



Behaviour policy and statement of behaviour principles

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1. Our Vision

Our belief is that every young person has the right to learn in a calm, safe, purposeful and supportive environment where expectations of high standards of respect, resilience and responsibility lead to outstanding behaviour that supports all members of the community to Raise Aspirations and Release Potential. Every young person must feel safe and free to express themselves without fear of bullying or intimidation. Students must understand that actions have consequences, either positive or negative, and that they are responsible for their actions. Equally, all staff have the right to work in an environment where outstanding behaviour, self-discipline and respect for others are the expectation. Staff must feel safe and free to exert their authority.

2. Aims

This policy aims to:

- › Outline our vision for a positive culture that promotes excellent behaviour, ensuring that all students learn in a calm, safe and purposeful environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school through effective use of rewards and sanctions
- › Set out the expectations and consequences of student behaviour
- › Ensure there is a clear set of rules/boundaries that everyone follows consistently with clear procedures regarding sanctions and clear lines of accountability/responsibility
- › Provide a consistent approach to behaviour management that is applied equally to all students
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Ensure that the outcomes of incidents of poor behaviour are clearly communicated.

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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4. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform
- › Failure to follow reasonable staff instruction promptly
- › Improper use of technology

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Failure to follow the instructions of staff; defiance or non-compliance
- › Any form of bullying, intimidation or harassment
- › Bringing the school into disrepute
- › Vandalism
- › Theft
- › Fighting
- › Smoking and vaping
- › Racist, sexist, homophobic or discriminatory behaviour
- › Sexual violence
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

As a school, we may also search for (but not limited to):

- Mobile/electronic devices
- Aerosols/body sprays
- Vapes
- Medicines
- Energy drinks

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5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

(See the Antibullying policy)

Bullying is NOT when young people of similar age and size find themselves in conflict. Examples of this could include disagreeing, friendship issues, name calling between two friends, play fighting, having an argument or even fighting, without imbalance of power or use of intimidation.

The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However, unresolved disagreements can escalate when a person retaliates by constantly picking on another. A pattern of bullying can emerge if conflict is not dealt with at an early stage.

Students and parents / carers are encouraged to report all incidents and to keep evidence where possible such as keeping written records, screenshots or copies of texts / emails and printouts of postings on social networking sites. Bullying on social networking sites can also become a matter for the police.

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Procedures

- Staff refer incidents of bullying to the Student Welfare Team who will apply support measures and sanctions following consultation with Leadership Team.
- Every incident is investigated as soon as possible.
- All parties are encouraged to write an account of the incident/s in writing.
- The school records all bullying incidents on the bullying and safeguarding logs. These are reported to Governors at every Full Governors' meeting.
- Parent/carers' concerns about bullying are dealt with promptly.

Each year in the autumn term we remind all our students to take action if they feel they are being bullied. These messages are also reinforced throughout the year, not just during Anti-bullying week in November; students can use the QR code found on posters to report an incident of bullying, either by the student directly or of an incident they have witnessed, to report their concerns discreetly.

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see Section 15.1)

6.3 Teachers and staff

Staff are responsible for:

- › Creating a calm, safe and purposeful environment for students
- › Establishing and maintaining clear boundaries of acceptable student behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students

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- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on the Schools Management Information System (SIMs)
- › Challenging students to meet the school's expectations

The leadership team (LT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers should:

- › Get to know the school's behaviour policy and reinforce it at home
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher/student support officer promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Work collaboratively with the school to reinforce the school's positive behaviour expectations
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy whilst working in collaboration with them to tackle behavioural issues.

6.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are in-year admissions.

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7. School behaviour curriculum

7.1 Learning behaviours:

A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).

The development of social, emotional and behavioural skills is fundamental to support learning and the development of these skills is consistently reinforced in school.

It is important to be aware of and understand young people and their:

- relationship with themselves (how they feel about themselves and their self-confidence as a learner).
- relationship with others (how they interact socially and academically with all others in their class and school).
- relationship with the curriculum (how accessible they feel a lesson is, how best they think they learn).

A positive attitude to learning leads to success. Outstanding behaviour in all aspects of school life has a positive impact on the life of the school community. Our expectation is that all students have respect for each other, the environment and themselves.

7.2 Expectations for lessons and learning

Expectations in lessons: The Rules for Learning

The Rules for Learning encompass the expectations set out in the behaviour policy. Failure to follow these rules will lead to a sanction in line with our policy.

- Follow instructions quietly and respectfully at the first time of asking (**doing as I am told when I am told to do it-first time, every time**).
- Make learning a team effort. Students have the right to learn; teachers have the right to teach.
- Be ready to learn – Student Planner on desk and all necessary equipment ready for learning.
- Take pride and strive for constant improvement.
- Respect **all** staff and students at **all** times.

Expectations out of lessons:

Our expectation is that all students behave in an appropriate way around the school where safety is of paramount importance.

This can be achieved by:

- walking quietly from lesson to lesson and around the school in a responsible manner.
- walking on the left in all corridors and using the correct stairways.
- conforming to any instruction issued by a member of staff (**doing as I am told when I am told to do it-first time, every time**).
- eating in the designated eating areas, at the designated times, e.g., not in corridors.
- wearing correct uniform and having your Student Planner with you.
- having respect for others and for the environment.
- respecting the school environment including toilets.
- putting litter in to the correct bins.
- only using positive language.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

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7.3 Mobile phones

As a school we wish to limit mobile phone use in school to mitigate risks of distraction, disruption, bullying and abuse. Mobile devices must remain switched off while on school site, this includes break and lunchtimes. Any student seen with their mobile device on school site between 8:30 and 3:00, without prior agreement, will have their device confiscated. All students will digitally sign the AUP agreement.

(see Mobile Phone Policy)

7.4 Smoking and Vaping

The school is a “non-smoking” site. Any student found or suspected of smoking/vaping or in possession of smoking paraphernalia including e-cigarettes and vapor cigarettes on school site or in the surrounding area, will be suspended.

(see the No Smoking policy)

8. Responding to behaviour

8.1 Behaviour management

Teaching and associate staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages students to be engaged
- › Display and refer to the Rules for Learning (see Section 7.2)
- › Develop a positive relationship with students, which will include:
 - Greeting students at their classroom door at the start of lessons
 - Maintaining a visible presence around the school
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use the school’s sanctions system for dealing with low-level disruption
 - Using positive reinforcement

8.2 Responding to positive behaviours

When a student’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s positive culture and ethos.

Rewards are awarded for achievements within the following categories:

Attendance

Engagement in Clubs

Teaching and Learning

Competitions

Students will be rewarded for demonstrating a Growth Mindset approach. We recognise that hard work and perseverance is the key to success in life; intelligence is not fixed and anything is possible. Rewards are issued by staff to acknowledge, encourage and sustain the effort our students invest in their education. Examples of behaviours that will be rewarded:

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- Regular attendance at extra-curricular clubs
- Promoting our values of respect, resilience and responsibility
- Asking great questions
- Climbing out of the pit
- Taking risks in learning
- Acting on teacher feedback
- Making an outstanding effort
- Contributing to the school community
- Taking part in competitions

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

(See Appendix 2 for further details of rewards)

8.3 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a purposeful and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a consistent environment by always challenging behaviour that falls short of the standards, and by responding in a fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

8.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

(See safeguarding and child protection policy).

8.5 Trips

Students are reminded that they are representing the school and as such are expected to display excellent behaviour and attitude. Any students whose behaviour is a cause for concern before the trip will not be permitted to attend. Any monies paid will be non-refundable.

Note: if a trip is oversubscribed then reward and behaviour points will be considered together with reasons before a student is permitted to be considered for a place.

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8.6 Reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- > Causing disorder
- > Hurting themselves or others
- > Damaging property
- > Committing an offence

Incidents of reasonable force must:

- > Always be used as a last resort
- > Be applied using the minimum amount of force and for the minimum amount of time possible
- > Be used in a way that maintains the safety and dignity of all concerned
- > Never be used as a form of punishment
- > Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Where the use of force (i.e., restrictive physical intervention has been used more than once with a particular child) starts to become a foreseeable risk it requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour support plan) and share this with the parents.

(See Use of Reasonable Force Policy)

8.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). *(See Confiscation, Searching, screening and confiscation policy)*

8.8 Off-site misbehaviour

Our expectation is that students are ambassadors of the school and we have high expectations of their behaviour in the local area.

The school will respond to all non-criminal bad behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. Sanctions will be applied if there is any unacceptable behaviour when the student is:

- > Taking part in any school organised or school related activity
- > Travelling to or from school
- > Wearing the school uniform
- > In some other way identifiable as a student at the school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- > Could have repercussions for the orderly running of the school
- > Poses a threat to another student

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- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g., on a school-organised trip).

It is up to the school to decide whether it is appropriate to notify the police or the Anti-Social Behaviour Coordinator of the actions taken against the student.

8.9 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour including misuse of social media when:

- › It poses a threat or causes harm to another student
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

(See Acceptable Use Policy)

8.10 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/Designated Safeguarding Lead (DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

8.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

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The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

(Refer to our Safeguarding and Child Protection policy for more information)

8.12 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our safeguarding and child protection policy and allegations of abuse against teachers and other staff policy for more information on responding to allegations of abuse against staff or other students.

9. Sanctions

9.1 Sanctions and Detentions

Students can be issued a sanction by any member of staff (teaching and associate) where a student's misbehaviour is unacceptable. (See Appendix 3)

Misbehaviour will lead to a student being issued with a detention as a minimum. These can be issued during break, after school or on weekends during term time.

If detentions are missed without reason, they will be escalated.

When imposing a detention, the school will consider whether doing so would:

- › Compromise the student's safety
- › Conflict with a medical appointment
- › Prevent the student from getting home safely
- › Interrupt the student's caring responsibilities

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9.2 Parking Room

Where a student has been sanctioned and it is felt that they may benefit from some time out in a lesson, they can be directed to a Parking Room to complete their work. This is a supportive measure, not a further sanction.

9.3 Last Call

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Last call is used for removal from a lesson by a senior member of staff.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the student is being unreasonably disruptive
- › Maintain the safety of all students
- › Allow the disruptive student to continue their learning in a managed environment
- › Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by the Behaviour Mentor in Internal Suspension for the remainder of that lesson.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- › Meetings with behaviour mentors
- › Use of teaching assistants
- › Short term behaviour/subject reports (*See Appendix 4*)
- › Long term behaviour support plans (*See Appendix 7*)
- › Multi-agency assessment

9.4 Internal suspension

Internal suspension is monitored and run by the Behaviour Mentor (BM).

Internal suspension runs from 8.30am until 3.00pm every day. Students are expected to bring their usual school books and equipment for that day. Internal suspension is in a dedicated room and has access to its own toilet facilities. This is considered a serious sanction.

During the day students will have breaks (at a different time to the main school) and a short walk around the school site. Students will hand in any mobile devices for the time period in Internal Suspension. They will work in silence. Work will be related to the subjects studied and will be completed in their exercise books or in their personal folders. There may be access to computers or other electronic devices if the student is in KS4 to enable completion of coursework etc.

Failure to follow the rules of Internal suspension will result in a Fixed Term Suspension being issued.

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9.5 Fixed Term Suspensions and Exclusions

When considering suspensions and exclusions, the school will follow the guidance set out in the Department for Education's "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (Sep 23)"

Before the school uses a suspension or exclusion, they will consider the implications of the Equality Act 2010 and Families Act 2014. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices.

Only the Headteacher will suspend or exclude a pupil (or the deputy headteacher in their absence).

Suspension and permanent exclusion from school can take the form of:

- Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.

Permanent exclusion from school will only be imposed for:

- a serious breach or breaches and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

Permanent exclusion can be considered for persistent breach of the Behaviour Policy and for first or 'one off' disciplinary offences. These can include (but is not limited to):

- > serious actual or threatened violence against another student or member of staff.
- > substance abuse including possession of, use or supplying an illegal drug.
- > possession of an offensive weapon.
- > intention to cause damage using flammable material e.g., matches, lighters, fireworks.

Before reaching a decision to exclude either permanently or for suspension, the Head Teacher will:

- > ensure that a full investigation has been conducted and, where possible, signed written statements taken from both the student involved and any witnesses, which may be used in a disciplinary meeting.
- > consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour policy.
- > ensure that the student has had the opportunity to give his or her version of events.
- > consult others, if necessary, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body Discipline Committee.
- > ensure that parents/carers are advised of the process and timescales.

(See Appendix 3 for further details of sanctions)

9.6 Direction Off-Site and Managed Moves

Direction off-site is a process whereby a student is educated at another school for a specified period of time to support an improvement in their behaviour. A successful direction off-site can lead to a managed move where the student is transferred to another mainstream school permanently.

Direction off-site should only occur when it is in the student's best interests but can be ended by

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the recipient school at any point.

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their understanding of behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- › Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- › If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers for misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach to anticipating and removing triggers for misbehaviour are based on advice from our SENDCO for students on the register of need. These may include:

- › Adjusting seating plans to allow a student with a visual or hearing impairment to sit in sight of the teacher
- › Short, planned movement breaks within sight of the classroom door
- › Training for staff in understanding conditions such as autism
- › Use of the quiet room in Oasis for students to regulate emotions when experiencing sensory overload

10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- › Whether the student was unable to understand the rule or instruction?
- › Whether the student was unable to act differently at the time as a result of their SEND?
- › Whether the student is likely to behave aggressively due to their particular SEND?

If any of the above statements apply, the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs and Disabilities Co-ordinator (SENDSCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Reintegration meeting between student and staff
- Restorative conversation between student and staff
- Daily contact with the students Student Support Officer (SSO)
- Being on report with personalised targets

12. Student transition

12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year and to ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Uniform and Equipment

The school believes that the uniform should reflect the school motto "Raising Aspirations, Releasing Potential", and should demonstrate visibly that our students are aiming for excellence in everything that they do. We expect the very highest standards of dress for all students. We expect all students to follow the requirements of the uniform policy.

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(See Uniform Policy for more detail)

14. Training

All staff are provided with regular Continued Professional Development (CPD) opportunities to improve their practice.

As part of their induction process, our staff are provided with training on teaching and learning and managing behaviour.

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of student support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed half-termly by the DHT & AHT on the Behaviour team

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher & Governing Body.

16. Links with other policies

This behaviour policy is linked to the following policies:

- › Safeguarding and child protection policy
- › Mobile phone policy
- › Anti-bullying policy

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- › Equalities Duty
- › Searching, Screening & Confiscation policy
- › No smoking policy
- › Use of reasonable force policy
- › Dealing with allegations of abuse against teachers and other staff
- › Acceptable Use Policy
- › Safeguarding Policy
- › Reporting Policy

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Appendix I Home School Agreement

Student Name..... Year..... Tutor Group.....

As a School

We will:

- value each student, provide a stimulating learning environment and challenging education
- encourage every student to develop a growth mindset in their learning and to see success and failure as equal partners in making progress at school
- promote values of respect, resilience and responsibility
- provide a clear framework for discipline
- regularly set, mark and monitor home learning and provide facilities for students to study outside school hours
- contact parents/carers if there is a problem with attendance, punctuality or equipment
- let parents/carers know about any concerns or problems that affect their child's learning or behaviour
- respond to home communications within 2 working days
- send home information, including Progress Updates and other information required by law
- arrange consultation evenings during which progress will be discussed
- keep parents/carers informed about school activities through the Family Newsletter, letters home, email, Edulink, text messaging and the Student Planner.



Signed

Headteacher

As a Parent/Carer

I will:

- accept responsibility for my child's behaviour
- ensure my child attends school regularly, on time (**10 minutes before session 1**) in the correct school uniform including the school blazer, black leather or leather look shoes with a plain black or navy coat
- ensure my child does not wear any make up, nail varnish/extensions, false nails or false eyelashes
- ensure that my child hair accessories are plain and in school colours (black, navy or red)
- ensure that my child has the correct equipment necessary for all their lessons
- support the school in relation to the school's mobile phone policy
- attend all parents' evenings, meetings and discussions and respond in a timely manner to all communication from school about my child
- let the school know about concerns or problems that affect my child's learning
- support actively the school's approach to discipline and standards
- support my child in home learning and other opportunities for learning, in and out of school
- provide my child the time and the appropriate facilities to study at home
- check and sign my child's Student Planner each week and respond to communications where necessary
- attend all parents' evening and discussions about my child's progress
- provide an appropriate example for my child in my approach to home school communications
- take an interest in my child's life at school and encourage them to fulfil their potential

SignedParent/Carer

As a student

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I will:

- arrive at school (**10 minutes before session 1**) and all lessons on time and aim for 100% attendance
- wear the correct school uniform including the school blazer, black leather/leather look shoes and a plain black or navy coat
- only wear plain discreet hair accessories in the school colours (black, navy or red)
- not wear make-up, nail varnish/extensions or false nails or eyelashes
- make sure my mobile phone is not seen or heard during the school day
- speak and behave politely and with respect to all members of the school community
- follow instructions from staff without delay or argument
- look after my possessions, take care of my books and equipment and treat school property with respect
- work hard, make the best effort I can and show a positive attitude to learning
- complete my home learning and study regularly after school and ensure it is handed in on time
- keep my Student Planner up to date
- make sure my behaviour does not endanger the safety of myself and others or cause distress to anyone
- make the best use of my time at Blackfen School for Girls.

SignedStudent

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Appendix 2. Rewards

Rewards will be split into five different categories: (1) Attendance; (2) Clubs; (3) Teaching & Learning; (4) Raising Attainment; (5) Competitions. Most staff will give rewards in the Teaching and Learning category, although some staff may also issue rewards for clubs or competitions. Below is a detailed table showing the rewards available in each category. Following this are the instructions for adding reward points (achievements) to SIMS for students that you teach and for those you do not teach. Going forward, reward points are separate from behaviour points; **all** reward points will be accumulated in Communities and the overall total winner for the year will be awarded the Community Shield at the end of the Summer Term.

Attendance Rewards

On SIMS Menu	Reward Given	What for / Examples	No. of points	Awarded to whom?	Awarded by whom?	Recorded on SIMS by	Frequency
Reward 100% Attendance	Points	Attendance - 100%	5	Individual	Attendance Officer	Attendance Officer	Weekly - retrospectively, every Monday
Reward 98% Attendance	Points	Attendance - 98%	3	Individual	Attendance Officer	Attendance Officer	Weekly - retrospectively, every Monday
Reward 95% Attendance	Points	Attendance - 95%	2	Individual	Attendance Officer	Attendance Officer	Weekly - retrospectively, every Monday
Reward Top Community Group Attendance	Points & winning CG on Tuesday's Bulletin / in Com. assembly	Community group (in each community) with the highest weekly attendance	2	Each student in top CG each week	SSO	SSO	Weekly - retrospectively, every Monday

Clubs Rewards

On SIMS Menu	Reward Given	What for / Examples	No. of points	Awarded to whom?	Awarded by whom?	Recorded on SIMS by	Frequency
DICE - Weekly Attendance	Points	DICE Club - attendance	1	Individual	Club leader (staff)	Club leader (staff)	Every session attended
DICE Completed Clubcard	Points; Postcard / email home to congratulate on completing the programme	DICE Club - completed course (must have attended every session)	10	Individual	Club leader (staff)	Club leader (staff)	End of club course
Reward - Extra Curricular Activity	Points	Extracurricular activity attendance (NOT DICE)	2	Individual	Club leader (staff)	Club leader (staff)	Every session attended

Teaching & Learning Rewards

On SIMS Menu	Reward Given	What for / Examples	No. of points	Awarded to whom?	Awarded by whom?	Recorded on SIMS by	Frequency
n/a	Verbal Praise	Anything positive/good	n/a	Individual / group	Any Staff	n/a	When seen
R1	Sticker / Stamp / Comment in book or on work / Verbal Praise Points on SIMS	~ Active participation in lesson ~ Asked a great question ~ Showed resilience ~ Took a risk ~ Completed independent work ~ Showed kindness ~ Helped with equipment ~ Climbed out of the pit ~ Acted on teacher feedback ~ Showed resilience	1	Individual	Any Staff (usually class teacher)	Any Staff	When seen
R2	Postcard / email / phone call / SIMS In-Touch home Points on SIMS	~ Actively participates in all lesson ~ Positively contributed to the school community ~ Consistently demonstrate a positive Growth Mindset ~ Completed detailed independent work ~ Acted on teacher feedback and improved work ~ Continually shows resilience ~ Promoting positive school / student values ~ Random Act of Kindness	2	Individual	Any Staff, e.g. class teacher, event organiser, SSO	Any Staff	After a specific school event / over a three-week period

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R3	Postcard / email / phone call / letter of recognition / SIMS In-Touch home Points on SIMS	~ Positively contributed to the wider school community (e.g. Parent's Evening) ~ Consistently demonstrate a positive Growth Mindset ~ Completed two or more pieces of independent work ~ Consistently acted on teacher feedback and improved work ~ Continually show resilience	3	Individual	Subject Leader, Faculty Leader, Key Stage Co-Ordinator, Event Organiser, SSO, LT	Subject Leader, Faculty Leader, Key Stage Co-Ordinator, Event Organiser, SSO, LT, Office Staff	After a specific school event / over a half term period
R4 - Reward	Certificate/badge - Reward Assembly Endeavour Trip Attendance at the Oscars Jack Petchey Award Nomination Points on SIMS	~ Something extra special / out of the ordinary ~ Consistent and persistent demonstration of Growth Mindset ~ Jack Petchey Nomination	4	Individual	Leadership Team / Raising Attainment Co-Ordinator / Head of Year (Year 7 only) / SSO NB: all staff may nominate a student for a JP Award	Subject Leader, Faculty Leader, Key Stage Co-Ordinator, Event Organiser, SSO, LT, Office Staff	Termly
R5 - Reward	Award at celebration event Points on SIMS	~ Consistent and persistent demonstration of Growth Mindset ~ Exceptional effort	5	Individual	HT	Office Staff	Annually
Reward Student Responsibility	Points	Student Leadership Responsibility	2	Individual / group	Member of staff responsible for event	Any Staff	Event / Given Responsibility

Raising Attainment Rewards

On SIMS Menu	Reward Given	What for / Examples	No. of points	Awarded to whom?	Awarded by whom?	Recorded on SIMS by	Frequency
Growth Mindset Reward - Bronze	Certificate/badge - Reward Assembly	Growth Mindset Reward - Bronze	2	Individual	Leadership Team / Raising Attainment Co-Ordinator / Head of Year (Year 7 only)	Office Staff	Termly
Growth Mindset Reward - Silver	Certificate/badge - Reward Assembly	Growth Mindset Reward - Silver	5	Individual	Leadership Team / Raising Attainment Co-Ordinator / Head of Year (Year 7 only)	Office Staff	Termly
Growth Mindset Reward - Gold	Certificate/badge - Reward Assembly	Growth Mindset Reward - Gold	10	Individual	Leadership Team / Raising Attainment Co-Ordinator / Head of Year (Year 7 only)	Office Staff	Termly
Progress Reward - Bronze	Certificate/badge - Reward Assembly	Progress Reward - Bronze	5	Individual	Leadership Team / Raising Attainment Co-Ordinator / Head of Year (Year 7 only)	Office Staff	Termly
Progress Reward - Bronze	Certificate/badge - Reward Assembly	Progress Reward - Bronze	10	Individual	Leadership Team / Raising Attainment Co-Ordinator / Head of Year (Year 7 only)	Office Staff	Termly
Progress Reward - Bronze	Certificate/badge - Reward Assembly	Progress Reward - Bronze	15	Individual	Leadership Team / Raising Attainment Co-Ordinator / Head of Year (Year 7 only)	Office Staff	Termly

Competition Rewards

On SIMS Menu	Reward Given	What for / Examples	No. of points	Awarded to whom?	Awarded by whom?	Recorded on SIMS by	Frequency
Reward Competition Participation	Well Done / Thanks for Participating message	Competition Participation	2	Individual / group / CG	Competition Organiser	Competition Organiser	When competition run
Reward Competition BRONZE	Certificate	Competition Winner Bronze	5	Individual / group / CG	Competition Organiser	Competition Organiser	When competition run
Reward Competition SILVER	Certificate	Competition Winner Silver	10	Individual / group / CG	Competition Organiser	Competition Organiser	When competition run
Reward Competition GOLD	Certificate (& prize at discretion of competition organiser)	Competition Winner Gold	15	Individual / group / CG	Competition Organiser	Competition Organiser	When competition run

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Reward - Sports Day Participant	Points on SIMS	Sports Day - Participant	1	Individual	PE Staff / Staff on Sports Day	PE Staff / Staff on Sports Day	Annually
Reward - Sports Day Bronze	Certificate	Sports Day - 3rd in	5	Individual	PE Staff / Staff on Sports Day	PE Staff / Staff on Sports Day / Office Staff	Annually
Reward - Sports Day Silver	Certificate	Sports Day - 2nd	10	Individual	PE Staff / Staff on Sports Day	PE Staff / Staff on Sports Day / Office Staff	Annually
Reward - Sports Day Gold	Certificate	Sports Day - 1st	15	Individual	PE Staff / Staff on Sports Day	PE Staff / Staff on Sports Day / Office Staff	Annually
Reward - Jack Petchey Winner	Jack Petchey Award	Jack Petchey Award	20	Individual	NDO (JP Co-Ordinator)	NDO	Annually

Reward points can be banked and 'cashed in' at the end of a term for prizes:

- 25 points ~ sweets OR Chocolate OR Pen
- 50 points ~ 'Jump the Lunch Queue' voucher
- 75 points ~ Stationery pack
- 100 points ~ 100 badge and certificate
- 150 points ~ £5 Amazon voucher
- £200 points ~ £10 Amazon voucher

Achieve 3 x 100 points (3 100 badges and certificates, not 300 points) across any Key Stage and get a £20 Amazon Voucher

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Appendix 3 - Sanctions

- B Behaviour incident recorded. 3xB per week = B2
- B1 15 min break time detention (on day of behaviour incident)
- B2 30-minute after school detention. (24 hours' notice) Student may be removed to Parking Room for some time out.
- B3 1-hour after school detention/Community Service (24 hours' notice)
- B4 Internal suspension. The decision has to be made by the DHT or AHT. Parents will be informed of sanction by phone.
- B5 1.5-hour Friday after school detention with a member of LT
- B6 2-hour Saturday morning detention with a member of LT
- B7 External suspension The recommendation has to be made by the DHT or AHT and approved by the Headteacher. Parents will be informed of sanction by phone and letter. A re-integration meeting will follow the external suspension.

Sanctions may be issued for:

	Behaviour Incident
B	Incorrect Uniform
	Corridor misconduct
	Missing equipment
	Late to lesson (L2-5)
B1	Late to School (L1)
B2	Disrupting learning environment
	No homework
	3x B in a week
	No kit
	Insufficient classwork
	Unkindness
	Mobile Phone
	Failed Report
Wasting learning time	
B3	Persistent defiance
	Inappropriate use of School Facilities
	Refusal to give Mobile Phone
	Truancy (Lesson)
	Truancy (Community Time)
B4	Damage to school property
	Failure to adhere to uniform policy (lashes/nails-failure to remove)
	Refusal to comply
	Repeated Last-Call in a day
B7	Bullying
	Verbal Abuse of Staff

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	EDI incident
	Physical Abuse/Fighting
	Smoking/Vaping
	Serious or persistent breach of Behaviour Policy
	Defiance to Headteacher

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Appendix 4 – Report Types

Sometimes it is necessary to monitor the behaviour of students through use of reports. Students can be placed on reports when specific behaviour thresholds are reached (see Appendix 5) and at any point at discretion of the Leadership Team.

Levels for monitoring behaviour are:

New Student Report – all students who join Blackfen School as a casual admission or as part of a Managed Move will be placed on report for Form Tutor to support them in making a positive start. At the end of 2 weeks a review meeting must be held with the student and parents/carers in person or by phone. This needs to be logged on SIMs by the Form Tutor and SSO and parents informed.

Punctuality and Truancy Report - Student is placed on report by Form Tutor for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers in person or by phone. This report is for students who show concerning patterns of tardiness or absence from lessons. This needs to be logged on SIMs by the Form Tutor and SSO and parents informed.

Growth Mindset Report - (focussed on positives) Student is placed on report by SSO/HOY/LT for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers in person or by phone. This report is for any student with escalating behaviour concerns or poor attitude to learning. This needs to be logged on SIMS by the SSO/HoY/LT and parents informed.

Stage 1 Form Tutor Intervention Report - Student is placed on report by Form Tutor for 2 weeks. These students should be raised as potential issues at regular meetings or to the Head of Year/Subject Leader/Faculty Leader. This needs to be logged on SIMs by the Form Tutor and SSO and parents informed.

Stage 2 SSO Intervention Report - Student is placed on report by SSO for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers in person or by phone. This is for any student with general behaviour concerns. This needs to be logged on SIMs by the SSO and parents to be informed.

Stage 3 Head of Year Intervention Report - Student is placed on report by HoY for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers in person or by phone. This is for any student with general behaviour concerns. This needs to be logged on SIMs by the SSO and parents to be informed.

Stage 4 AHT Intervention Report – Student is placed on report by AHT for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers in person or by phone. This is for any student with escalating behaviour concerns resulting in a high number of sanctions and/or behaviour points. This needs to be logged on SIMs by SSO and parents informed.

Stage 5 DHT Intervention Report – Student is placed on report by DHT for 2 weeks. At the end of 2 weeks a review meeting must be held with the with the student and parents/carers in person or by phone. This is for any student returning from suspension and escalated behaviour. This needs to be logged on SIMs by SSO and parents informed.

Students report to the relevant staff member or SSOs at the end of EVERY day whilst on report. Students are expected to meet every target set for every lesson. Failure to do so will result in scaled sanctions as outlined on each report.

Failed reports can be repeated for one more cycle before being escalated at school discretion.

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Appendix 5: Behaviour Thresholds

Students' accumulation of Behaviour Points is monitored and students who reach set thresholds will receive specific interventions.

The individual context of each student will be taken into account when deciding upon appropriate interventions.

Stage	Likely Strategies	Member of Staff	Likely Improvements
Pre-stage 20 - 30 BP	A variety of classroom management techniques will be applied. Detentions have been issued. Form Tutor/teacher contacts home.	Teacher Form Tutor	Fewer BP collected.
1 30+ BP	Subject report/Form Tutor report is issued. Form Tutor/ Subject Leader contacts home.	Form Tutor Head of Dept SSO	Successful report Fewer BP collected Move down to be informally monitored by Form Tutor
2 60+ BP	A meeting is held with parents. SSO report or Growth Mindset Report will be in place.	AHT SSO DSL/SENCO	Successful report Fewer BP collected Student moved down to Tutor report
3 80+ BP	A meeting is held with parents. HoY report will be in place BSP will be in place	AHT SSO DSL/SENCO	Successful report Fewer BP collected Student responding to BSP Student moved down to SSO report
4 120 + BP	Meeting to review BSP. AHT report will be in place. Possible Direction off site (MM)	AHT SSO DSL/SENCO	Successful report Fewer BP collected Student responding to BSP Student moved down to HoY report
5 170 + BP	Definite Direction off Site (MM), where appropriate a referral to Outreach (New Horizons) for a period of behavioral input and support Student at risk of Permanent Exclusion on the basis of persistent breach of the Behaviour Policy.	DHT DSL/SENCO Governing Body	Students make immediate, positive changes to their behaviour. Successful report. Student moved down to AHT report
6 Not a set threshold	Permanent exclusion issued	Student ceases to be educated at Blackfen School for Girls	Procedures for Permanent Exclusion are followed.

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Appendix 6: Behaviour Support Plan



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Raising aspirations - releasing potential

Behaviour Support Plan

Name:	Tutor Group:	D.O.B	SEN Code	BSP Co-Ordinator	Start Date of BSP:

Pupil Profile	
What is going well?	What is not going well?

Pupil Commitment:	Parental Commitment:
Signed	Signed.....

School Support and Strategies:	Outside Agency Support
	Signed

PROACTIVE (How will people know that I'm calm, relaxed and ready to learn?)	ACTIVE (How will people know that I'm on the edge/ becoming anxious?)	REACTIVE (How will people know that I'm ready to explode?)	RECOVERY (How will people know that I'm returning to my calm feeling?)
What can be done to support me when I feel like this?	What can be done to support me when I feel like this?	What can be done to support me when I feel like this?	What can be done to support me when I feel like this?

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How will I know I am doing well?

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Review Dates (To be written in from beginning of BSP)

Weeks (adjust as applicable)	Actions:
Week 4: (Date)	
Week 8: (Date)	