any report or concern regarding child on child abuse or sexual harassment, whether online or offline, staff must immediately inform the Designated Safeguarding Lead (DSL) or Deputy, as well as their Clinical



Wellbeing Lead.

The school is clear that:

- Sexual violence and sexual harassment are never acceptable and will not be tolerated.
- Behaviour that falls below expectations will be addressed and supported.
- All forms of inappropriate language and behaviour between pupils must be challenged consistently.
- Sexually abusive language or behaviour will never be normalised, excused as “banter”, or minimised.

We advocate for high standards of conduct. Staff model respectful, courteous and dignified relationships at all times.

It is essential that all victims are reassured that they will be supported, kept safe and taken seriously, regardless of when they disclose the incident. Abuse occurring online or outside school is treated equally seriously and will not be downplayed. A victim will never be made to feel responsible or be given the impression that they are creating a problem by reporting.

16.0 ONLINE INCIDENTS – Please also see the Staying Safe Online Policy

Interactions between pupils and students online can significantly influence the culture of the school or college. Negative online behaviours can make the environment feel unsafe, and responding to these incidents can be challenging due to issues such as anonymity and activity occurring offsite.

The school maintains that:

- The same standards of behaviour apply online and offline.
- Everyone must be treated with kindness, respect and dignity, regardless of the setting.
- Inappropriate online behaviour—including bullying, the use of inappropriate language, the soliciting or sharing of nude or seminude images, and sexual harassment—will be addressed following the same principles as offline behaviour. Where the behaviour raises a safeguarding concern, staff must follow the Safeguarding Policy and inform the DSL or Deputy immediately.



- The school will intervene when online behaviour poses a threat or causes harm to another pupil or student, or when it risks repercussions for the running or reputation of the school.

Please also see the Mobile & Smart Technology Policy

17.0 BEHAVIOURAL INCIDENTS AWAY FROM THE SCHOOL PREMISES

The Head has the authority, and can authorise staff, to discipline pupils for their behaviour, in some circumstances, outside of school. This includes the power to impose detention outside school hours. DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity
 - o travelling to or from school
 - o wearing school uniform
 - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school
 - o poses a threat to another pupil or member of the public
 - o could adversely affect the reputation of the school.
- misbehaviour online away from school, including bullying, intimidation and anti-social conduct via social media. (See 'Behaviour Incidents Online' section)

Any instances of misbehaviour away from the school premises will be investigated, considered and dealt with in accordance with this policy.

18.0 MALICIOUS ACCUSATIONS AGAINST STAFF

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.



The school will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

19.0 SUSPECTED CRIMINAL BEHAVIOUR

Where a staff member, Headteacher, Principal or equivalent suspects criminal behaviour, the school or college will gather sufficient information to establish the basic facts. These initial enquiries will be carefully documented, and every effort will be made to preserve relevant evidence.

Once a decision is made to report the matter to the police, the school will ensure that its actions do not interfere with police procedures. However, the school retains the discretion to continue internal investigations and apply appropriate consequences, provided these do not conflict with police actions.

Reporting to the Local Authority may also be necessary. All actions must align with the Safeguarding Policy, and the DSL or Deputy must be notified immediately.



20.0 TRANSITION

The school is aware that points of transition into and from the school, as well as moving up between different sections of the school can cause anxiety. This may result in pupils not maintaining their usual standards of behaviour. Also, as can be seen from the appendices below, the school has different expectations of behaviour and varying systems of rewards and sanctions between sections of the school, as pertinent to the pupils' ages. Accordingly, the school has a range of strategies in place to ease transition, reduce anxiety and provide for the induction and re-induction of pupils in behaviour systems, rules, routines and rewards. These include such things as:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'new pupils' handbook
- 'meet the teacher' and new parent/pupil events
- buddy systems
- liaison with senior schools, including participation in induction events.

21.0 PUPIL SUPPORT

The school recognises that disciplinary sanctions on their own may not be sufficient to enable a pupil to regain and sustain expected levels of behaviour. Accordingly, designated staff with relevant training take responsibility for providing support and monitoring progress to assist pupils in understanding how to improve and achieve expected standards. Pupils with additional needs are also provided with appropriate support and guidance where those needs might affect behaviour. Strategies may include:

- a targeted discussion with pupils, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- creation of a short-term report card or longer-term individual behaviour plan
- providing coaching and mentoring
- contact and regular engagement with parents
- inquiries into and reporting on the pupil's subsequent conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL



- engagement with local partners, agencies or professionals to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- consideration, where there are serious concerns, of whether a multi-agency assessment, such as an early help assessment, is required
- consideration of whether the support for behaviour management being provided remains appropriate.

22.0 STAFF TRAINING

Staff will receive at least annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities. Training in behaviour management is provided as part of the induction of new staff. Additional staff training and/or support, including on a whole-staff or individual basis, will be provided in the light of specific incidents or issues, or changes to published guidance.

23.0 LIAISON WITH PARENTS, OTHER AGENCIES AND SCHOOLS

The school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a pupil needs to be put on report, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil.

When pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives

The policy is available at all times on the school website

The policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

24.0 COMPLAINTS

Any complaint or concern raised by a young person will be taken extremely seriously. Staff must remain alert to both direct and subtle signs that a pupil may be distressed or dissatisfied. All complaints will be handled in accordance with the Complaints Policy.



25.0 APPENDIX 1 – SCHOOL RULES

Our School Values

Merits are awarded in tandem with our school values:

 Belonging

We include and care for each other, always, and take pride in who we are and in our school.

 Kindness

We speak and act with respect and empathy.

 Collaboration

We listen, help, and grow as a team.

 Ambition

We believe in ourselves and try our best, every day.

 Curiosity

We ask questions, explore ideas, and love learning.

At the heart of our all ability school is a strong sense of family, community, and ambition. We believe that every child deserves to feel safe, seen, and inspired to be their best.

Positive Behaviour Management Guidelines

Rationale:

- Rewards and sanctions are used to set clear boundaries.
- The pupils know what is expected of them.
- Teachers can impose the school rules.
- Good classroom management limits bad behaviour.
- Parents know what is expected of their children as pupils.

At the heart of any code of conduct is mutual respect.

Pupils know and understand the expectation the school has of them in respect of:

- Behaviour



- Conduct
- Uniform
- Use of ICT
- Learning

Positive behaviour will be rewarded as follows:

- Merits
- Merit Raffles
- Phone calls/Emails home
- Form/year group/ Key Stage treats
- Postcards home
- Rewards assemblies
- Headmaster's Commendation



26.0 APPENDIX 2 – JUNIORS

Years 4-6

Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHE, form time and collective meetings such as assemblies, but where appropriate will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

Incentives

Our policy is to use a positive attitude to discipline rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important, from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff to show special achievements.

We use a system of merits. These are awarded for good work and behaviour. Pupils will gain one entry for every three merits gained, into the weekly raffle prize draw. Merits are totalled every week for each house team, with the weekly and running totals announced during the weekly raffle. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'.

Students academic achievements are recognised with certificates during the whole school termly assembly. Outstanding work and effort is also recognised in lessons, emails and phone calls to parents and in the school newsletter.

Sanctions

Our discipline aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by tutors and pastoral staff so that staff are aware of any

extenuating circumstances. The school's pastoral care system is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally lead by the form teacher but all teachers have a responsibility through their lessons to encourage and support students to be better citizens. We believe that the better the rapport between pupil and staff, the less the students will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it may be necessary to issue sanctions. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

Pupils who are causing concern academically, physically or socially are discussed with the relevant member of the Senior Leadership Team; actions could include:

- talking to the pupil to better understand the reasons behind the behaviour
- a relevant task
- monitoring behaviour
- inviting parents to discuss the concerns raised
- monitoring progress carefully by putting the pupil (or class) on report – comments written by staff after each lesson and checked by the tutor with the pupil at the end of each day.
- the report may well be in the form of a 'comment book' where staff record where a pupil has made a special effort to co-operate or to produce good work rather than the more severe report slip.

Parents will, of course, be advised and involved in any disciplinary matters at the appropriate stage in order to make them aware of their child's behaviour in school and to work together to resolve the problem before more serious measures become necessary.

Behavioural issues are discussed and logged in the weekly departmental meetings.

Low level classroom disruption – reminders will be given to the child in the first instance. Good behaviour will be modelled and the importance of the HSW Scales will be discussed with the child.





Ongoing behavioural issues will lead to a restorative conversation with the child from the class teacher/head of Key Stage .

If behaviour issues persist after this, parents will be contacted. A behaviour support plan can be put in place in certain circumstances.

ATTENDANCE	
Late to Morning Registration Attendance	Registers monitored weekly by Class Teachers. If lateness is persistent, the Class Teacher will arrange a phone call/meeting with home to discuss. If lateness persists, a meeting with parents will be arranged with the Head of Key Stage If the attendance falls to below 95% - Class Teacher to investigate If the attendance falls below 90% - Head of KS2 to investigate
BEHAVIOUR	
Minor/Low-Level Disruption in a lesson: Persistent talking/shouting out Persistently arriving ill-equipped Rudeness Not following Instructions Preventing others from learning	1st time: Remind pupil of expected behaviour 2nd time: Warned of consequences of continued poor behaviour and can be moved to work in a more suitable area of the classroom if necessary. 3rd time: Pupil to sit out next break time and an email sent to Head of

	KS2 informing them of the pupil's name and reason for sanction. If the sanction is imposed by a specialist teacher, they must also inform the pupil's class teacher. All incidents must be recorded in the Sanctions log. If a pupil appears three times during a half-term, a meeting is arranged with parents.
Serious Behavioural Issues Bullying Graffiti/deliberate damage Stealing Bad language/abuse towards others	1st time: referred to the Head of KS2/Deputy Head who will contact parents. These may warrant a more serious sanction from an in-school detention to suspension to possible exclusion, and so need to be fully documented by the member of staff and escalated to the DH. In the case of bullying, the bullying log must be completed.
DRESS	within a half term
Nail Polish/Stick-on tattoos Jewellery Uniform Sports Kit	1st time: Pupil asked to rectify the next day 2nd time: Pupil warned that parents will be contacted 3rd time: Class teacher contacts parents
ACADEMIC	

**Missed/incomplete/unsatisfactory
class work or homework**

Pupil asked to complete outstanding work overnight.

If still not completed satisfactorily, the pupil is kept in at breaktime by the class teacher or the specialist teacher to complete.

Should this happen three times in a half-term, the class teacher will contact parents.

BEHAVIOUR REPORT KS2

This can be authorised by the Key Stage Leaders/Deputy Head in accordance with the above, but also at any time for reasons such as repeated:

- Disruptive Behaviour
- Inappropriate Behaviour
- Unkindness

Pupils must present their report at the start of the lesson and collect it at the end. It must be seen daily by the Key Stage Leader/Deputy Head and signed each evening by parents.

TEMPORARY EXCLUSION

Within the Headmaster's discretion. It may be an on or off-site exclusion.

PERMANENT EXCLUSION

Within the Headmaster's discretion when the Headmaster is satisfied that the pupil's conduct has been prejudicial to good order or school discipline or to the reputation of the school.



27.0 APPENDIX 3 – SENIOR SCHOOL

Behaviour expectations:

All pupils have the right to learn in a calm, ordered environment. All pupils will be supported to contribute positively to school life. All pupils are expected to follow school rules and policies in respect to behaviour, uniform and homework. Where a pupil does not meet these expectations, sanctions will apply.

Examples of this include:

- Persistently talking/shouting out.
- Persistently arriving ill-equipped.
- Rudeness.
- Silly behaviour which prevents others from learning.
- Not completing homework or classwork.
- Incorrect uniform.
- Lateness.

Sanctions:

1st instance – (CW)

Students are reminded of classroom expectations/ rights and responsibilities.

2nd Instance – (C1)

Students will receive a warning of consequences (Break time detention 15 minutes). Put their name on the google drive spreadsheet. Non attendance for a 15 minute detention will mean a Friday detention after school. Morning or afternoon break only – not lunchtime.

3rd Instance –(C2)

Students will attend after school detention on Friday after school (must have a 15 minute break time detention with class teacher and will have an additional 16:10-17:00 in The Grove) Non attendance for a C2 detention will mean an internal exclusion.

Chewing gum at school is an instant C2 detention.

Internal exclusion: C3 (Homophobic comments, Racism, Verbal abuse to staff/students, Vandalism, Severe Disruption)

External exclusion: C4 (Physical violence against staff or students)

Repeated sanctions:

- 1) Form tutors will call home (If there are 3 or more detentions either in the same subjects or across curriculum; including behaviour in the playground)
- 2) Key Stage Leaders to call home and organise a meeting with parents.
- 3) Students will be put on behaviour reports for weekly cycles. This begins with the form tutor and escalates to KSL and DHT Pastoral. If they fail their report, then a meeting with Key Stage Leader, DH and parents.

Detentions are recorded on google drive in the pastoral folder. 15 minute detentions do not need to be communicated home. A Friday detention should be communicated home by the Key Stage Leader, i.e. at lunch time or after school the parents or guardians must be informed by email or phone call the day before – ideally 24 hours prior to the detention.

Lateness:

- Students sign in at reception
- The late duty teacher will hand each late pupil a Late Slip
- TC will register on iSAMS with the number of minutes they are late.
- Pupils with a late slip attend late detention at morning break, where they sit for the amount of minutes late. Two lates per week results in a Friday C2 detention and a call home.
- Persistent lateness will result in parents being called in for a meeting.

No homework:

C1 detention with the teacher to catch up on missed work

No show or insufficient work done in a C1 will result in a C2 detention with the teacher.

Behaviour Reports:

For consistent poor behaviour the pupil will be put on report. This is not intended to be a sanction but instead is an opportunity for both pupil and staff to monitor their behaviour in relation to an agreed set of targets.



This can be authorised by the Key Stage Lead/Deputy Head in accordance with the above, but also at any time for reasons such as repeated:

- Disruptive Behaviour
- Inappropriate Behaviour
- Unkindness

Behaviour reports will be on an escalating scale as follows –

2 weeks to the form tutor

2 weeks to KS Lead

2 weeks to Deputy Head Pastoral

Uniform:

<https://docs.google.com/document/d/1xmX7EiBRieoB1a9aAliYdz4dUDf16svG/edit>

Infractions of the Dress and Uniform Code will result in a uniform C1 detention at morning break in the Grove.

Repeated infractions will result in an email home from form tutors and an escalating series to sanctions in accordance with this policy.

Mobile Phones:

Mobile phone misuse will be dealt with in accordance with the Mobile and Smart Technology Policy



28.0 APPENDIX 4 – SIXTH FORM

Sixth Form Discipline System

The same rules apply as the Senior school

The overriding principle in the Sixth Form is to treat students like young working professionals, and to broadly follow the approach of the workplace. Students are expected to adhere to the reasonable practices and expectations of punctuality, politeness, respect for colleagues and to maintain a cooperative attitude at all times.

- Smoking or vaping is not permitted in any building, on the school premises or on the journey to or from any school premise or any activity relating to the school
- any student responsible for any criminal act will be asked to leave the school.

General Expectations of the Sixth Form

Smoking, vaping and bringing, or consuming, alcohol on school premises is strictly prohibited, as is taking any illegal substances. The school has a very stringent policy on these and it will be rigorously applied. Any students caught in possession of any illegal drugs will be excluded from the school immediately.

Sixth Form Dress Code

The appearance of Sixth Formers is important to the way they are perceived by the school as a whole, as well as to society.

- all Sixth Formers are required to adhere to a smart dress code. For example, a collared shirt and smart trousers for boys; smart shirt, skirt or trousers for girls
- sweaters may be worn as long as the pupil is tidy
- no tracksuits, leggings or overly revealing clothing is to be worn
- no facial jewellery is to be worn.

Mobile Phones

Sixth form may use their mobile phones in the Sixth Form Common Room only. Use in any other area will incur the same sanctions as for the Senior School.





BLENHEIM
SCHOOLS