



# **Blackfen School for Girls**

Raising aspirations - releasing potential

## **Information for Parents 2023**

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## Teaching and Learning Charter (2022-23)

Information for Teachers

To be reviewed for September 2023

### 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 scrutinies.

### 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 **P**RIDE, **P**ositivity, **R**esilience, **I**ntrospection, **D**etermination and an understanding of the need for **E**ffort.

### 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 take into account 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 <sup>1</sup>

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<sup>1</sup> Shaun Allison and Andy Tharby, Making Every Lesson Count (2018)

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.

### **Every lesson should include:**

#### **WHAT ARE WE GOING TO LEARN?**

- Learning Objectives should be communicated to students with **passion**
- 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 challenging starter activity which sets the challenging tone for the remainder of the lesson.
- 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 formative assessment 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’<sup>2</sup> and Rosenshine’s Principles of Instruction<sup>3</sup> 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 skills<sup>4</sup> 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.

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.

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<sup>2</sup> Pips McCrea, Lean Lesson Planning (2015)

<sup>3</sup> Tom Sherrington, Rosenshine’s Principles in Action (2019)

<sup>4</sup> Doug Lemov

## 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. Effective 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. <sup>5</sup> The former are for knowledge recall and the latter 'require students to manipulate their knowledge in order to support a logically reasoned response'.<sup>6</sup>

## 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.

## 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

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<sup>5</sup> Kathleen Cotton, Classroom Questioning, School Improvement Research series 3, (2001)

<sup>6</sup> Chris Runeckles, Making Every History Lesson Count (2018)

## 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 Learning Journals 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 practice <sup>7</sup>, for example set home learning tasks that are about previous work. Look at this model below;<sup>8</sup>

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

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

<sup>8</sup> Chris Runeckles, Making Every History Lesson Count (2018)

## Behaviour Charter (2022-23)

Information for parents

This charter will be updated September 2023

### **Blackfen is a school with high standards and high expectations.**

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.

## Home-School Agreement (2022-23)

Student Name..... Year..... Form.....

### **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 home learning and provide facilities for students to study outside school hours
- contact parents/carers if there is a problem with attendance, punctuality or equipment
- let parents/carers know about any concerns or problems that affect their child's learning or behaviour
- respond to home communications within 2 working days
- send home information, including termly Progress Updates and other information required by law
- arrange consultation evenings during which progress will be discussed
- keep parents/carers informed about school activities through the family Newsletter, letters home, email, text messaging and the Student Planner.



Signed .....Head Teacher

### **As a Parent/Carer**

#### **I will:**

- accept responsibility for my child's behaviour
- ensure my child attends school regularly, on time (**10 minutes before session 1**) in the correct school uniform including the school blazer, black leather or leather look shoes with a plain black or navy coat
- ensure my child does not wear any make up, nail varnish/extensions or false eyelashes
- ensure that my child hair accessories are plain and in school colours (black, navy or red)
- ensure that my child has the correct equipment necessary for all their lessons
- let the school know about concerns or problems that affect my child's learning
- support actively the school's approach to discipline and standards



- support my child in home learning and other opportunities for learning, in and out of school
- provide my child the time and the appropriate facilities to study at home
- check and sign my child's Student Planner each week and respond to communications where necessary
- attend all parents' evening and discussions about my child's progress
- provide an appropriate example for my child in my approach to home school communications
- take an interest in my child's life at school and encourage them to fulfil their potential

**Signed .....**Parent/Carer

### **As a student**

#### **I will:**

- arrive at school **(10 minutes before session 1)** and all lessons on time and aim for 100% attendance
- wear the correct school uniform including the school blazer, black leather/leather look shoes and a plain black or navy coat
- only wear plain 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
- complete my home learning and study regularly after school and ensure it is handed in on time
- keep my Student Planner up to date
- make sure my behaviour does not endanger the safety of myself and others or cause distress to anyone
- make the best use of my time at Blackfen School for Girls.

**Signed .....**Student

### **Our Vision**

Our vision for behaviour at the school, as embraced by the governing body and outlined in this behaviour charter is:

For every young person to learn in a calm, orderly, safe and supportive school with high expectations for everyone.

### **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 in Schools – Sept 2022)

- Pupils ... have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.

## **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 (2022-2023) 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.

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.

## Readiness and Respect procedures for entrance and exit transitions.

- All teachers stand by the door between lessons.
- All teachers greet the students on entrance.
- All students settle down with a task on the board or reflective learning from last lesson.
- All students are ready to learn. Planners and conduct cards on tables.

Exit procedures:

- 3 minutes before the end of lesson-finish what you are doing.
- 2 minutes before the end of the lesson - pack bags and check for rubbish.
- 1 minute before the end of the lesson - Stand behind chairs in silence and be ready to be dismissed.

Students leave calmly, safely and in a dignified manner

## 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.
- Adhering to the dress code.

## **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 end 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.

### **Rewards@Blackfen**

Level	Description	Awarded by	Frequency
R	Verbal recognition for demonstrating positive behaviour or a Growth Mindset: <ul style="list-style-type: none"> <li>• good organisation at the start of the lesson</li> <li>• demonstrating an interest and a keenness in the work</li> <li>• random acts of kindness</li> <li>• good manners</li> <li>• growth mindset /behaviour categories listed</li> </ul>	A class room teacher would award this during a lesson.	Per lesson

R1	<p>Good comment sticker, stamp or signature in the planner awarded for positive behaviour or a Growth Mindset:</p> <ul style="list-style-type: none"> <li>• high levels of engagement</li> <li>• attempting new challenges</li> <li>• producing homework of an exceptional standard.</li> <li>• growth mindset /behaviour categories listed</li> </ul>	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	<p>Certificate/badges in celebration assembly</p> <p>Take part in an Endeavour experience or Vintage Tea Party invitation.</p> <p>Awarded when a student consistently demonstrates a positive Growth Mindset</p>	Nominated by faculty leader LT RACs	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

## **Sanctions**

### **In Class Sanctions (See behaviour flow chart 1)**

S– Verbal warning issued – name on whiteboard.

S1– Verbal reminder – name on whiteboard – 10-minute detention.

S2 – Verbal action – 30-minute detention.

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. Non-attendance of S2. – 1-hour detention.

S3b – Action – Student fails to attend S3 detention – half day Internal Suspension from 9am-12.15pm or 12.15pm-3.30pm

S4 – Action – Internal suspension 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 DHT or AHT. Following internal suspension there may be a “re-integration” meeting/call with parents/carers (AHT/SSO) and the student may go on AHT Report.

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

S5 – Suspension (External exclusion) – Failure to attend a S4. (see flow chart). Following suspension there will be a “return from suspension” meeting with parents/carers/SSO and AHT (in first instance, with DHT for any subsequent event) and the student will go on AHT/DHT Report. This decision is made 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. Not having a school bag with them at all times except when using the toilets or in the canteen. 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.

Graffiti or damage to school site or property.

Malicious communication

Persistent breach of Behaviour Charter

- S5 - Behaviour for learning – persistent breach of behaviour charter (where an S4 has been previously issued), extreme abusive behaviour, extreme threatening behaviour, fighting, bullying, malicious communication or any illegal act. On the fourth S4 in any one term the student will be suspended 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

S3 - 1-hour detention (could include Community Service such as litter picking). Failure to produce Conduct Card/Planner or 3 signatures on Conduct Card. Walking away from staff. Not having a school bag with them at all times except when using the toilets or when in the canteen. For more than one student being in a toilet cubicle at any one time. Non-attendance of S2. – 1-hour detention

S3b – Action – Student fails to attend S3 detention will receive a half day internal suspension, from 9am-12.15pm or 12.15pm-3.30pm

S4 – Very serious poor behaviour, abusive behaviour, persistent breach of the Behaviour Charter, graffiti or damage to the school site or property, bullying, malicious communication or failure to attend an S3b – half day Internal suspension.

The decision has to be made by the AHT or DHT. Following internal suspension there may be a “re-integration” meeting with parents/carers with the AHT/SSO and the student may go on AHT report.

S4b – This will be an internal suspension on a Saturday for three or more S4s in any one term or failure to comply during internal suspension.

S5 – Suspension (External exclusion) - Persistent breach of behaviour charter (where an S4 has been previously issued), extreme abusive behaviour, extreme threatening behaviour, fighting, bullying, malicious communication or any illegal act. Following suspension there will be a “return from suspension” meeting with parents/carers/SSO and AHT (in first instance, with DHT for any subsequent event) and the student will go on AHT/DHT Report. This decision is made the 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 S5 (see: Equality Policy and Race Equality Policy).

### **Detention system at Blackfen**

The detention is used at Blackfen to apply a sanction for students' whose behaviour is unacceptable. All members of staff can impose detentions within the school policy.

Detentions are held in a centralised detention on the NEXT day of the behaviour issue. Students who are late to school will receive a detention on the same day at break time.

The detentions are every day, after school in the canteen and staffed by the Behaviour Administrator and two other staff.

## Behaviour Flow Chart 1

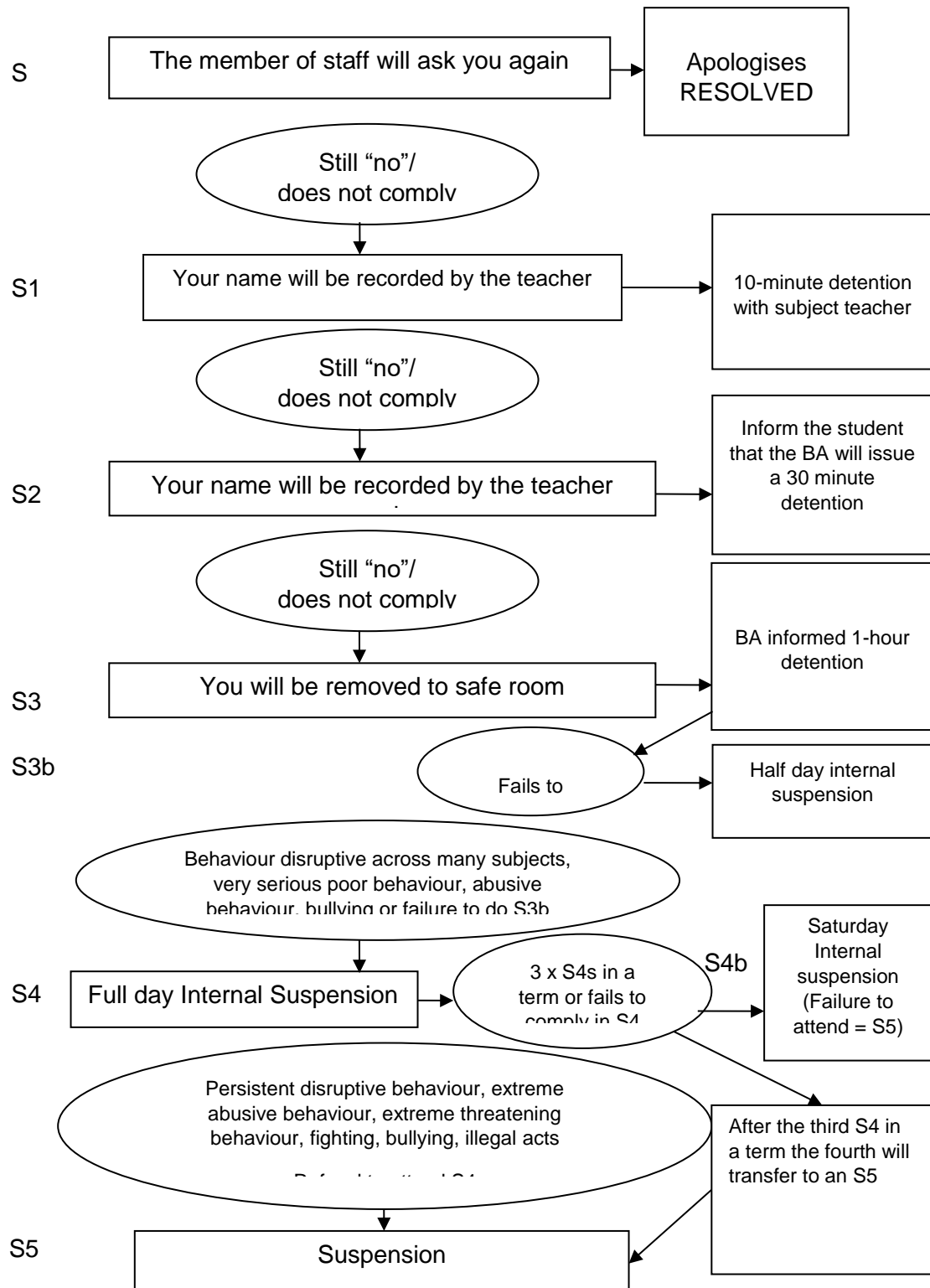
# IN LESSONS ONLY

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

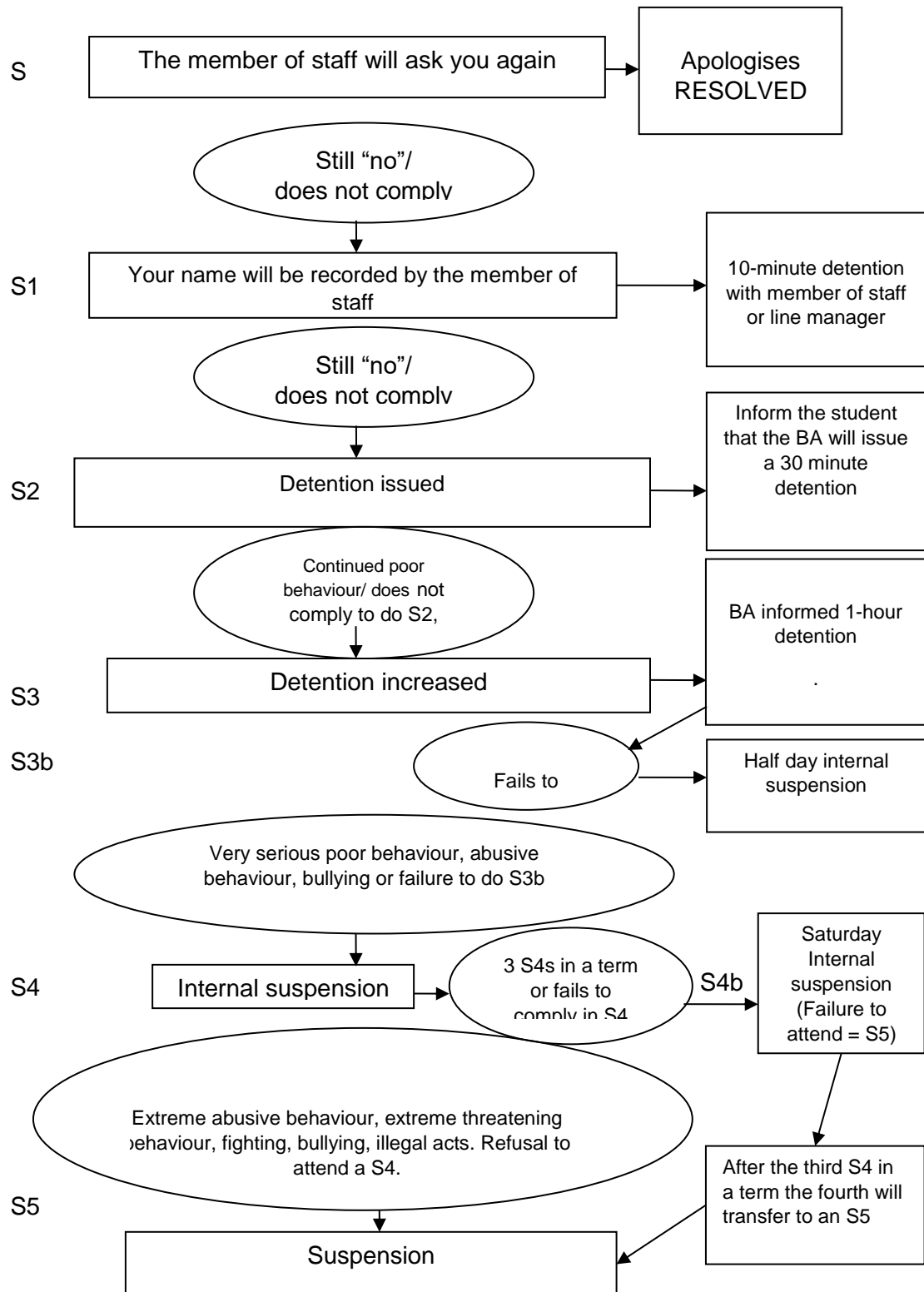
# OUT OF CLASS ONLY

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



## **Internal suspension**

The Reflect, Improve & Adjust Zone (RIAZ)

Examples of when this is used in addition to those already listed: Failure to attend an S3, on the second 'On Call' of the day, 3 or more 'N's on any school report.

Internal suspension is monitored and run by the Inclusion Officer (IO).

Internal suspension runs from 9am until 3.30pm every day. Students may be there all day or in half day slots: 9am to 12.15 or 12.15 to 3.30pm. Students are expected to bring a packed lunch. Internal suspension is in a dedicated room and has access to its own toilet facilities. Students will not be allowed to access the main school building. Students will be met by the IO outside the Oasis entrance to be escorted to the Inclusion room.

Students will hand in any mobile devices for the time period in Internal. They will work in silence. Work will be mostly related to the subjects studied that day and will be completed in exercise books. There will be no access to computers or other electronic devices.

Failure to follow the rules on Internal suspension will result in an S5 being issued.

## **Suspension**

Failure to attend an internal suspension, S4, in the designated area, at the specified date, will lead to an S5, suspension. Each subsequent S5 will be longer than the previous, in any one year.

## **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 suspension, 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**

If a student gains over 150 behaviour points they will be logged for their first Clarity House sanction. Every subsequent 75 points the student will receive another Clarity House sanction.

At the 4th visit to Clarity House a directed 14-week placement at New Horizons Academy, an alternative provision, may be put in place. This is to prevent permanent exclusion.

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.

## **Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should only occur when it is in the student's best interests but can be ended by the recipient school at any point.

## **Smoking & Vaping (see No Smoking Policy)**

The school is a "non-smoking" site. Any student found or suspected of smoking/vaping or in possession of smoking paraphernalia on school site or in the surrounding area, will be internally suspended (S4). Persistent offenders will be suspended (S5); this is also applied to the use of all e-cigarettes and vapor cigarettes.

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

Mobile devices should be turned off and left in the school bag. They may only be used in accordance with our mobile phone policy in lesson. 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 be kept securely overnight in the school office. An adult can collect the phone during school hours.

If a student needs to visit the toilet during lessons they will be told to hand over their phone to the class teacher.

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.

## **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 off the school premises or online and which is witnessed by a staff member or reported to the school. Sanctions will be applied if there is any unacceptable behaviour when the student is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a student at the school sanctions 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 any trip residential or otherwise, is subject to good behaviour prior to the trip. Any monies paid will be non-refundable.

## **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 tutor. These students should be raised as potential issues at regular meetings or to the Head of Year/Subject Leader/Faculty Leader. This needs to be logged on sims by the form tutor and SSO informed. Letter home to parents.

**Head of Year report** (Year 7 only)- Student is placed on report by HoY for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers. This is for any student with escalating behaviour concerns. This needs to be logged on sims by the HoY and SSO informed. Letter home to parents.

**Growth Mindset report** - Student is placed on report by SSO/HOY/LT for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers. This is for any student with escalating behaviour concerns. This needs to be logged on sims by the HoY/LT and SSO informed. Letter home to parents.

**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 in person or by phone. 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 an in-person review meeting must be held with the student and parents/carers. This is for any student returning from suspension and escalated behaviour.

Students report to the relevant staff member at the end of EVERY day whilst on report. Failure to attend will result in a sanction (S3). Students are expected to 'pass' every lesson according to their targets set. Failure to do so will result in scaled sanctions as outlined on each report.

## **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. The Behaviour Administrator will be informed by the class teacher and a 1-hour detention issued.

The safe room staff teacher will inform the student they will have a detention the next day. Students may write this in their planner to remind themselves. The Behaviour Administrator will contact home. If a student refuses to go to the safe room, or truants the on-call, an S3b is given, the LT on call will contact the Behaviour Administrator who will contact home and where possible, the student will be

taken to internal inclusion for half a day. The Inclusion Officer advises Behaviour Administrator who will contact home.

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 or the next day if this occurs after period 4.

## **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:** Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

**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 2013* – for more details please see the full Use of Reasonable Force policy in Keeping Children Safe in Education (2022).

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 SEND.

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 Sept 2021*. (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 by DSL.

### **Screening, searching and confiscation**

(In line with *DfE Guidelines – July 2022* – 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**

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student)
- tobacco and cigarette papers
- fireworks
- pornographic images

As a school, we may also search for:

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

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately. The headteacher oversees the school's practice of searching, to ensure that a culture of safe, proportionate and appropriate searching is maintained.

### **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.

The member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is:

- they are in possession of a prohibited item
- they do not understand the instruction
- they are unaware of what a search may involve
- they have had a previous distressing experience of being searched

If a student refuses to co-operate they will be sanctioned with a S5.

### **Using reasonable force to search**

If the student still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items, but not to search for items which are identified only in the school rules. (See guidance on the Use of reasonable force in schools).

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

An appropriate location for the search should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

### **Searching a student**

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

There is one exception; A member of staff can search a student of the opposite sex and/or without a witness present only: if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness, they should immediately report this to another member of staff and the DSL at school. The DSL will log this and then inform the parent/carers.

The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees. Schools can make it a condition of having the locker or space that the student agrees to have these searched.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search, (for more details see full policy).

### **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 and any items identified in the school rules for which a search can be made. 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 confiscate, retain and/or dispose of any banned or prohibited item found as a result of a search that they have reasonable grounds for suspecting that a student:

- Poses a risk to staff or students.
- Is prohibited or identified in the school rules for which a search can be made.
- Poses any article thought to be a weapon and is evidence in relation to an offence, must be passed to the police via the Student Welfare Team.

The list below outlines reasonable grounds for searching and confiscation:

- Any alcohol, tobacco, cigarette papers or fireworks must be disposed of.
- Controlled drugs must be passed to the police (as above).
- Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful
- 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 may be disposed of unless they have reasonable grounds to suspect that its possession constitutes a specified offence in which case it must be delivered to the police as soon as possible.
- High energy drinks will be confiscated and disposed of.
- E-cigarettes/vapes

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any items they have confiscated, provided they acted lawfully.

## **Dealing with electronic devices**

If an electronic device is found during a search any data or files on the device can be examined. If an image, data or file is found that can constitute a specified offence, then this will be passed to the Safeguarding Officer who must decide if the image should be delivered to the police.

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. Malicious communications will be sanctioned.

## **Informing parents**

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

## **Uniform and Equipment Rules and Regulations**

### **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. If the student receives 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 the same offence e.g. false nails, piercing will lead to internal suspension. A student will be sanctioned with suspension if they fail to remove the item(s) after four consecutive days in internal suspension. On their return from suspension, if the prohibited item is still in place, the student will return to internal for three days and a suspension 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:**

- pleated (permanent pleated) navy skirt: knife pleat, stitched knife pleat, double kick pleated, box pleated, (Stain resistant recommended) and/or regular fit plain navy trousers. **REQUIRED**
- white blouse/shirt. **REQUIRED**
- regulation navy or red school V-neck sweatshirt with the Blackfen embroidered name. No other sweatshirt may be worn. **OPTIONAL**
- regulation navy or red school cardigan with Blackfen embroidered name. No other cardigans may be worn. **OPTIONAL**
- a regulation blazer with school badge and the student's community flash on the central pocket. **REQUIRED**
- socks may be black, navy; alternatively, tights may be worn and should be navy, black, or a shade of own natural skin tone; leggings of any colour may not be worn; socks/tights must be worn with shoes. **NO WHITE SOCKS.**
- shoes should be: leather or leather-look; 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. Hijabs must be **plain black, red or navy.**
- school bag – plain black rucksac/backpack
- hair decorations are optional, must be discreet and in **plain black, red or navy.** **NOTE:** in some subjects (e.g. Science, Technology etc) students will be expected to tie their hair back for safety reasons.

- fake nails/nail varnish and fake eyelashes are NOT allowed to enable IT to be used effectively, writing equipment to be held correct and for safety reasons in lesson (eg Technology and Science)
- jewellery – only ONE small pair of earrings allowed (see below for religious jewellery). A watch (no smart watches) may be worn and are encouraged, to be able to get to lessons on time and use as a mathematical resource.
- one religious symbol may be worn discretely eg religious symbol on necklace to reflect faith worn under blouse/shirt, religious bangle.
- 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/Dance Kit**

#### **Basic Kit**

- (Macron Andromeda) Navy round neck sports t-shirt with school badge. REQUIRED
- (Macron Mesa) Navy Shorts. OPTIONAL
- (Macron ) Navy Leggings. REQUIRED
- (Macron Nile) Navy Midlayer with school badge. OPTIONAL
- (Macron Kasai) Navy joggers OPTIONAL
- Navy Football Socks and white trainer socks.
- Trainers

**Note: leggings CANNOT be bought from high street stores, in order to maintain quality and thickness**

**Students are not permitted to roll up their sleeves on their blazer and/or roll up the waistband of their skirt.**



## Uniform Policy Images:

### Skirts:

- pleated (permanent pleated) navy skirt: knife pleat, stitched knife pleat, double kick pleated, box pleated, (Stain resistant recommended).



Knife Pleat



Stitched Knife Pleat



Double Kick Pleated (front & back)



Box Pleat



## Shoes:

- shoes should be: leather or leather-look; 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.

A selection of the type of school uniform accepted:



## Jewellery and Make up

- **Piercings** - 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.
- **Watches** - A wristwatch may be worn. (No smart watches).
- **Religious symbols** - A small religious symbol of faith may be worn around the neck on a chain under the shirt.
- **Make up, nail varnish/extensions & false eyelashes** – These are not allowed and should not be worn by any student. False nails and false eyelashes worn on a Friday or on the last day of term will be sanctioned with an S3 unless it is a non-uniform day on the same day.
- **Hair colour** – Hair dyed in unnatural colours is not permitted.
- **Confiscation of Jewellery** - 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 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.

## Other Matters

- **Financial difficulty** - In cases 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.
- **Money** - 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.

**The School cannot accept responsibility for the loss of or damage to any item(s).**

## Items to bring to school everyday

Reading book

Pencil Case containing:

- School Planner
- Pencil Case
- Conduct Card
- 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 dry wipe 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](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)

NB Tippex and marker pens are not allowed (these may be confiscated)

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](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](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+Dictionary+%28Collins+School%29+Paperback&qid=1597918366&refinements=p\\_76%3A419158031&rnid=419157031&rps=1&s=books&sr=1-9](https://www.amazon.co.uk/Collins-Gem-Spanish-School-Dictionary/dp/0007569300/ref=sr_1_9?dchild=1&keywords=Collins+Spanish+School+Dictionary+%28Collins+School%29+Paperback&qid=1597918366&refinements=p_76%3A419158031&rnid=419157031&rps=1&s=books&sr=1-9)

## 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 £25 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 cash or 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:

You must already be receiving any of the following benefits to apply:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal Credit - you must annually take home £7,400 or less in Universal Credit payments. This equals an average of £616.67 per month in net earned income (after deductions).

You are not eligible for free school meals if you receive Working Tax Credit or other support payments that are not mentioned above.

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 and can only be used during lunchtime.

### **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