



BLENHEIM
SCHOOLS

Positive Behaviour & Exclusions Policy

Policy Folder: Operations

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1.0 SCOPE

This policy has been written with due regard to the DfE Behaviour in Schools Guidance (2024), The EYFS Framework (2024) and The Equality Act (2010). This policy has been written with due regard to the duty of proprietors, under Part 3 of the Independent Schools Standards to ensure that arrangements are made to safeguard and promote the welfare, health and safety of pupils.

Definitions

- Suspension: A temporary removal of a pupil from the school as a disciplinary measure for a fixed period.
- Exclusion: A permanent removal of a pupil for serious misconduct.
- Required Removal: A non-disciplinary removal due to factors such as unmet needs or unreasonable parental behaviour, as detailed in the Parent Contract.

The policy applies to behaviour:

- On school premises.
- During school-organised or school-related activities.
- Off-premises, where actions impact the school community or reputation.
- Online, ensuring the same standards as in-person behaviour.

Through this policy, the school seeks to ensure a calm, safe and supportive environment which instils a culture of excellent behaviour and protects pupils from disruption. When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils, the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimised.

Corporal punishment is not permitted at any Blenheim Schools, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

The school understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good



behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, the school will consider whether a multi-agency assessment is required and act accordingly. Similarly, the school will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow procedures as set out in the safeguarding policy and speak to the DSL or DDSL.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Screening, Searching and Confiscating Policy and Disability Policies.

2.0 RESPONSIBILITIES

The Headteacher and designated school leaders are responsible for developing and implementing measures which secure high standards of behaviour. This includes ensuring:

- High expectations of conduct which are understood by staff and pupils alike and are applied consistently and fairly
- The leadership's visibility with staff, pupils and parents, and consistent support for staff in understanding this policy and implementing it to manage pupils' behaviour; this involves the provision of relevant and regular training, including as part of the induction of new staff.
- Measures are in place, including both general and targeted interventions, to improve behaviour and provide pupils with support to help them meet expected behaviour standards
- Behaviour does not normally disrupt teaching, learning and school routines
- Pupils complete any tasks reasonably assigned to them in connection with their education
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully



- Any incidents of bullying, child-on-child abuse, sexual violence or harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- Parents are kept informed about their child's behaviour and are involved in a partnership to promote good behaviour and resolve behavioural issues
- Analysing records of misbehaviour, serious incidents and sanctions in order to identify patterns and trends so that improvements can be made, and to understand the quality of the school's behaviour management.

Staff are responsible for:

- Undertaking appropriate training to ensure the understanding of the policy and their duties under the Equality Act 2010 and Children and Families Act 2014
- Ensuring the correct implementation of this policy
- Implementing and particular measures or strategies related to behaviour, as identified in a pupil's EHC plan or individual behaviour plan
- Helping to cultivate a calm and safe environment characterised by excellent standards of behaviour, respect, self-discipline and proper regard for authority, ensuring that such conduct is met with due praise, reward and encouragement
- Establishing an understanding of clear boundaries of acceptable pupil behaviour
- Taking responsibility for addressing appropriately pupil behaviour which falls below expected norms whenever and wherever it occurs, and reporting matters of concern to senior colleagues in line with this policy.3.26

Governors, through the Head, are responsible for:

- Ensuring a safe and supportive environment in which pupils are safeguarded and able to learn and fulfil their potential
- Ensuring that the school's behaviour policies have due regard for national requirements and guidance
- Monitoring the quality of the implementation of this policy
- Liaising with and advising the Head in relation to considerations of permanent exclusion.

Pupils are responsible for:

- Developing an awareness of the school's behaviour standards, expectations, pastoral support, and consequences for unsuitable behaviour
- Contributing to an environment that is calm, safe, supportive and where everyone is treated with dignity



- Providing feedback to staff on the school's behaviour culture to support the evaluation, improvement and implementation of this policy
- Supporting new pupils in understanding the behavioural expectations and wider culture of the school

Parents are responsible for:

- Supporting the school in developing and maintaining good behaviour including collaborating with the school during disciplinary processes.
- Developing an understanding of this policy and reinforcing it at home, as appropriate.
- Reinforcing the school's promotion of good behaviour by, for example, celebrating the pupils' successes and achievements.

3.0 POLICY AIMS

- To promote good behaviour, self-discipline, respect and proper regard for authority;
- To promote an environment where everyone feels safe, valued and secure;
- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe 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.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

PROMOTING GOOD BEHAVIOUR

As well as staff acting as positive role models, the school will endeavour to



promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect for one another, themselves and property, and proper regard for authority;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

The school draws on a wide range of opportunities to promote good behaviour and encourage pupils to show respect and take responsibility for their own actions. As well as specific topics across the curriculum, these include the PSHE and RSE programmes, School Council, form and tutor periods, circle time, visiting speakers and annual events.

4.0 PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND); THE 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.

5.0 CONFISCATION OF PROPERTY

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol, legal highs)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating Policy. Please refer also to the information about inappropriate photographs (nudes and semi-nudes) in the Safeguarding Policy.

Banned Items (The DfE guidance notes that the behaviour policy should provide parents with a list of items which are banned at school; schools should complete the paragraph below according to arrangements in place at the school, indicating, as relevant, any variations between age groups.)

The following items must not be brought into school: tobacco products, vapes or alcohol.

Reporting and Recording

Details of behavioural incidents are reported to the Deputy Head and recorded on ISAMS. The Deputy Head monitors these logs for patterns, trends and other matters of concern, reporting regularly to the Head/SLT. School to adjust as relevant.

Serious misconduct and the administration of major sanctions are recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

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.

Where behaviour falls below expectations, the school may issue a formal warning and implement short-term monitoring in line with the Formal Warning and Behaviour Monitoring Procedure (see Appendix 3).

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 Appendix 2.

6.0 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.



7.0 FIXED TERM SUSPENSION AND PERMANENT EXCLUSIONS POLICY

Pupils guilty of serious misconduct may be liable to either fixed-term suspension or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at school (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the school community or the reputation of the school, the school may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the school's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or suspend them for a fixed-term, the school will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the school and any member of the school community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the school.

To support a pupil receiving a fixed-term suspension and who would thereby be at risk of permanent exclusion (in the event that he/she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he/she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SMT. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible suspension or exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a



fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where suspension or exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- length of suspension/exclusion and whether it is temporary or permanent
- reasons for the suspension/exclusion
- parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, a suspension or exclusion will remain in place, except at the discretion of the Head
- the student will be given work to do at home for the first five days of a fixed term suspension.

8.0 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:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - 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.



9.0 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.

10.0 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.

11.0 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 Contract needs to be put into place, 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.



12.0 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.

13.0 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.

14.0 CHILD-ON-CHILD ABUSE (INCLUDING SEXUAL VIOLENCE AND SEXUAL HARASSMENT)

The school implements clear strategies to prevent peer-on-peer (also referred to as child-on-child) abuse, including sexual violence and sexual harassment, and to respond to any such incidents, should they occur. For full details of the school's approach, please refer to the safeguarding policy, supplemented by the anti-bullying policy, which reinforce the strong message that the school takes a zero-tolerance approach to sexual violence and sexual harassment and will act in accordance with KCSIE and apply appropriate sanctions should a pupils' behaviour fall below expectations in this respect.

The government's [Respectful School Communities Toolkit](#) is a useful resource in this context.

15.0 BEHAVIOUR INCIDENTS ONLINE

The way in which pupils relate to one another online can have a significant impact on the school's culture. Negative interactions online can damage the school environment and lead to the school feeling like an unsafe place. The school recognises that online incidents may occur both on and off the school premises and investigations may be hampered by issues of anonymity. Nevertheless, the same high standards of conduct are expected online, (on and off the school premises) as apply offline. All members of the school community should still be treated with kindness, respect and dignity.

Any incidence of inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern. In cases where staff suspect a pupil of criminal behaviour online, the school will follow the procedures in the safeguarding policy, making an initial assessment



of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Such initial investigations will be fully documented, and every effort made to preserve relevant evidence. Once a decision is made to report the incident to police, any further school action will not interfere with any police action taken. However, the school has the discretion to continue investigations and enforce its own sanctions, so long as this does not conflict with police action. When making a report to the police, it will usually be appropriate in tandem, for the DSL make a report to Children's Social Care, as set out in the safeguarding policy.

If an incident involves nude or semi-nude images or videos, the member of staff who has concerns should raise them with the DSL or DDSL, taking extreme care to follow the procedures in the safeguarding policy, as such incidences can be both complicated and very sensitive. Further guidance is available in the document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

Online incidents which take place away from school and outside the school day are the responsibility of parents. However, they can have a significant impact on the culture of the school. The Head and staff have the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

16.0 MONITORING AND EVALUATING SCHOOL BEHAVIOUR

The school has developed detailed strategies for gathering data on behaviour and behaviour management. This is monitored by a member of the school's leadership with appropriate training and experience and facilitates the analysis of the behaviour culture within the school and effective reporting to governors. The capture and analysis of data includes:

- behaviour incident data, including removal from the classroom, fixed term and permanent exclusions
- attendance information
- incidents of searching, screening and confiscation
- analysis of surveys/questionnaires completed by staff, parents and pupils.

A member of the school's leadership team/SLT analyses the data objectively and from a range of perspectives, including whole school, year group and individual levels, to identify possible factors contributing to good and inappropriate behaviours, and potential shortcomings in strategies and the provision of support. In this context, due consideration is given to analysis in relation to the



Protected Characteristics and the school's legal duties.

17.0 INTERPRETATION

In this policy, the term "senior manager" means the School Head and their designated deputies.

In this policy, the term "senior manager" means the School Head, EYFS Lead and where relevant their designated deputies.

This policy applies to all employees in all Schools and Nurseries (save for Schools with their own procedure which shall prevail) and other work environments within Blenheim Schools.



18.0 APPENDIX 1 – SCHOOL RULES

To be adapted by each school

Guidelines to pupils at School; we expect you to:

- show respect for others and their property
- follow all instructions given by staff or other adults working with the pupils
- move quietly in and around school
- bring all the equipment and books that you need for each session
- be punctual
- be safe
- complete all assignments on time
- ask for help and support whenever you need it. It's OK to be proactive.

Classroom Guidelines

We expect you to work hard and

- enter the room quietly and sensibly
- prepare for your lesson on arrival by having books and equipment out
- stand when an adult enters the classroom.
- limit eating and drinking to break and lunchtime. (students are encouraged to drink water and should bring a sealable bottle for this purpose)
- listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class
- treat the room and furniture and other people's belongings with respect
- leave the room tidy
- leave in an orderly way when you are asked
- respect the views of others
- mobile telephones must be handed in at the start of the day and collected at 4pm
- tablets and laptop should be switched off whilst in school, unless being used to assist learning and authorised. They remain the responsibility of the pupil
- chewing gum, alcohol, drugs or solvents are banned at all times.



19.0 APPENDIX 2

EYFS / Years 1-2

In our discipline we should be positive, encouraging and caring and set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- verbal praise to the individual
- drawing attention among the group or class to the work or behaviour
- positive comments written on child's work and/or in Home/School contact book
- award of a star or sticker for work or behaviour
- award of a certificate in a weekly celebration assembly
- nomination for Rights Respecting Schools Award golden ticket
- Golden time (Years 1 & 2).

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- re-directing children
- early intervention
- anticipation and elimination of potential problems.

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- a reprimand
- a warning of the consequences if the misbehaviour is repeated
- temporary separation of a child from main group
- missing part of playtime to meet with the child and reflect
- persistent misbehaviour would require liaison with the child's parent or guardian



- in extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Leader of the relevant section of the school may be sought.

Years 3–6

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 PSHEE, 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, including the Head, to show special achievements.

We use a system of house points. These are awarded for good work and behaviour. They are totalled every week for each house team, with the weekly and running totals announced in the celebration assembly. The house team with the highest total at the end of the term has a special treat chosen by them in liaison with the Head. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'.

Certificates for good work and behaviour are awarded in the weekly celebration assembly.

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.

Sanctions

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.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Headteacher.

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.

Years 7 – 11

The basis of this code of conduct is mutual respect. Pupils have a right to expect a well-ordered environment that is conducive to study. This right can only be



provided in circumstances where all individuals accept their obligation to honour the Code of Conduct.

1. The school is the place you come to work. You should always try to do your best by listening to teachers and to other students. Do not prevent others from learning.
2. You should treat everyone with politeness, courtesy and respect. Do not use language that is abusive, offensive and rude. You should not shout, call out, interrupt or answer back.
3. You should care and look after the school, the people in it and all the equipment. Do not drop litter.
4. You should think about your safety and that of others. You should not run inside the buildings.
5. You should remember to bring all necessary equipment to each lesson.
6. You should be punctual to all lessons and settle quietly to the task in hand.
7. You should complete all work and homework on time.

Positive Rewards

Positive Referrals are awarded for a variety of reasons, at the discretion of the teacher. For example, Positive Referrals can be given for

- Good work (multiple referrals can be given for work completed over a period of lessons/weeks).
- Evidence the pupil has put in a particular amount of effort.
- Exemplary behaviour or helpfulness.

Rewards for Positive Referrals

Pupils will receive certificates, which are awarded in assemblies and presented to students by the Deputy Head or Headteacher.

Detentions

Subject Detention: Detention run by subject departments normally by the teacher setting the detention. Form Tutors may also set detentions for poor punctuality or other misconduct not specifically in class. In Year 10 and 11, failure to do homework and to hand it in the next day to the tutor, results in a student having to attend after-school homework club the next school day.

Detentions are recorded in the day book. They should be communicated to the student's Form Tutor and where the detention is between a legal session of



schooling, i.e. at lunch time or after school the parents or guardians must be informed by e-mail or phone call the day before – ideally 24 hours prior to the detention.

School Monitoring Reports

The School uses a variety of strategies and reports to help support pupils in their learning. Some reports are disciplinary while others are intended to support a pupil with a particular issue i.e. 'organisation'. The aim is to ensure that all individuals continue to make good progress. Generally, where a pupil is on report they will present this daily to their Form Tutor or mentor.

Lateness

Pupils arriving late after registration must sign in at Reception. This will be recorded on the registration system for the teacher to see.

Uniform

Pupils coming into school with incorrect uniform will be given the option to borrow an item of uniform from school. If a pupil is wearing outside clothing within a classroom, then it could be confiscated until further notice. Parents will be contacted by the school. Inappropriate or offensive slogans and images are not permitted on any clothing.

Smoking

Smoking is banned at all times. If a pupil is caught smoking on or off the school premises the parents will be informed and the pupil will be sent home immediately. This extends to any time that the pupils is on a bus operated by the school, waiting in a car park or other pick-up and drop-off points. The school reserves the right to consider with parents a sanction where a pupil is seen smoking whilst in our school uniform or are attending a school function or event away from the normal school sites.

Criminal Activity

If a pupil is caught or suspected of being involved in any criminal activity, he/she will be sent home, with their parent(s) or Guardian(s) whilst the case is investigated. Where the situation would require the intervention of the police the school will not conduct any interviews or investigation without the prior consent of the police. Activities of a criminal nature may result in the pupil being asked to leave the school.



Illegal Substance Abuse

If a pupil is suspected of using any illegal substance, within school time, the school reserves the right to give the pupil involved a drug test. If tested positive for any Class A and/or B drugs, then the pupil will be dismissed instantly. If the pupil tests positive for cannabis, then the school will monitor his/her punctuality and general behaviour until a second random drug test is given (typically within a month). If the pupil tests positive for a second time, then he/she will normally be asked to leave the school.

Possession of an Illegal Substance or Alcohol

If any pupil is caught in possession of any illegal substances, including cannabis or alcohol, they will be temporarily excluded from the school immediately, whilst an investigation is conducted. Proven possession will result in the temporary exclusion becoming permanent. The school reserves the right to inform and involve the police or other services either to comply with the law or to act in the best interests of the child's health and welfare.

Mobile Phones

Mobile Phones should be switched off and handed in at the staff room at the start of the school day. They can be collected from the staff at 4.00pm. Mobile phones may only be used in lessons for an educational activity and only if directed by the class teacher. Students are not permitted to use mobile phones when travelling between buildings or sporting venues.

Inappropriate use of mobile phones, including taking pictures, videos or other recordings will result in the phone being confiscated and given to a member of SLT. The phone can be collected from the member of SLT at 4.00pm on the same day. Repeated use or misuse of the phone will result in the parents and the child being informed that either the parents must not allow their child to bring a phone to school or that it is turned off and handed to the Form Tutor at the start of the day and return to the pupil when they leave school.



Appendix 3: Formal Warning Procedure and Behaviour Threshold System

This procedure operates as part of the Positive Behaviour and Exclusions Policy and does not replace or override it. It provides a structured early intervention to support pupils and ensure consistency before escalation to formal sanctions.

Purpose

The purpose of the Formal Warning Procedure is to provide a clear, fair and consistent system for addressing disruptive or inappropriate behaviour, supporting pupils to reflect and improve, ensuring early intervention, and maintaining a calm, safe and purposeful learning environment.

Formal Warnings are structured interventions designed to prevent escalation, promote responsibility, and support positive behavioural change.

Principles

The Formal Warning system is based on the following principles:

- Behaviour is addressed consistently across the school
- Pupils understand clearly when behaviour has crossed a formal threshold
- Parents are informed early where behaviour becomes persistent
- Patterns of behaviour are identified and acted upon
- Reasonable adjustments are made for pupils with SEND
- Sanctions are proportionate, lawful and supportive

When a Formal Warning May Be Issued

A Formal Warning may be issued for repeated or persistent low-level behaviour including, but not limited to:

Classroom Disruption

- Persistent talking or calling out after verbal reminders
- Failure to follow reasonable instructions
- Disrupting teaching and learning

Disrespectful Behaviour

- Inappropriate or offensive language



- Rudeness, defiance or refusal to comply
- Provocative or antagonistic behaviour towards peers

Minor Misconduct

- Repeated breaches of classroom or school rules
- Misuse of equipment or disregard for property
- Repeated peer conflict or low-level harassment

Behaviour Threshold System

The school operates a four-stage graduated response system.

This system applies across all year groups and lessons.

Stage 1 – Verbal Warning

- Clear reminder of expected behaviour
- Opportunity to correct behaviour immediately
- Not recorded

Stage 2 – First Formal Warning (FW1)

Issued when behaviour persists following verbal warnings.

- Recorded on ISAMS (Wellbeing Manager / Behaviour Log)
- Pupil informed clearly that a Formal Warning has been issued
- Tutor/Head/DSL notified
- Pupil completes a short reflection task

Parental notification:

Not routine at this stage unless behaviour is serious or part of a wider concern.

Stage 3 – Second Formal Warning (FW2)

Issued when similar behaviour is repeated.

- Recorded on ISAMS
- Referred to Form Tutor and Deputy Head
- Pastoral conversation held
- Behaviour monitoring initiated
- Sanction applied where appropriate

Parental notification:

Parents informed by the Form Tutor or Deputy Head.



Stage 4 – Persistent Behaviour Pattern

Indicates an established behavioural concern.

- Automatic referral to Senior Leadership Team
- Behaviour reviewed by the Head or Deputy Head
- Monitoring programme implemented
- Behaviour Contract or Individual Behaviour Plan considered

Parental notification:

Parents informed formally by SLT and meeting arranged.

Automatic Review Threshold

Any pupil receiving three or more Formal Warnings in a half-term will be reviewed automatically by Senior Leadership Team.

Consequences of Repeated Formal Warnings

Where behaviour continues despite intervention, further action may include:

- Detentions or structured reflection sessions
- Daily or lesson-by-lesson report card
- Temporary supervised removal from lessons
- Behaviour Contract or Individual Behaviour Plan
- Internal suspension
- Fixed-term suspension
- Withdrawal by parents

Reflection and Support

All pupils receiving a Formal Warning are required to complete a short reflection identifying:

- What happened
- Who was affected
- What will change next time

Where appropriate, additional support may include:

- Mentoring or pastoral coaching
- SEND review and reasonable adjustments
- Emotional regulation or wellbeing support



Monitoring and Review

Senior Leadership Team will review Formal Warning data regularly in order to:

- Identify pupils showing repeated patterns
- Detect emerging peer conflict or bullying
- Monitor trends by year group, gender and SEND
- Evaluate the effectiveness of interventions

Parental Partnership

- The school is committed to early and transparent communication with parents.
- Parents will always be informed when behaviour becomes persistent or escalated.
- Communication will focus on patterns, expectations and support rather than isolated incidents.

Staff Responsibilities

All staff are responsible for:

- Applying this system consistently
- Recording Formal Warnings promptly and accurately
- Informing pupils clearly when thresholds are reached
- Escalating concerns appropriately
- Making reasonable adjustments for pupils with SEND

No member of staff should tolerate repeated disruption without using this system.

Pupil Responsibilities

All pupils are expected to:

- Follow behaviour expectations
- Take responsibility for their actions
- Engage honestly with reflection and improvement
- Respond positively to support and intervention

Repeated failure to do so will result in escalating sanctions.

Visibility and Awareness



This procedure will be:

- Shared with all staff through training and briefings
- Explained to pupils through tutor periods and assemblies
- Published in pupil and parent handbooks
- Applied consistently across the school



Appendix 4: Pupil Reflection Form

Pupil Name:

Year / Form:

Date:

Subject(s) / Lesson(s):

Staff member(s) involved:

1. What happened? Describe clearly and honestly what happened. (Stick to facts – what you did, what was said, what occurred.)

2. Why was this behaviour not acceptable? Explain why this behaviour did not meet the school's expectations. (Think about rules, learning, safety, and respect.)

3. Who was affected by your behaviour? Consider the impact on:

- Your own learning
- Other pupils' learning
- The member of staff
- The wider class environment

4. What were you thinking or feeling at the time? (This is not an excuse – it helps us understand what led to the behaviour.)

5. What could you have done differently? Be specific about alternative choices or actions.



6. What will you do differently next time? Set **clear, practical actions** you will take to meet expectations.

Examples:

- Arrive on time and ready to learn
- Follow instructions first time
- Remain seated and focused
- Avoid distractions

7. How will you rebuild trust? Explain how you will demonstrate improved behaviour consistently.

Pupil Commitment I understand why my behaviour was unacceptable and I am committed to meeting the school's expectations moving forward.

Pupil Signature: _____

Date: _____

Staff Comment (completed during review)

Staff Name: _____

Signature: _____

Date: _____





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