



Blackfen School for Girls

Raising aspirations - releasing potential

Information for Parents

2021

The Teaching & Learning Charter

(This document is dated 2020 and is scheduled for update Sept 2021)

The Context

The Teaching and Learning Charter is at the heart of everything we do at Blackfen. We provide all of our students and staff with an outstanding learning environment in which aspirations can be raised and potential released and a culture of Growth Mindsets encouraged. The expectations outlined in the Teaching and Learning Charter will link in and be referred to in all self-evaluation including learning walks and work scrutiny's.

Rationale

The school aims to become an outstanding teaching and learning school within a Growth Mindsets culture. The Charter incorporates the philosophy of Blackfen as to what outstanding teaching and learning looks like. All teaching staff should produce elements of the Charter in their classrooms.

Statement of Intent

The Charter is certainly not a straitjacket but gives some ideas of what constitutes a Blackfen lesson. The aim of the Charter is to challenge all stakeholders to inculcate an ethos of excellence in the classroom, to enable our students to leave Blackfen as confident and independent young people who are happy to embrace change and appreciate that success in learning is down to a positive and active response to feedback, hard work and an understanding of the learning opportunities presented by 'failure'. Teachers should encourage students to show PRIDE, Positivity, Resilience, Introspection, Determination and an understanding of the need for Effort.

Planning for Learning and Progress

- Blackfen believes that lesson planning is the key to learning
- All planning carried out by teaching staff, whether for an entire key stage, a specific scheme of learning or an individual lesson should have clear learning objectives and success criteria which reflect students' prior learning and future potential.
- All planning should allow all students to make progress
- All planning should consider the individual needs of the students in the class and take into consideration the ways in which students learn best.
- All planning should help students to develop a Growth Mindset and promote an ethos of excellence

Every Lesson Counts

Every lesson should strive towards expert teaching and be built around 6 key principles

1. **Challenge so that** students have high expectations of what they can achieve
2. **Explanation so that** students acquire new knowledge and skills
3. **Modelling so that** students know how to apply the knowledge and skills
4. **Practice so that** students have the opportunity to hone their new knowledge and skills
5. **Questioning so that** students are made to think hard with breadth, depth and accuracy
6. **Feedback so that** students think about and further develop their knowledge and skills ¹

Every lesson should include:

WHAT ARE WE GOING TO LEARN?

- Learning Objectives should be communicated to students with **passion**

¹ Shaun Allison and Andy Tharby, Making Every Lesson Count (2018)

- Teachers must explain how this lesson fits in with the bigger picture of the scheme of learning or exam specification

HOW ARE WE GOING TO LEARN?

- Teachers should use a variety of activities and teaching and learning methods
- Teachers should use a structured start and a clear active phase
- Teachers should plan differentiated learning tasks which suit the needs of individual students and challenge them to make better progress
- Teachers should ensure that students have a clear understanding of any success criteria for work they are completing
- Teachers should build in activities that place students in the 'pit' but provide scaffolding to help students out of the 'pit'
- Teachers should endeavour to use low risk testing to help students memorise prior learning and knowledge

WHY ARE WE LEARNING THIS?

- Teachers should endeavour to make the learning relevant to everyday life
- Teachers must make it clear what's in it for the students? "We are learning this because..."
- Teachers should link learning to prior lessons or learning in other subjects to enable students to improve their recall skills and make a change to their long-term memory

HOW will I know I have learned this?

- Teachers should use regular Assessment for Learning throughout the lesson.
- There should be modelling of work by teachers and students
- Teachers and students should make regular reference to the original learning objectives and success criteria
- Blackfen School uses DIRT: Dedicated Improvement and Reflection Time
- There should be regular marking and feedback in line with Blackfen's assessment policy, both written and oral. All feedback should generate a reaction and a response and re-drafting of work is positively encouraged. Students should be made to understand that feedback is a vital learning tool and is the basis for improvement. It is vital that students are given the opportunity to practice their new learning.

All of the above should be underpinned by a positive classroom learning environment

- Teachers should meet and greet their class promptly at the start of the lesson
- Teachers should develop good relationships with students, "warm strict"
- Staff should be approachable
- Teachers must set out clear classroom expectations
- All staff must adhere to the behaviour charter to promote consistency
- Teachers organise class layout and groupings in a way which is beneficial to ALL learners
- Teachers use the language of Growth Mindsets, "I know you can...", and "You can do it." "What help do you need? ", "Which BIT can't you do YET?" "Show me what you've done and let's figure out what you can try next"
- Staff reward resilience and responding to feedback by using the school reward system
- Praise should refer to the effort and learning process rather than intelligence

Teachers should communicate Learning Objectives to students explicitly

The teacher must explain the purpose of the lesson. Students are more likely to achieve if they know what they are expected to produce by the end of each task.

Learning Objectives must be referred to throughout the lesson and in marking and feedback. Teachers should have a structured start; clear active phase and frequent consolidation

It is essential for teachers to meet and greet students promptly at the start of a lesson. This helps settle students and encourages other students in the corridor to get to lessons on time.

During the active phase, staff, with the aid of relevant data, will plan lessons that could include a range of differentiated activities that enables all students to access higher levels. No ceiling should be set on what progress students can make in a lesson.

Teachers should use the latest research on planning such as Pips McCrea on 'Lean Lesson Planning'² and Rosenshine's Principles of Instruction³ to aid them in their planning. Students should be challenged to think for themselves. Students should be encouraged to not fear failure. Teachers should aim to put students in 'the pit' in their activities and then teach students strategies they can use to get out of 'the pit' in all lessons. Indeed, students successfully overcoming failure should be celebrated.

The consolidation phase (DIRT) will give students an opportunity to reflect on their learning, being given the opportunity to practice their new-found knowledge and skills⁴ and allowing the teacher to adapt and amend their future planning accordingly. Lesson Plans should not be set in stone, effective teachers use their judgement of progress to adapt the original plan and objectives.

Teachers should use a variety of activities and teaching methods

Students should start learning straight away with a focussing task that taps into their emotions and arouses their curiosity and recaps on their previous learning. This could be in the form of low stress tests or quizzes.

To fully engage and motivate students, a variety of tasks should be incorporated into schemes of learning which colleagues know have the most impact on learning.

Questioning

Teachers are encouraged at Blackfen to use the 'hands down' technique when questioning students. This allows the teacher to assess the understanding of all the students in their class rather than asking for hands up. This also allows the teacher to differentiate their questions so that suitable questions are asked of individual students. Some teachers use items such as rubber balls and lollipop sticks to facilitate this and ensure that ALL the class join in with oral work. Questions are to be used to deepen and develop student learning. Questions are also used to test understanding or recall knowledge. Questions to be asked of students should be as well planned as the activities to be used. Outstanding lessons have students challenging and asking their peers questions. Teachers try to encourage this.

Teachers should encourage students to listen to each other and to evaluate each other's responses. Questions can be defined as being lower cognitive questions and higher cognitive questions.⁵ The former are for knowledge recall and the latter 'require students to manipulate their knowledge in order to support a logically reasoned response'.⁶

Share the Success Criteria

Teachers share with students the different ways they can demonstrate they have met the learning objectives. Teachers discuss exemplar work with their classes. Modelling thinking and learning strategies to students can be a very effective use of lesson time. It is vital that teachers explain their thought processes aloud to model the metacognition that is needed to complete a piece of work to a high standard.

² Pips McCrea, Lean Lesson Planning (2015)

³ Tom Sherrington, Rosenshine's Principles in Action (2019)

⁴ Doug Lemov

⁵ Kathleen Cotton, Classroom Questioning, School Improvement Research series 3, (2001)

⁶ Chris Runeckles, Making Every History Lesson Count (2018)

Assessment and Marking

All work that is formally assessed should include What Went Well and Even Better If

More importantly Teachers should be looking for evidence that students have used the feedback to improve future work. This evidence should be highlighted to the whole class

Teachers aim to find time in their lessons to give students verbal feedback.

Teachers try to develop lots of peer and self-assessment opportunities. Teachers use the 'Full Fat' feedback sheets to be found in student planners.

Teachers must follow Blackfen's assessment policy of having at least one piece of levelled or graded work per half term for foundation subjects and two pieces for core subjects.

Teacher's praise should focus on the effort and learning process that has taken place. Teachers should avoid telling students they are clever or smart.

Students should be given the opportunity to practice the new knowledge or skills they have been taught and redraft original work

Home Learning

Teachers design home learning tasks with a great deal of thought and planning. Do they help to inform students, staff and parents of the progress students are making? Do they allow students to be challenged? Motivated? The school's home learning policy needs to be adhered to. As a reminder;

Years 7/8

Core subjects 1 hour per week

Foundation subjects 30 minutes per fortnight

Year 9

Core subjects 1.5 hours per week

Foundation subjects 45 minutes per fortnight

Years 10/11

Core subjects 2 hours per week

Foundation subjects 1 hour per week

Years 12/13

All subjects 3 hours per week

It is up to Faculty Leaders whether they wish to conflate the number of home learning hours for a half term or term and set a project. However, if extended or project home learning is set then it is important that students continue to record in their Student Planners that this is occurring so that parents are aware that home learning in that subject is still being set on a regular basis. Home learning is an important part of the learning journey; it provides an opportunity for student reflection, consolidation and independent thinking. Home learning tasks are carefully planned to develop the key skills across the curriculum. Home learning can also be used to enable teachers to use the evidence of cognitive science on spaced or distributed practice⁷, for example set home learning tasks that are about previous work. Look at this model below;⁸

⁷ John Dunlosky, Strengthening the Student Toolbox: Study Strategies to Boost Learning, American Educator (2013)

⁸ Chris Runeckles, Making Every History Lesson Count (2018)

Main Teaching Tasks	Weekly home Learning Schedule, repeat every 4 weeks
Topic 1	Topic 1, topic 1, topic 1, topic 1
Topic 2	Topic 2, topic 1, topic 1, topic 1
Topic 3	Topic 2, topic 1, topic 2, topic 1
Topic 4	Topic 3, topic 2, topic 1, topic 4

Addendum: The Teaching and Learning Charter in a time of Remote Learning

It is clear that the underlying principles of the Teaching and Learning Charter still apply even in a time of great change in the way that teachers deliver their curriculum. Over the last few months we have had to grapple with new ways of teaching and children and ensuring that their learning is meaningful and memorable. It is also evident that some of the practices described in this charter are not possible. However, outlined below are some of the principles that should still be possible using remote learning.

1. Learning assigned to students remotely needs to be **challenging** and ensure that we still have high expectations of what we expect our students to achieve. You could still point to students some websites they can reference to build up their subject knowledge
2. Our **Explanation** of the work needs to be clear and ensure that students are able to gain new knowledge and skills. Indeed, our explanation can be even more effective especially using technology such as Loom videos as we can edit our explanations. We don't have the students in front of us but if we use video technology then students can pause or rewind explanations from us, a luxury denied them in person to person teaching.
3. We can still **model** what we expect from them. One of the most effective things we can do is to show them again using Loom videos or live teaching on teams our own thought processes if we were completing the task they have been set. We can use Teams to share exemplar work from the students. We can attach work that previous years have completed to show them the standards we expect from them. (This also applies to challenge in 1. Above.
4. If the curriculum is blended then why not use the time that students are not in to **practice** the new knowledge and skills that you have been teaching them in person to person teaching. Make their home learning meaningful by giving them the opportunity to redraft, to practice writing introductions, to practice how to solve quadratic equations.
5. Even **questioning** can be carried out effectively in remote teaching. Live stream your questions and give them time to answer immediately. Video yourself asking increasingly challenging questions and get them to pause after each question and answer. If teaching live ask questions and get students to show their work to the camera for you to assess how well they have done. Why do you think that? How did you come to that answer? What else could you add to that? These are questions that we can still set students even if teaching remotely.
6. There is no doubt that feedback on remote work can still be given and that feedback can be given much more immediately than in face to face teaching at times. It is highly effective to give feedback to the whole group using video technology paying particular attention to the more challenging work and showing them how to solve the problem that you have set and giving students specific feedback on how to improve their work.

Lesson should still be designed that have clear learning objectives and follow the procedure on learning objectives set out above.

Most of all the Growth Mindset philosophy of Blackfen can still be adhered to and students encouraged to take risks and learn from their mistakes.



Term dates and INSET days 2021-2022 – Information for Parents/Carers

Approved by Governors: November 2020 (initially) and amended and reapproved 25th March 2021 (due to extra Bank holiday in 2022)

Autumn Term

Wednesday 1 September 2021 to Friday 17 December 2021

Students return to school on Friday 3 September 2021

Additional day in lieu of Bank holiday

Friday 22 October 2021

Half term

1 week from Monday 25 October 2021 to Friday 29 October 2021

Spring Term

Tuesday 4 January 2022 to Friday 1 April 2022

Students return to school on Wednesday 5 January 2022

Half term

1 week from Monday 14 February 2022 to Friday 18 February 2022

Bank holidays

Friday 15 April 2022

Monday 18 April 2022

Summer Term

Tuesday 19th April 2022 to Friday 22 July 2022

Last day of term for students – Wednesday 20 July 2022

Bank holiday

Monday 2 May 2022

Half term

1 week from Monday 30 May 2022 to Friday 3 June 2022

Bank holiday

Monday 30 May 2022

INSET days (Students not in school)

Wednesday 1 September 2021

Thursday 2 September 2021

Tuesday 4 January 2022

Thursday 21 July 2022

Friday 22 July 2022

BLACKFEN SCHOOL

BEHAVIOUR CHARTER

INFORMATION FOR PARENTS

SEPTEMBER 2020

This charter will be updated September 2021

(Please note that this charter is to be used in conjunction with any amendments outlined in the Covid-19 addendum attached)

Introduction

Blackfen is a school with high standards and high expectations.

This is the ninth updated copy of the behaviour charter following the implementation of the behaviour charter in September 2011. Information within this charter, including policies and procedures, has been updated in accordance with new Government guidance. Changes to the behaviour charter have also been made following consultation with staff, students, parents and Governors.

The charter includes:

Home-school agreement
Rewards and sanctions
Uniform code
Use of reasonable force
Screening, searching and confiscation
Anti-bullying policy

Home-School Agreement (2020-2021)

As a School

We will:

- value each student, provide a stimulating learning environment and challenging education
- encourage every student to develop a growth mind set in their learning and to see success and failure as equal partners in making progress at school
- promote values of self-discipline, courtesy and responsibility
- provide a clear framework for discipline
- regularly set, mark and monitor homework 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 daughter's learning or behaviour
- respond to home communications within 2 working days
- send home information, including termly Progress Updates, written reports 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, text messaging and the Student Planner.

As a Parent/ Carer

I will:

- accept responsibility for my daughter's behaviour
- ensure my daughter attends school regularly, on time in the correct school uniform including the school blazer, black leather or leather look shoes with a plain black or navy coat
- ensure my daughter does not wear any make up, nail varnish/extensions or false eyelashes

- ensure that my daughters hair accessories are plain and in school colours (black, navy or red)
- ensure that my daughter has the correct equipment necessary for all her lessons
- let the school know about concerns or problems that affect my daughter's learning
- support actively the school's approach to discipline and standards
- support my daughter in home learning and other opportunities for learning, in and out of school
- provide my daughter the time and the appropriate facilities to study at home
- check and sign my daughter's Student Planner each week and respond to communications where necessary
- attend all parents' evening and discussions about my daughter's progress
- provide an appropriate example for my daughter in my approach to home school communications
- take an interest in my daughter's life at school and encourage her to fulfil her potential

As a student

I will:

- arrive at school 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 discrete hair accessories in the school colours (black, navy or red)
- not wear make-up, nail varnish/extensions or false eyelashes
- 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
- do my homework 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.

Our Aims

- To have high expectations that outstanding behaviour is the norm and to promote outstanding behaviour in school at all levels through our rewards system.
- To ensure there is a clear set of rules/boundaries that everyone follows consistently with clear procedures regarding sanctions and clear lines of accountability/responsibility.
- To ensure that the outcomes of incidents of poor behaviour are clearly communicated.

Our Intentions

Every young person has the right to learn in an environment where outstanding behaviour, self-discipline and respect for others are the expectation. 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.

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.

The policy in the context of Government Policy

The Government expects (Behaviour and Discipline in Schools 2016)

- all students to show respect and courtesy towards teachers and other staff and towards each other.
- parents/carers to encourage their children to show that respect and support the school's authority to discipline its students.

Responsibilities for improving behaviour

It is the responsibility of **all** members of the school community to work together to promote outstanding behaviour in all aspects of the life of the school. The Home-School Agreement (2020-2021) clearly outlines the responsibilities of students, parents/carers and the School. The Home-School Agreement is:

- agreed and endorsed by Governors.
- sent out to all parents/carers of new students in an August mailing (there is also a copy in the Student Planner).
- signed by school, parent/carer and student and returned to school on admission.
- checked by the Tutor and filed.
- used in any meeting with student and/or parent/carer as appropriate.

The above will also be followed if a student joins the school during the year.

If the student and/or parent/carer refuses to sign and acknowledge the importance of the Home-School Agreement the matter is referred to the Deputy Head or Assistant Head Teacher. Any unresolved issue is referred to the Governing body.

Behaviour for learning

What is 'Behaviour for Learning'?

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.

All students have the right to come to school and to learn in an environment which is not disrupted by the poor behaviour of a minority of students.

All students are expected to attend regularly and be punctual to school and lessons.

The expectation is that if a member of staff asks a student to do something it is done and there is not a comment back or questioning of their decision.

“Doing as I am told when I am told to do it.”

Expectations for lessons/learning

The school believes that students should display the qualities of **Positivity**, **Resilience**, **Introspection**, **Determination** and understand the importance of **Effort**. These qualities mean taking **PRIDE** in one's behaviour, appearance, demeanour and attitude to learning whether in or out of lessons. The school has **PRIDE** in our students and we wish the students to have **PRIDE** in themselves.

Our expectation is that ALL students behave in an acceptable way to enable quality teaching and learning to take place.

There are 5 Rules for every teaching area in the school. These are clearly displayed in every room.

Rules for Learning – 2020 - 2021

The rules for learning encompass the expectations set out in the behaviour charter. 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**).
- 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 for out of lesson conduct

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**).
- eating in the designated eating areas, at the designated times.
- wearing correct uniform and having your conduct card and 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.

Expectations of all staff

It is the responsibility of all staff to promote outstanding behaviour and to challenge poor behaviour. Students come to school to learn and it is the role of all staff to ensure that students are able to do this by:

- ensuring all lessons are planned thoroughly, taking in to account the needs of all learners, with the aim of providing outstanding learning opportunities for all.
- actively engaging students in their learning.
- developing students' learning skills so that learning becomes increasingly independent.
- using rewards effectively to praise and to promote outstanding behaviour.
- having high expectations and focusing on raising achievement with all students through monitoring and intervention.
- providing a high-quality learning environment which supports student learning in a settled and purposeful atmosphere.
- providing support for students during social times by leading additional activities.
- challenging any student who does not conform to the School behaviour code in terms of behaviour within lessons and out of lessons.
- supporting the students' emotional well-being within the learning and teaching environment.
- modifying and adapting the curriculum to meet the diverse individual needs of young people.

- being prepared to contact parents/carers and meet with parents/carers to discuss issues of concern.

Rewards

Students will be rewarded for demonstrating a Growth Mindset approach to learning. We recognise that hard work and perseverance is the key to success; 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. The Growth Mindset reward categories are:

- Showing resilience in learning.
- Asking great questions.
- Climbing out of the pit!
- Taking risks in learning.
- A positive reaction to feedback results in redrafted, improved work.
- Outstanding effort.
- Contributing to the school community.

Students will receive rewards (**Rs**) during lesson time and for their participation in various school initiatives and attendance to extracurricular clubs during lunchtime and afterschool.

Reward points are also issued for outstanding behaviour and promoting positive values. The behaviour categories are:

- Clear conduct card.
- Contribution to school parents evening.
- Random acts of kindness.
- Promoting positive student values.
- Outstanding attendance.

Celebration events

Students receive recognition from their peers for their successes during our celebration assemblies which take place once per term. At the end of the year each community holds a final celebration event where awards are given out to students for every subject, attendance and personal growth. Parents/carers are invited to these ends of year events.

Endeavour

Students who demonstrate a consistent application of a Growth Mindset to learning, evidenced by their termly progress updates, will be invited to take part in the activities of the Endeavour group. Students who are selected for Endeavour are invited for an afternoon treat to celebrate the importance of a Growth Mindset approach.

Vintage Tea Party

The ultimate accolade for your mantel piece! Students are nominated by staff to receive these exceptional awards. The ceremony takes place in the Autumn Term by invitation only based on the students' commitment to the Growth Mindset categories over the academic year. This award ceremony is aimed at key stage 3; the nominees are notified by post during the summer break. Due to Covid-19 this has been cancelled for 2020.

Rewards@Blackfen

Level	Description	Awarded by	Frequency
R	Verbal recognition for demonstrating positive behaviour or a Growth Mindset: <ul style="list-style-type: none"> • good organisation at the start of the lesson • demonstrating an interest and a keenness in the work • random acts of kindness • good manners • growth mindset /behaviour categories listed 	A class room teacher would award this during a lesson.	Per lesson
R1	Good comment sticker, stamp or signature in the planner awarded for positive behaviour or a Growth Mindset: <ul style="list-style-type: none"> • high levels of engagement • attempting new challenges • producing homework of an exceptional standard. • growth mindset /behaviour categories listed 	A class room teacher could award this in the same lesson as the R	Per lesson
R2	Post card home awarded when a student consistently produces classwork and homework of outstanding effort demonstrating a positive Growth Mindset.	Classroom teacher	Sustained effort over a minimum of 3 lessons
R3	Letter home, phone call or recognition in the newsletter awarded when a student consistently produces classwork and homework of consistently outstanding effort demonstrating a positive Growth Mindset	Subject leader/ faculty leader	Half termly
R4	Certificate/badges in celebration assembly Take part in an Endeavour experience or Vintage Tea Party invitation. Awarded when a student consistently demonstrates a positive Growth Mindset	Nominated by faculty leader LT raising attainment coordinators	recommendation due to sustained effort in termly and annual celebrations
R5	Family reward for a celebration event. Awarded for a positive Growth Mindset or exceptional circumstances	Headteacher	Awarded annually for sustaining effort over the year

In class Sanctions (See behaviour flow chart 1)

S – Verbal – name on whiteboard/in notebook.

S1– Verbal reminder – name on whiteboard/in notebook – 10 minute detention.

S2 – Verbal action – 30 minute detention – logged.

S3 – Action – Student removed to the safe room – 1 hour detention (could include Community Service such as litter picking). Failure to produce Conduct Card or 3 signatures on Conduct Card – Leadership Team detention (1 hour) Non-attendance of S2.

S3b – Action – Student fails to attend S3 detention 1 hour and thirty minutes.

S4 – Action – Internal exclusion for students whose behaviour is disruptive across many subjects or extreme example of poor behaviour within one subject or failure to do S3b. The decision has to be made by the Head or Deputy Heads. Following internal exclusion there may be a “re-integration” meeting with parents/carers (AHT/SSO) and the student will go on AHT Report.

S4b – This will be an internal exclusion on a Saturday morning for three or more S4s in any one term or failure to comply with an S4.

S5 – External exclusion – Failure to attend a S4. (see flow chart) Following external exclusion there will be a “return from exclusion” meeting with parents/carers/SSO and LT and the student will go on DHT Report. This decision is made the by the Head teacher.

Other sanctions may include litter picking, loss of privileges e.g. early dismissal at the end of term, prevention from going on trips, telephone call home and loss of lunch or break time. Students who persistently disrupt in class may be removed for a series of lessons.

Examples of what in-class sanctions may be issued for

S - A verbal reminder to be on task.

S1 - Behaviour for learning – repeated reminder to be on task, talking when the teacher is talking or when others are talking to the class, eating in class.

S2 - Homework not done, PE kit missing.
Behaviour – repeated reminder to be on task, questions decision, refusal, defiance.

S3 - Behaviour for learning – repeated reminder to be on task, continued defiance and disruptive, work rate very slow, unsafe or serious poor behaviour. Non-attendance of S2.

S3b - Student fails to attend S3 detention.

S4 - Uniform – openly defiant about uniform.
Behaviour for learning – persistently disruptive to the learning of others in the group, continued off task behaviour, very little work completed, very serious poor behaviour or abusive behaviour, bullying.

S5 - Behaviour for learning – extreme abusive behaviour, extreme threatening behaviour, fighting, bullying or any illegal act. On the fourth S4 in any one term the student will be fixed term excluded S5. This decision is made the Head Teacher.

Out of class sanctions (see behaviour flow chart 2)

Examples include: in an out-of-bounds area; smoking (has to be S4 or S5 only); incorrect uniform reminder; use of foul language; “silly” behaviour; littering; abusive behaviour; threatening behaviour; bullying; illegal acts.

- S – Verbal warning issued and issue resolved.
- S1– Verbal reminder/request – delayed acceptance – 10 minute detention.
- S2 – Continued defiance (if does not adhere to S1) - 30 minute detention issued – logged.
- S3 – 1 hour detention (could include Community Service such as litter picking). Failure to produce Conduct Card or 3 signatures on Conduct Card – Leadership Team detention (1 hour) Non-attendance of S2.
- S3b – Action – Student fails to attend S3 detention 1 hour and thirty minutes.
- S4 – Very serious poor behaviour, abusive behaviour, bullying or failure to attend aS3b - Internal exclusion. The decision has to be made by the Head or Deputy Heads. Following internal exclusion there maybe a “re-integration” meeting with parents/carers (AHT/SSO).
- S4b – This will be an internal exclusion on a Saturday for three or more S4s in any one term or failure to comply during internal exclusion.
- S5 – Extreme abusive behaviour, extreme threatening behaviour, fighting, bullying or any illegal act – External exclusion. Following external exclusion there will be a “return from exclusion” meeting with parents/carers/SSO and LT and the student will go on LT Report. Refusal to attend S4. On the fourth S4 in any term the student will be fixed term excluded S5. This decision is made by the Head Teacher.

Bullying is not tolerated (see anti-bullying policy) and will be dealt with as S4 or S5.

Poor behaviour outside school that is likely to bring the name of the school into disrepute will be dealt with as S4 or S5 and may include some form of community service.

Homophobic, sexist and racist behaviour are not tolerated and will be dealt with as S4 or S5.

Any discrimination of age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity, marriage and civil partnership will not be tolerated and will be dealt with as S4 or S5 (see: Equality Policy and Race Equality Policy).

Other information

Selected high behaviour points students could be made to stay in detention with DHT until 4.10pm every night for four weeks.

Behaviour Flow Chart 1

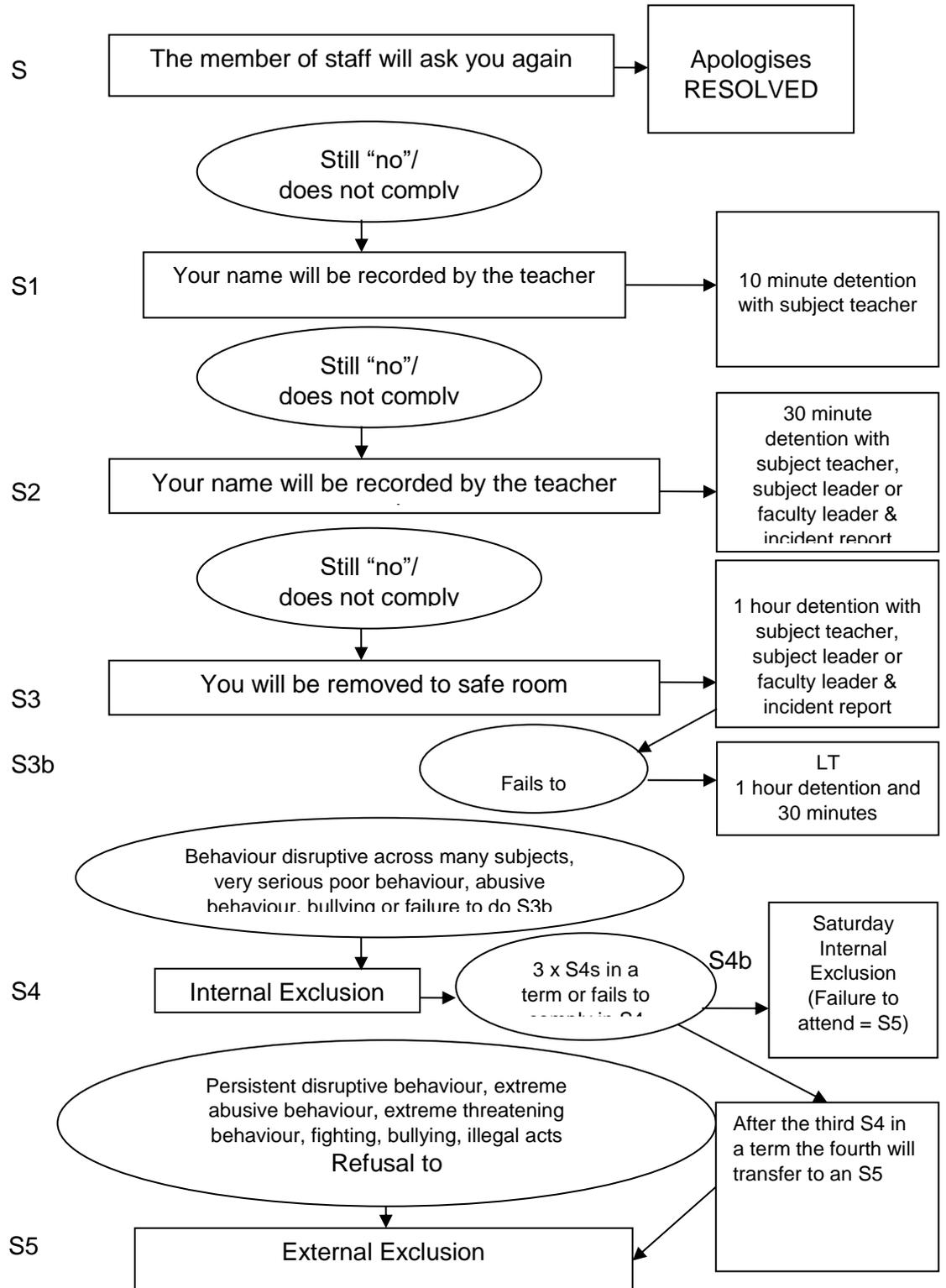
IN LESSONS ONLY

DOING AS I AM TOLD WHEN I AM TOLD TO DO IT

This is what will happen if you are defiant: Say NO or REFUSE

Question a member of staff over a decision – say Why?

Do not do something readily



Behaviour Flow Chart 2

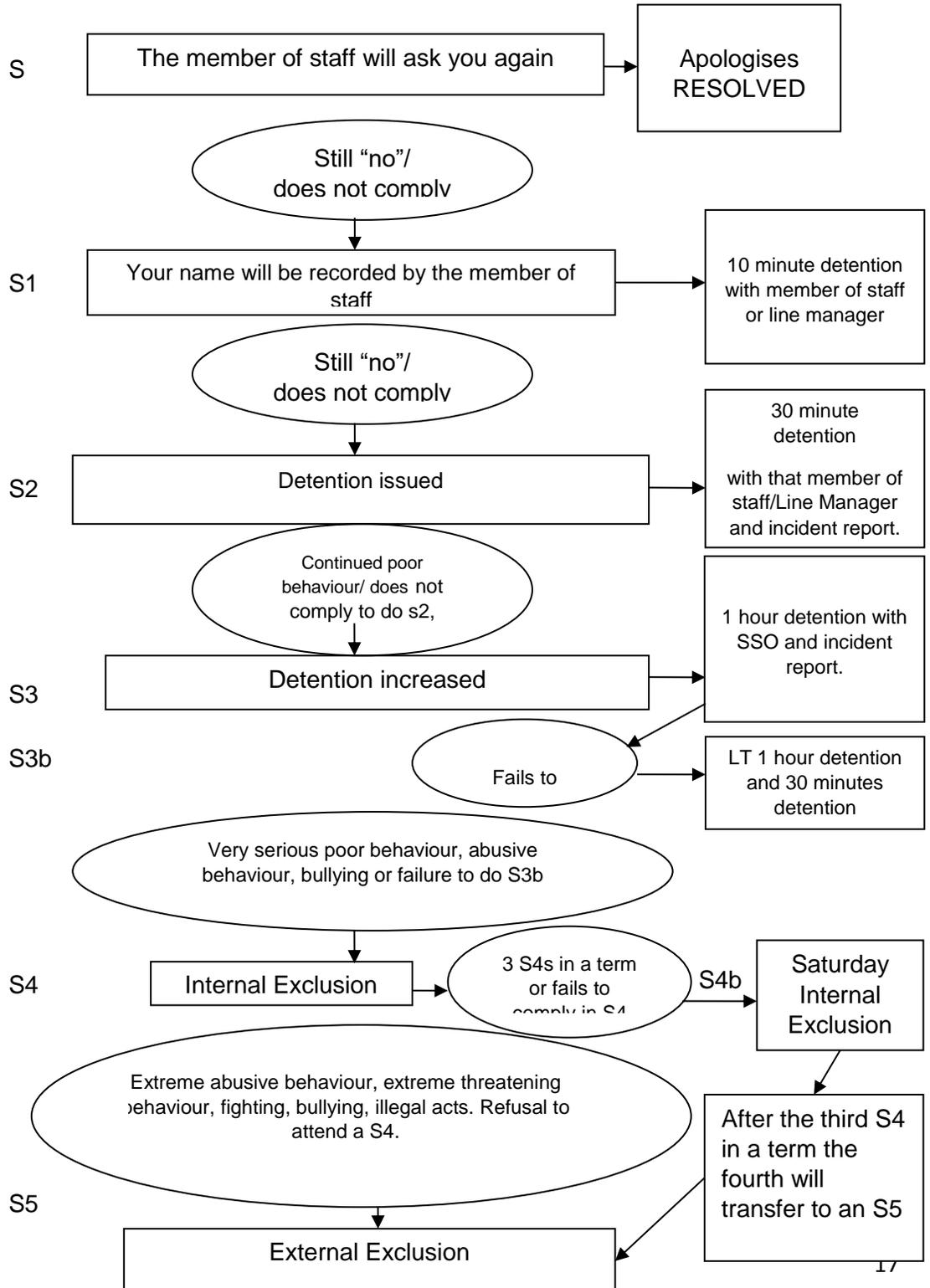
OUT OF CLASS ONLY

DOING AS I AM TOLD WHEN I AM TOLD TO DO IT

This is what will happen if you are defiant: Say NO or REFUSE

Question a member of staff over a decision – say Why?

Do not do something readily



Exclusion

Failure to attend an internal exclusion, S4, in the designated area, at the specified date, will lead to a S5, fixed term exclusion.

Permanent exclusion can be considered for persistent breach of the behaviour charter 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 a fixed period, the Head Teacher will:

- ensure that a full investigation has been conducted &, 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.

Clarity House Respite Centre

Clarity House is a room supervised by DHT and AHT. There will only be one student at a time to limit social time. If a student gains over 150 behaviour points they will attend Clarity House for 5 days. Every subsequent 75 points she will receive another 5 days in Clarity House.

If the student refuses to attend she will receive a further fixed term exclusion for each day she refuses.

At the 4th visit to Clarity House parents will be called in to meet DHT before returning to lessons.

At the 6th visit to Clarity House a directed 14 week placement at New Horizons Academy, an alternative provision, will be put in place.

If the student gains a further 75 points after her 8th visit to Clarity house in her school life, this will lead to permanent exclusion.

Smoking (see No Smoking Policy)

The school is a "non-smoking" site. Any student found smoking on school site or in the surrounding area will be internally excluded (S4). Persistent offenders will receive a fixed term exclusion (S5); this is also applied to the use of all e-cigarettes and vapour cigarettes.

Mobile devices (this includes phones, I-pods, MP3s, speakers and Smart watches)

Mobile devices cannot be used on school site. Any student seen using a mobile device will have the device confiscated and the device will need to be collected from the school office at

the end of the day. On the third occasion that a mobile device is confiscated in any one term it will need to be collected from the school office by an adult. If a student needs to visit the toilet during lessons they will be told to hand over their phone to the class teacher.

Behaviour out of school

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 anywhere off the school premises and which is witnessed by a member of staff 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 will also be applied if there is any unacceptable behaviour that could have repercussions for the orderly running of the school and or poses a threat to another student or member of the public. As this could adversely affect the reputation of the school.

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.

School trips

Students' attendance on a residential trip is subject to good behaviour prior to the trip. Any monies paid will be non-refundable.

Detention system at Blackfen

The detention is used at Blackfen to rebuild relationships, to enable students' to catch up on work they have missed or not completed and to apply a sanction for students' whose behaviour is unacceptable. All members of staff can impose detentions within the school policy.

After school students may be detained for 10 minutes without prior notice. At least 24 hours' notice in writing, where possible in the Student Planner, must be given for any after school detention for longer than 10 minutes, unless exceptional circumstances apply. Students who are late to school will receive a detention the same day at break time.

As far as possible detentions will be administered by the member of staff or department in which the incident occurred. For out of class issues it is a uniform detention on Tuesday and Thursdays.

Mobile phones will be collected at the start of any detention by the member of staff.

Monitoring of behaviour in class

Sometimes it is necessary to monitor the behaviour of students through use of reports.

Levels for monitoring behaviour are:

Form tutor report – Verbal and informal monitoring of specific individual students by the form teacher. These students should be raised as potential issues at regular meetings or to the Subject Leader/Faculty Leader. This needs to be logged on sims by the form tutor and SSO informed.

Subject leader report. – Student is placed on subject report by Subject Leader or Faculty Leader for 2 weeks. This must be used in response to concerns. At the end of 2 weeks a review meeting must be held with the student and a letter must be sent home to parent/carer. This needs to be logged on sims by the subject leader and SSO informed.

AHT 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. This is for any student with escalating behaviour concerns. This needs to be logged on sims by the AHT and SSO informed.

DHT report – Student is placed on report by Leadership Team for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers. This is for any student returning from fixed term exclusion and escalated behaviour.

On call

In the circumstances where a student is extremely disruptive in a lesson by posing a health and safety risk to themselves or others or preventing the learning of their peers, the student may be removed by the person 'on-call'.

The student will be removed to the safe room and set an S3 detention by the class teacher on Sims. The safe room staff teacher will write in the student's journal the next Faculty detention. If a student refuses to go to the safe room, or truants the on-call, an S3b is given. The staff on-call will email AHT and the SSO who will contact home.

AHT will conduct the S3b on call on a designated day of the week. Failure to attend the S3b will result in an S4.

Two on calls in one day will lead to a S4 for the remainder of the day.

Anti-bullying

(In line with *DfE Guidelines – July 2017-Preventing and Tackling Bullying* – for more details please see the full Anti-bullying policy).

Our aims

There are measures in the school to encourage outstanding behaviour and to prevent all forms of bullying amongst students. The Equality Act 2010 includes a public sector Equality Duty April 2011 which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Our Statement of intent

Bullying is not tolerated at Blackfen School.

Rationale – Why we have a policy

The school has a policy in place to prevent and tackle bullying and poor behaviour. The policy is to make clear – to parents, students and staff - that when incidents do occur they are dealt with quickly. The school has a positive and caring ethos, which values all members of the school's multi-cultural community, and where anti-social and bullying behaviours are not accepted or tolerated.

What is Bullying?

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is an abuse of power that results in distress and pain to the victim. It is agreed that bullying can take many forms often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, disability or because a child is adopted or has caring responsibilities. It can be motivated by actual or perceived differences between young people. **Bullying is:** behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is an abuse of power that results in distress and pain to the victim. A bully is a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

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 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.

Procedures

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

Use of reasonable force

(In line with *DfE Guidelines – July 2017* – for more details please see the full Use of Reasonable Force policy).

All members of staff have a legal power to use reasonable force. Any person who has been put temporarily in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit also have the power to use reasonable force.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Reasonable force can be used for two main purposes – to control students or restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The member of staff will use their judgement and consider the student's behaviour and level of risk at the time of the incident, the degree of force used, the effect on the student or member of staff and the student's age.

Reasonable force can be used:

- to remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- to prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- to prevent a student from attacking a member of staff or another student, or to stop a fight.
- to restrain a student at risk of harming themselves through physical outbursts.

The use of reasonable force policy acknowledges that there is a legal duty to make reasonable adjustments for disabled children and children with SEN.

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. In the context of Blackfen, these may include:

- comforting a distressed student.
- congratulating or praising a student.
- demonstrating the use of a musical instrument.
- demonstrating exercises or techniques during PE lessons or sports coaching
- giving first aid.

If reasonable force is used the Designated Safeguarding Lead will record the incident and will inform parents of the use of reasonable force.

Allegations of abuse against teachers and other staff

(In line with *DfE Guidelines – Keeping Children Safe in Education 2018*. (For more details see the full school policy).

The school has a procedure for dealing with allegations about members of staff. Any student who is found to have made malicious allegations is likely to have breached school behaviour policy. Action will be taken in line with the sanctions outlined in this document against any student found to have made malicious accusations against school staff. Parents will be informed.

Screening, searching and confiscation

(In line with *DfE Guidelines – January 2018* – for more details see the full school policy).

In all cases of screening or searching the Student Welfare Team will be involved.

Screening

The school can require a student to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the student. Any member of staff can screen a student with the Student Welfare Team.

Searching with consent

Any member of staff can search a student (with the Student Welfare Team) with their consent for any item. The consent does not have to be formal or written. It is enough for the teacher to ask the student and for the student to agree. If the student refuses the teacher can apply a sanction as outlined in this charter.

Searching without consent

School staff have the statutory power to search a student or their possessions, without consent, where it is suspected the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items; and tobacco and cigarette papers, fireworks and pornographic images; and any article which has been used or could be used to commit an offence, or to cause personal injury to, or damage to property such as lighters or matches. All these are items banned by the school rules.

During the search the person conducting the search can request the removal of outer clothing and can search pockets and possessions. A student's possessions include a locker and their bags.

Confiscation

School staff can seize (confiscate) any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

- Any article thought to be a weapon must be passed to the police via the Student Welfare Team.
- Any alcohol, tobacco, cigarette papers and fireworks must be disposed of.
- Controlled drugs must be passed to the police (as above).
- Stolen items must be passed to the police (as above).
- Any article found which is used to commit an offence or cause injury or damage must be delivered to the police or disposed of, in line with school policy and British law.
- Any pornographic image must be kept and shown to the Safeguarding Officer who must decide if the image should be delivered to the police.
- High energy drinks will be confiscated and disposed of.

Dealing with electronic devices

If an electronic device is found during a search any data or files on the device can be examined. If a student is seen or heard using an electronic device including speakers, ear phones or air pods, staff have the power to confiscate this item.

Informing parents

Parents/carers will be informed by a member of the Student Welfare Team if any banned item is discovered through searching.

Uniform and Equipment Rules and Regulations – 2020-2021

Policy Statement

At Blackfen School for Girls we believe 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. Years 7-11 wear a uniform which is described in more detail below, and the Sixth Form have a dress code of either a trouser or skirt suit.

In case of financial difficulty please contact the school either through the PA to the Head Teacher, the Form Tutor, the Student Welfare Team, the Deputy Headteacher or the Headteacher for assistance or advice.

Conduct Card

All students carry a conduct card and students receive a ‘signature’ for any instance of poor uniform listed on the card or if they are late for lessons, and, if they receive three ‘signatures’ they receive a 1 hour ‘Conduct Detention’. Students also receive a detention if they fail to produce their card at any time. We greatly value the support that we receive from parents on all aspects of uniform and the conduct card.

Fourth signature on conduct card for same offence e.g. false nails, piercing will lead to internal exclusion. On the fourth day in internal exclusion, the student will be sanctioned with a fixed term exclusion. On their return from exclusion meeting if the prohibited item is still in place the student will return to internal for three days and a further fixed term exclusion will be sanctioned on the fourth day. This will continue until the item has been removed.

Please note that all school uniform items should be clearly marked with the owner’s name.

Indoor Uniform consists of:

- regulation plain navy skirt with two box pleats back and front and/or regulation plain navy trousers.
- regulation white blouse.
- regulation navy or red school V-neck sweatshirt with the Blackfen embroidered name. No other sweatshirt may be worn.
- regulation navy or red school cardigan with Blackfen embroidered name. No other cardigans may be worn.
- a regulation blazer with school badge and the student’s community flash on the central pocket.
- socks may be black, navy or grey; alternatively, tights may be worn and should be navy, black, grey or a shade of tan/brown; leggings of any colour may not be worn; socks/tights must be worn with shoes.
- shoes should be: leather or leather-look-not suede/nubuck; black, flat, plain and sensible i.e. not stilettos, no heels above 2 inches, nothing above the ankle bone and no large platforms; no form of Vans or Converse trainers are permitted, even if they are leather; trainers, boots, canvas style, leisure or backless shoes are not acceptable.
- outerwear for all year groups should consist of a **plain black or navy** coat, jacket, raincoat, anorak/cagoule or duffle coat, large logos or brand names are not permitted and may be confiscated; denim, fur/ fake fur, leather/leather look or suede jackets are not allowed; hats,

scarves, gloves are optional but if worn must be **plain black, red or navy**. Hijabs must be **plain black, red or navy**.

- hair decorations are optional, must be discreet and in **plain black, red or navy**.
- Sunglasses can only be worn outside when sunny. They should not be seen in school buildings.
- Students are not permitted to roll up the sleeves on their blazer and/or roll up the waistband of their skirt.

Non-Uniform Days

There are two non-uniform days a year. All Communities in the school have charities that they support and non-uniform days allow money to be collected to support these charities. Parents will be notified in plenty of time when a non-uniform day has been decided. In most cases non-uniform days are held on the last day of a term.

Physical Education Kit

Basic Kit:

- Macron Andromeda Navy t-shirt with school badge.
- Macron Mesa Navy Shorts with school badge.
- Macron Nile Navy Sweatshirt with school badge.
- Macron Navy Football Socks and white trainer socks.
- Shin pads for football.
- Gum shield recommended.
- In the winter Navy Tracksuit bottoms may be worn for PE but they must be Macron Kasai bottoms with the school badge.

Jewellery and Make up

- Students who have pierced ears may wear one pair of plain studs (one stud in each ear). There should not be stones in the earrings. Nose studs and other piercings are not permitted.
- A wristwatch may be worn. (No smart watches).
- A small religious symbol of faith may be worn around the neck on a chain under the shirt.
- Make up, including nail varnish/extensions or false eyelashes should not be worn by any student.
- False nails and false eyelashes worn on a Friday or the last day of term will be sanctioned with an s3 unless it is a non-uniform day on the same day.
- Students will be expected to remove their jewellery. All jewellery is worn at the wearer's risk. Any jewellery worn outside these rules will be subject to confiscation by staff for until the next Friday.
- On the third occasion that jewellery is confiscated in any one term it will need to be collected from the school office by an adult.
- Hair dyed in unnatural colours is not permitted in school including braids.

Other Matters

- In case of financial difficulty please contact the school either through the PA to the Head Teacher, the Tutor, the Student Welfare Team, the Deputy Head Teacher or the Head Teacher for assistance or advice.
- Books and other items should be brought to school in a dark, sturdy waterproof bag, satchel or briefcase large enough to carry school books, A4 folders and equipment safely (not flimsy plastic carrier bags).

- Mobile phones are permitted in school, but only when used in accordance with our Mobile Phone Policy. They are only permitted for use during lesson time at the teacher's discretion. They are not permitted during all other social times and will be confiscated if seen. Any mobile phone or other electrical device is brought to school at the owner's risk. The school will not compensate students for the loss or damage of any mobile phone or electrical device.
- All money is carried at the owner's risk. Students are advised to keep money on their person. Any large sums of money should be given into the office for safekeeping.
- No Tippex, marker pens or aerosols are allowed and will be confiscated.
- Cigarettes and/or smoking paraphernalia are strictly forbidden and will be confiscated.
- The School cannot accept responsibility for the loss of or damage to any item.
- No high energy drinks should be brought into school and will be confiscated.
- Audio speakers are not permitted in school.

Policies linked to this document include:

Anti-bullying policy

Use of reasonable force policy

Screening, searching and confiscation policy

Dealing with allegations of abuse against teachers and other staff

Equality Policy

Glossary

- LT Leadership Team
- DHT Deputy Head Teacher
- AHT Assistant Head Teacher
- FL Faculty Leader
- SL Subject Leader
- SSO Student Support Officer
- Safe Room A designated area where students will be sent to work if they are removed from a lesson
- DfE Department for Education
- Sanctions Stages of warnings to deal with unacceptable behaviour
- SEN Special educational needs (SEN)

Blackfen School for Girls



Behaviour Policy

(Covid-19 Addendum)

This policy is to be read and used in conjunction with the school behaviour charter

March 2021

1

Addendum date	February 2021	Reviewed carried out
Review period	Every two weeks	
Date of 1 st Review	22 nd March '21	
Date of 2 nd Review		
Date of 3 rd Review		
Date of 4 th Review		
Date of 5 th Review		
Date of 6 th Review		
Date of 7 th Review		
Designated Safeguarding Lead	Sarah Cascarino	

DfE Guidance

The government guidance issued to schools is available here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/966866/210224_Schools_guidance.pdf

The school has also taken into account the checklist for school leaders to support the full opening: behaviour and attendance (DfE – Mar 2021)

This addendum applies until further notice.

Unless covered in this addendum, our normal Behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or guidance changes. We will communicate any changes to staff, governors, parents and students.

2 Our Aims

- To have high expectations that outstanding behaviour is the norm and to promote outstanding behaviour in school at all levels through our rewards system.
- To ensure there is a clear set of rules/boundaries that everyone follows consistently with clear procedures regarding sanctions and clear lines of accountability/responsibility.
- To ensure that the outcomes of incidents of poor behaviour are clearly communicated.
- To ensure that the school is Covid-19 secure and that students support the community in reducing risk of infection and the spread of infection.

3 Our Intentions

Every young person has the right to learn in an environment where outstanding behaviour, self-discipline and respect for others are the expectation. 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.

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.

4 Expectations for students in school

Underpinning this addendum to the behaviour policy is making sure that all members of the school community are safe from harm. The key control measures are to ensure that this happens:

- 1) minimise contact with individuals who are unwell by ensuring those who are required to stay at home, do not attend school**
- 2) Where recommended, use of face coverings in schools**
- 3) Clean hands thoroughly more often than usual**

- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach**
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard household products such as detergents**
- 6) Minimise contact between individuals and maintain social distancing wherever possible**
- 7) Always keeping occupied spaces well ventilated**
- 8) To wear face coverings at all times except when eating or if student is exempt. They then must wear an exempt lanyard.**

4.1 New rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents/Carers should also read the rules and ensure that their daughter/son follow the new procedures that have been put in place. Parents should contact their child's Student Support Officer if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

4.2 Routines for arriving or leaving the school

- Students have different start times – these are staggered to minimise contact between students and to relieve, as far as possible, congestion on public transport. Students must adhere to these timings. For this reason, students are asked not to arrive more than 10 minutes earlier than their set start time.
- Students on arrival will be instructed to go to their first session. There are no areas for students to gather in and students must not gather at or outside the school gate as this is a no waiting zone.
- The school likewise has a staggered end to the day with specific year groups being dismissed at different times.
- At the end of the day students will be asked to move away from the front of the school and must not wait for friends or siblings. This is to ensure year group and class bubbles do not mix.

4.3 Attendance expectations for students

- Students are expected to attend school in a phased return week beginning March 8th 2021.
- Students should attend school at the right time (up to 10 minutes before the session start time). Students must not be late to school.
- Students who are late to school are expected to go straight to their session. They will be recorded as late on the register.
- The school's attendance policy is on the school website for further information.

4.4 Hygiene, such as handwashing and sanitising

- Students must clean their hands as they enter the school and before they leave
- Students will be asked to sanitise their hands at the end of every session.
- The school has provided more opportunities for washing / sanitising hands with additional hand washing / sanitising facilities being provided in key places around the school.
- The school expects students to behave in accordance with the school's usual Behaviour policy protocols. Any incidents relating to coughing or spitting at another person will be treated as a serious breach of the behaviour policy as abusive behaviour. This will be dealt with as S3, S4 or S5.

4.5 Who students can socialise with at school, including at lunch and break times

- Students in Years 7, 8 and 9 will work in class bubbles and at lunch time will go to lunch as a year group bubble. Each year group bubble will have a designated time and venue they can access food from. Students must adhere to the times and spaces allocated to them. All students will have access to hot food.
- Students can socialise in their bubbles at Key Stage 3 – in Years 7, 8 and 9 and will go to their designated area to do this. Students are not permitted to socialise with students from other year groups.
- For Key Stage 4 and 5 students in (years 10-13) students will be able to socialise in their year group bubbles.

4.6 Moving around the school (e.g. one-way systems, out of bounds areas, queuing)

- Students will be advised on routes that they should follow and areas that are out of bounds. Students should ensure they are only in their designated areas
- When queuing for food students will be clearly guided. All students are expected to follow guidance issued by a member of staff.
- Students must always walk on the left both inside and outside the buildings (where applicable).
- Students must follow the one-way system in the school.

4.7 Litter

In light of the possible transmission of Covid-19 it is vitally important that students use the litter bins provided to dispose of rubbish. They must not ask someone else to put their rubbish in a bin and must not expect someone else to do it for them. Chewing gum is not allowed in school.

4.8 Use of toilets

- Students will be allowed for this interim period to use the toilets, if they need to during sessions. Students will be encouraged to use toilets nearest to their designated group zone. The use of the toilets will be monitored and no more than one student from a teaching group is allowed to go to the toilet at one time.

4.9 Use of lockers

- Please note that students will **not** have access to their lockers at this time and all items will need to be stored in their bags during the day. Any additional clothing

items must not be worn during the day and can only be worn on the way to and from school.

4.10 Sharing any equipment or other items, including drinking bottles

- Students are reminded that they must not share equipment and be ready to learn each day – ensuring they have the correct equipment. We ask that parents support the school in ensuring students have all their equipment for each day.

Pencil Case containing:

- Black or Navy Blue Pen (Biro or Fountain pen or similar) +spare
- Pencil + spare (including a 2B pencil for art)
- Eraser
- Pencil Sharpener
- Protractor
- Ruler (30 cm ruler)
- Pair of Compasses
- Scientific Calculator- Casio fx-83GTX
- Green Biro
- Black drywipe pen
- Coloured pencils (recommended good value art set: https://www.amazon.co.uk/Evolution-Original-Graphite-ECOLutions-Colouring/dp/B01EQ0XJJS/ref=sr_1_25?dchild=1&keywords=colouring+pencils&qid=1594214384&sr=8-25)
- Round topped/safety scissors
- Glue stick
- Highlighter(s)
- Fine liner (For technology)

Although there is hand sanitiser in the school we advise students to keep a small hand sanitiser in their bags.

Ring bound folder with page dividers x 2 (for art and technology)

A small English dictionary. The Oxford mini dictionary and thesaurus would be a good choice but any small English dictionary would be beneficial.

https://www.amazon.co.uk/gp/product/0192756974/ref=as_li_qf_sp_asin_il_tl?ie=UTF8&camp=1634&creative=6738&creativeASIN=0192756974&linkCode=as2&tag=oxfowl-21

A small French/Spanish dictionary. (Year 7 should wait till they have their timetable so they know if they are studying French or Spanish) Collins are recommended but any would be beneficial.

French: https://www.amazon.co.uk/Collins-Gem-French-School-Dictionary/dp/0007569319/ref=sr_1_1?dchild=1&keywords=French+School+Gem+Dictionary%3A+Trusted+support+for+learning%2C+in+a+mini-format&qid=1597918429&s=books&sr=1-1

Spanish: https://www.amazon.co.uk/Collins-Gem-Spanish-School-Dictionary/dp/0007569300/ref=sr_1_9?dchild=1&keywords=Collins+Spanish+School+Dictio

Presentation of exercise books – it is expected that all exercise books will be covered with a plastic wallet or clear sticky-back plastic. Exercise books must be kept neat and tidy.

4.11 Expectations for uniform

- Students are expected to wear school uniform.
- PE kit, as per the Blackfen school PE kit expectations, should be worn to school on the day if your daughter has a PE lesson on that day for keystage 3 students only. This is reviewed at the start of each Half Term.
- **Additional uniform guidance to allow for cooler temperatures, in class, due to extra ventilation.**
 - Under the school shirt – PLAIN light-coloured T-shirt (NO logos) OR thermal top OR vest OR vest top.
 - Wear a base layer under the shirt.
 - Under the sweatshirt – PLAIN coloured light weight cardigan or jumper BUT NO HOODIES.
 - Thick (black, navy or grey) woollen tights or plain black leggings as an alternative to the usual socks/tights.
 - Scarves, as mentioned, should be PLAIN black, red or navy and may now be worn as indoor wear.
 - Gloves should be PLAIN black, red or navy and may now be worn as indoor wear. Fingerless gloves are also acceptable.
 - Blazers should be worn in the classroom and outdoor coats may also be worn on top of these if necessary. If students wish to put coats across their knees rather than wearing them this is also fine.

4.12 Mobile phones (this includes any electronic device including phones, I-pods, speakers, MP3 players, smart watches and ear pods)

- These must not be used on school site. If students are seen using a device the student will be asked to put the device away. An S2 will be issued and this will include a letter home, with a reflection sheet that must be completed by the student.
- The S2 will be recorded. A second occasion in any term will result in an S3 being issued.
- The S3 will be recorded. A third occasion in any term will result in an S3b being issued. There will be a letter and a phone-call home by the Raising Attainment Coordinator- Ms. Hayford KS3, Ms. Hoad KS4 or Ms. Brewer KS5.
- The S3b will be recorded. A fourth occasion in any term will result in an S4 being issued. There will be a letter and a phone-call home by the Deputy Headteacher Ms. Cascarino.

5 Rewards and sanctions for following rules

5.1 Rewards. To help encourage students to follow the above rules, we will use the school's reward systems – awarding community points.

5.2 Sanctions However, if students fail to follow these rules, we will distinguish between students who have acted in a way that breached these rules and guidelines accidentally and those that have purposefully broken the rules before issuing a sanction.

Social distancing

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance.

S2 Continued defiance or continues not to social distance (if does not adhere to S1).

Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests above and continues not to social distance (if does not adhere to S2).

Not following one-way system

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student goes the correct way.

S2 Continued defiance or continues to go the wrong way (if does not adhere to S1)

Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and does not follow one-way system (if does not adhere to S2).

Using the incorrect entrance or exit to the school or building or being in an out of bounds area.

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student uses the correct entrance/exit

S2 Continued defiance or continues not to use the correct entrance/exit (if does not adhere to S1). Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests above and continues not to use the same entrance/exit (if does not adhere to S2).

Refusing to wash or sanitise hands when requested

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student washes hands/uses sanitiser.

S2 Continued defiance or continues to not wash hands/use sanitiser (if does not adhere to S1) Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and does not wash hands/use sanitiser (if does not adhere to S2).

Leaving litter at a place following break or lunch

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student picks up litter.

S2 Continued defiance or continues to not pick up litter (if does not adhere to S1)

Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and does not pick up litter (if does not adhere to S2).

Refusing to move away from a no waiting area at the front of the school

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student does not move.

S2 Continued defiance or continues to not move (if does not adhere to S1)

Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and does not move (if does not adhere to S2).

Entering into the 2 m exclusion zone at the front of the class

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and moves

S2 Continued defiance or continues not to move or keeps entering the exclusion zone (if does not adhere to S1)

Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and does not leave exclusion zone (if does not adhere to S2).

Touching another person

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student continues to touch another person.

S2 Continued defiance or continues to behave in this manner (if does not adhere to S1)

Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and continues to touch another person (if does not adhere to S2).

For persistent non adherence to any, some or all of these rules an S4 or S5 will be issued.

Deliberately breaking a bubble

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student fails to leave the area

S2 Continued defiance (if does not adhere to S1). Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and continues to remain in unauthorised area (if does not adhere to S2).

For persistent non adherence to any, some or all of these rules an S4 or S5 will be issued.

Being in the wrong area at lunchtime (this to me means the same as the above)

S Verbal reminder and warning

S1 Verbal reminder/request 2. Delayed acceptance and student fails to leave the area

S2 Continued defiance (if does not adhere to S1). Added to behaviour log. Letter home re in-detention at home.

S3 Fails to comply despite requests and continues to remain in unauthorised area (if does not adhere to S2).

For persistent non-adherence to any, some or all of these rules an S4 or S5 will be issued.

5.2.1 Detentions

S1 10 minute detention

S2 Letter home – detention at home.

S3 Year group 60 minute detention. Year 8 – Monday; Years 7 and 9– Tuesday; Year

10 – Wednesday; Year 11 – Thursday. This will be led by Leadership Team and/or Faculty Leader.

S3b 90 minute detention.

Please note that there is no internal exclusion. However, an S4 will be placed on the student's record if an S4 is issued.

5.2.2 Last call years 10 and 11

If a student is extremely disruptive in a lesson by posing a health and safety risk to themselves or others or they prevent the learning of their peers, the student may be removed by the person on call. The student is removed to a safe area.

5.2.3 Last call years 7-9

This will only be used for students in years 7-9 as a last resort where a student has failed to adhere to requests to conform by the teacher or another adult despite being issued with sanctions S1-S3.

If a student is extremely disruptive in a lesson by posing a health and safety risk to themselves or others or they prevent the learning of their peers, the student may be removed by the person as last call. The student is removed to a safe area.

Parents are asked to inform the school if they believe their child will be not be able to adhere to these rules and guidelines. Refusal to follow these could result in a student being fixed term excluded.

6 If a student is feeling unwell

Students are reminded not to come to school if they are displaying symptoms related to Covid coronavirus (as outlined in the school risk assessment). These are:

- high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Other symptoms may include:

- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhoea

The school accepts that students may have a cold as usual and ask that students adhere to strict hygiene measures. The school will follow the 'Catch it, Bin it, Kill it' model. and students are advised to avoid touching their mouth, nose and eyes with hands.

Students are asked to tell an adult if they are experiencing symptoms of Covid-19.

If a student is unwell during a lesson call the office: 3069/3003/3006. Do not send a student to the medical room.

7. Students signing out of school

- Students signing out should come to the Reception Intercom (this needs to be specified by the class teacher as some students do not know the difference between office and reception)
- Staff should inform reception that a student is coming down (not attendance as previously).
- The student will tell the receptionist that they are signing out. The student must remain by the door and wear a mask unless exempt. If they have a note in their planner they would need to show the receptionist through the glass. If the student doesn't have a note the receptionist will call parent/carer to confirm
- Students without a note and no contact possible with parents will be referred to their SSO.
- The receptionist will complete a signing out spreadsheet, inform Attendance officer/SSO who will update SIMS.
- The school office will monitor the door intercom during reception lunch.

8 Expectations for students at home

8.1 Remote learning rules

If students are not in school as a result of self- isolating, we expect them to follow all of the protocols set out below.

Parents/Carers should also read these protocols and ensure their daughter/son follow them. Parents/Carers should contact the form tutor or student support officer if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

- Be contactable during required times – although we will take into account that students may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it from their subject teachers.
- Alert their form tutor and subject teachers if they're not able to complete work.
- Use proper online conduct, such as using appropriate email etiquette and follow the Acceptable Users Policy

8.2 Dealing with problems

If there are any problems with students adhering to our guidelines regarding remote learning, including if they don't engage with the remote learning set for them, we will review and set an appropriate sanction.

9 Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum 4 weeks by a member of the senior leadership team. At every review, it will be approved by the full governing board.

10 Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection Policy – see the school website.
- Health and Safety Policy – see the school website.
- Behaviour policy
- Mobile phone policy
- AUP

FINANCE INFORMATION

PARENTAL CONTRIBUTION FUND

The Parental Contribution Fund is used to support a wide range of additional activity throughout the school year.

We request an annual voluntary payment of £20 for the Parental Contribution Fund per child. All payments should be made using the on-line payment system - Wisepay, which you will be able to use once your child has started here.

If you are able to 'Gift Aid' your donation please complete the gift aid form attached when making your payment. Without this form, we are unable to claim an additional 20% on your donation. Both the Gift Aid form and the Parental Contribution form are included in this pack.

We sincerely thank you in anticipation of this contribution. Without it, the rich extra-curricular life of the school could not be supported, and the overall opportunities at Blackfen School for Girls would be substantially reduced.

CATERING ARRANGEMENTS

The school runs a biometric system where on consent from parent/guardian students are fingerprinted if permission given to fingerprint or given a PIN number if permission not given. Once you have this function you can load your account using the schools cashless system Wisepay. Credit amounts of £5 and above only will be refunded should your daughter leave school.

PAYMENTS TO THE SCHOOL – WISEPAY

At Blackfen School for Girls we use an internet payment system – Wisepay for all payments you will need to make to the school. This is a highly secure service which enables you to pay for your child's educational visits, schools equipment, catering and donations. This will give you the freedom to make payments without having to send cash into school with your child. An activation letter and instructions will be sent to you in July to enable you to set up your account.

The school will not accept cheques.

FREE SCHOOL MEALS

Is your child entitled to free School Meals? If you are registered for Free School Meals you could also get help with costs of school trips. **If your child received free school meals at her previous school you will still need to apply to ensure your child receives free school meals at this school.**

If you register for your child to have free school meals but would prefer them not take advantage of this, they can continue as normal.

To qualify for a free school meals, parents must be in receipt of one of the following support payments:

- Income Support; or,
- Income based Employment and Support Allowance; or
- Income based Job Seekers Allowance; or

- Child Tax Credit, provided they are not entitled to working tax credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190; or,
- Guarantee Element of State Pension Credit; or,
- Working Tax Credit 'run-on' the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit.

Families in receipt of Working Tax Credit or other support payments, apart from those mentioned above, are not entitled to free school meals.

Children who receive any of the qualifying benefits listed above in their own right are also eligible to receive free school meals.

Children who qualify for free school meals, based upon the above criteria, must also receive education both before and after the lunch period in order to be eligible.

PUPIL PREMIUM

Pupil premium gives schools additional funding to raise the attainment of disadvantaged pupils from reception to year 11. The following criteria applies:

- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium

- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

ADOPTED FROM CARE AND PUPIL PREMIUM FUNDING

From April 2014, schools in England can receive the Pupil Premium for children adopted from care, or who left care under a Special Guardianship Order on or after 30th December 2005. Schools can also claim the Pupil Premium for children who left care under a Residence Order on or after 14th October 1991.

The Pupil Premium is to help schools raise the attainment of disadvantaged pupils and close the gap with their peers. It is paid to schools in respect of disadvantaged pupils in Reception to Year 11. The Government has extended the coverage of the Pupil Premium in recognition of the traumatic experiences many adopted children have endured in their early lives and a realisation that their needs do not change overnight.

To enable schools to claim the Pupil Premium, the Department for Education would request that parent(s) inform the school about their child and provide supporting evidence, for example, show the school the original Adoption (Court) Order - parents may conceal sensitive information (eg. the name of the birth parents) if they wish. Please be aware that this is not a mandatory request for a parent(s) to declare this information – it is purely optional and any information shared with Blackfen School for Girls will be treated in the strictest confidence. Please mark any communication 'Confidential' and address to Mr Matthew Brown, Headteacher.

If any of the above is unclear, or you wish to discuss this further, please do not hesitate to contact the Finance Manager.

BIOMETRIC SYSTEM

We have a student recognition system using biometrics at Blackfen School. This allows us to make the best use of efficient systems such as cashless catering. This system has improved the services we are able to offer students and staff significantly, with benefits including:

- Improved security for handling cash transactions in the school
- Reduction in administration time and cost dealing with lost or forgotten cards/passwords/PINs
- Only the student can purchase items from her account
- Children will not have to remember to bring a card
- Reduction in queuing time

We would like to make it clear that Blackfen School complies at all times with Data Protection Act and with the provisions of the Protection of Freedoms Act 2012 (which came into force in September 2013) regarding the use of biometric data. In order for your child to use the biometric system (fingerprint), one parent or guardian will need to read, sign and return the enclosed form. We will also offer an opportunity to opt out for those students who, upon consideration, would prefer to use alternative forms of identification. This is done by using a unique PIN number. Parent/Carers can upload money safely onto students' cards via their Wisepay account where they can also check on the amount and type of expenditure and to view the type of food purchases being selected. Details of your Wisepay account will be sent out to you during the Summer.

IMPORTANT NOTES FOR PARENTS

Consent for biometric data use is sought when a pupil joins the school. The consent is logged in SIMS and can be withdrawn at any time as stated on the consent form.

Finger-image data is held onsite on a secure server and is retained for the duration of the child's time at the school. Finger-image data is used exclusively for the use of the school canteen (Fastrak Cashless Catering Software). The student photo stored in the SIMS system is also used in the catering system to ensure the account is associated with the student purchasing items using their finger recognition or PIN number.

Background to the use of biometrics in school

For the sake of clarity, biometric information is information about someone's physical or behavioural characteristics that can be used to identify them. There are many possible biometrics, including for example, a digital photograph, fingerprint, or hand shapes. As part of our identity management systems, we will record a biometric measurement taken from a finger, but not a fingerprint image. The information is stored in a highly secure database along with the student photograph and will only be used by the school to confirm who is using a range of services. In future we may use other biometric services where appropriate.

Our chosen solution allows us to use a secure database holding biometric data for use with a range of services. This means we will store the least amount of data possible. This reduces the risk of loss of data.

The data that is held cannot be used by any other agency for any other purpose.

The school will not use the biometric information for any purpose other than that stated above. The school will store the biometric information collected securely in compliance with the Data Protection Act 1998. The school will not share this information with anyone else and will not unlawfully disclose it to any other person.

Current Legislation – The Protection of Freedoms Act 2012

This legislation requires schools to:

- Inform parents about the use of the biometric systems in the school and explain what applications use biometrics.
- Receive written permission from one parent if the school is to process biometric information for their child.
- Allow children to choose an alternative way of being identified if they wish.

If you do not wish your child to use the biometric system or your child chooses to use an alternative form of identification we will provide reasonable alternative arrangements that allow them to access current and future services.

Please note that when he/she leaves the school, or if for some other reason he/she ceases to use the biometric system, his/her biometric data will be permanently deleted.

If you would like more information or the chance to discuss this further, please feel free to contact Mr Morgan, Business Manager