

Blenheim High School

Behaviour Management Policy



1. PRINCIPLES

The framework of expectations is outlined in the Code of Conduct. This is displayed in every classroom and states the following:

Excel in all we do:

- Ensure we do our best at all times. Value and enjoy your learning.
- Learn with a 'Believe and Achieve' mind-set.
- Learn with GRIT (Growth mind-set, Resilience, Independence and Tenacity).
- Engage in your learning the 'Blenheim 10' way.
- Your work should be completed to the best of your ability and submitted on time.
- Punctuality is very important. Arrive at school and lessons on time and ready to work.
- Wear the Blenheim uniform with pride. You are an ambassador for the School, so whenever in uniform behave sensibly.
- Look after your environment and do not drop litter. Look after books and equipment and keep your locker clean and tidy.

Respect each other:

- Treat everyone with respect- students, staff, visitors to the School, members of the outside community.
- Be polite and courteous to everyone. Consider other people's feeling- never make hurtful remarks.
- We must never shout, swear or call each other names.
- Your behaviour should not prevent others from learning or distract teachers from teaching effectively. Care for one another and therefore if we see someone is unhappy either go to their assistance or report the matter to a member of staff.
- Staff should be addressed as 'Sir' or 'Miss' or by their full name.
- We must never leave a lesson without permission and a teacher's yellow or red card.
- Treat all members of our community with Kindness.

Welcome Opportunities:

- Believe that you can be successful and engage in the learning activities that you are asked to do.
- Make the most of all the enrichment activities on offer.

Enjoy Challenges:

- Aim High and set yourself challenging targets – 'Believe and Achieve'.

Celebrate Success:

- Share and celebrate your own successes and the success of others in our community. We celebrate student successes throughout the year in a variety of ways (see appendix 5 Rewards and Incentives at Blenheim) :

Rewards include:-

- Praise.
- Good comments/stickers in planners.
- Merits awarded on PARS.
- Certificates.
- Bronze, Silver and Gold badges.
- Letters, postcards, emails and telephone calls home to parents.
- Amazon vouchers.
- Head's Celebration Breakfasts by invitation.
- Individual and group visits to show excellent work to Senior Staff.
- House points and certificates for excellent attendance, punctuality, attitude to learning, progress in learning, Kindness and GRIT (Growth mind-set, Resilience, Independence and Tenacity).
- Sports Colours
- Arts Awards

Community Behaviour:

- Remember good manners and speak politely to everyone.
- Follow the one-way system between lessons and at the start and end of breaks and keep to the left on the stairs.
- Talk quietly in corridors.
- Bags should not be carried in School.
- Walk sensibly around the School (do not run inside the buildings).
- Keep moving down the corridors.
- Carry footballs/basketballs.
- Behave sensibly in computer areas.
- Eat only in the canteen or quad and always place litter in bins.
- Sit on chairs when in form rooms at break.
- Do not use mobile phones or iPads in the corridors during lesson change over times.

Students who do not follow these guidelines will receive a CB code.

2. EVERYDAY PRACTICE FOR ALL STAFF

2.1. All staff use Assertive Discipline which is a systematic form of positive Behaviour Management based on rewards/praise.

Stages of Behaviour Management, encouraging students to make a positive choice, are clearly displayed in all classrooms and in the Student Planner. (see Appendix 2- Make a Positive Choice) They clearly state the Stages of Behaviour Codes used in each lesson and recorded electronically on PARS by all staff.

- Warning given
- B1 Code given and 5 minutes at end of day with form tutor.
- B2 Code given and 10 minutes at end of day with form tutor

- B3 code given and 15 minutes at end of day. Also sent to work in another room and subject detention.
- B4 code given removed from class 20 minutes at end of day and 45 minutes detention and letter home.
- B5 code given as for B4 and removed from class by Leadership Team to work in isolation.

CODES CANNOT BE REMOVED ONCE GIVEN HOWEVER GOOD BEHAVIOUR IS EXPECTED DURING THE REST OF THE LESSON.

These codes are monitored daily by the Form Tutor in afternoon registration.
(See Appendix 1, Stages of Behaviour chart for detailed breakdown of the implementation of the systematic application of the behaviour system to ensure consistency).

2.2. Uniform:

The Blenheim uniform should be worn with pride according to the guidelines. See Appendix 3 - Uniform Rules). Students who do not comply with uniform requirements will be given a U code and repeated offences could result in detentions, isolation or sending home to correct uniform until the issue is resolved.

2.3. Mobile Phones:

Mobile phones may not be used anywhere in the School building between the hours of 8.30am and 3.30pm without staff permission. Consequences of inappropriate use of mobile phones are set out in (Mobile phone flow chart -appendix 4)

3. RESPONSIBILITIES:

3.1. School Leadership Team

The Leadership Team (LT) of the School maintain a visible presence around the School throughout the day and at break times. There is a published rota of Leadership Team who are on duty each day of the week and in addition lessons are visited each day on Learning Walks.

The Deputy Headteacher – Behaviour and Standards is attached to each Year group to support the work of the Head of Year.

Staff would refer a student to a member of the Leadership Team in cases of -

- Actual Physical violence.
- Swearing at a member of staff.
- Suspicion of bringing dangerous items or substances into School.
- Other behaviours deemed to be a B5 code.

3.2. Pastoral Team:

Head of Year
Pastoral Support Leaders
Form tutors.

Specific interventions for each member of the pastoral team are set out in the Stages of Behaviour Chart attached (See Appendix 1, Stage of Behaviour Chart.)

4. PROMOTING POSITIVE RELATIONSHIPS;

All staff should follow the Assertive Discipline procedures and students should observe the following **Classroom Rules**:

- Respect other people and facilities;
- Listen to and follow instructions;
- Raise your hand to attract the teacher's attention;
- Be pleasant and kind to others and allow them to work;
- Take care of the classroom and equipment.

Bullying will not be tolerated at Blenheim High School and we operate a robust anti-bullying policy.

Bullying is defined as:

- The use of aggression with the intention of hurting another person over a sustained period of time. Bullying makes the victim feel uncomfortable and intimidated and often results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical pushing, kicking, hitting, punching or any use of violence;
- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focussing on the issue of sexuality;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Cyber All areas of internet, such as email and internet chat room misuse;
Mobile threats by text messaging and calls;
Misuse of associated technology , i.e. camera and video facilities.

4.1. Procedures

1. If you witness or experience bullying then it should be reported to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The Bullying Behaviour or threats of bullying will be investigated and the bullying stopped quickly.
6. A bully or bullies will be helped to change their behaviour.

4.2. Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place;
2. In serious cases, internal exclusion or fixed term exclusion will be considered;
3. If possible, the students will be reconciled;
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

4.3. Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of classroom rules;
- signing a behaviour contract;
- writing stories or poems or drawing pictures about bullying;
- assembly or tutor time activities to prevent bullying behaviour and promote positive relationships;
- using role plays and drama lessons to explore issues surrounding bullying;
- having discussions about bullying and why it matters in groups or with individuals

4.4. Keeping Parents Informed:

- All parents/carers are made aware of our expectations and sign a Home School Agreement stating their support for the School when their child joins Blenheim. Postcards, letters and other communications, are sent home to parents to notify them of their child's successes.
- Parents are informed by letter and other forms of communication, as their child moves up or down the Stages of Behaviour. (See Appendix 1 - Stages of Behaviour Chart).
- Parents are invited in to School to discuss ways of supporting their child improve behaviour and review the report process. Parents are asked to sign the report each day.
- Where appropriate, the Pastoral staff may make referrals to outside agencies and counsellors to support students in managing their behaviour in School. (See Appendix 1 - Stages of Behaviour Chart).

5. LEGAL GUIDELINES

5.1. Searching Students:

School staff can search students with their consent for any item which is banned by the school rules. Head teachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items in Blenheim in accordance with information from the DfE are:

- knives and weapons;
- alcohol;
- illegal drug ;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item for which a search may be carried out.

Items banned also by the School Rules are:

- cigarettes, e-cigarettes, lighters, matches and any items associated with smoking;
- caffeine stimulant drinks;
- aerosol spray cans;
- permanent marker pens.

Searches of a student or their property will be carried out by a member of the Leadership Team in the presence of a second member of staff. At least one member of staff will be the same sex as the student being searched.

Any illegal item found on a student which might have criminal implications, will be kept in the School safe and handed to the police.

5.2. Use of Reasonable Force

(See Physical Contact, Touch and the use of Physical Restraint Policy for further details)

All school staff have the authority to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Head teachers and staff authorised by the Headteacher can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the school rules.

5.3. Exclusion

The Headteacher decides whether to exclude a student, for a fixed term or permanently, in line with the school's Behaviour Management Policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Parents have the right to make representations to the Governing Body (or Student Discipline Panel) about exclusion, and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Body upholds a permanent exclusion parents have the right to appeal the decision to an Independent Appeals Panel. Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

5.4 Penalty Notice relating to Exclusions

Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. The amount payable is £60 if paid within 21 days of receipt of the Penalty Notice, rising to £120 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

Appendices:

Appendix 1- Stages of Behaviour Chart

Appendix 2- Make a Positive Choice

Appendix 3-Uniform Rules

Appendix 4-Mobile Phone Flow Chart

Appendix 5 – Rewards and Incentives at Blenheim.

Appendix 6 – Glossary of Terms

Appendix 1



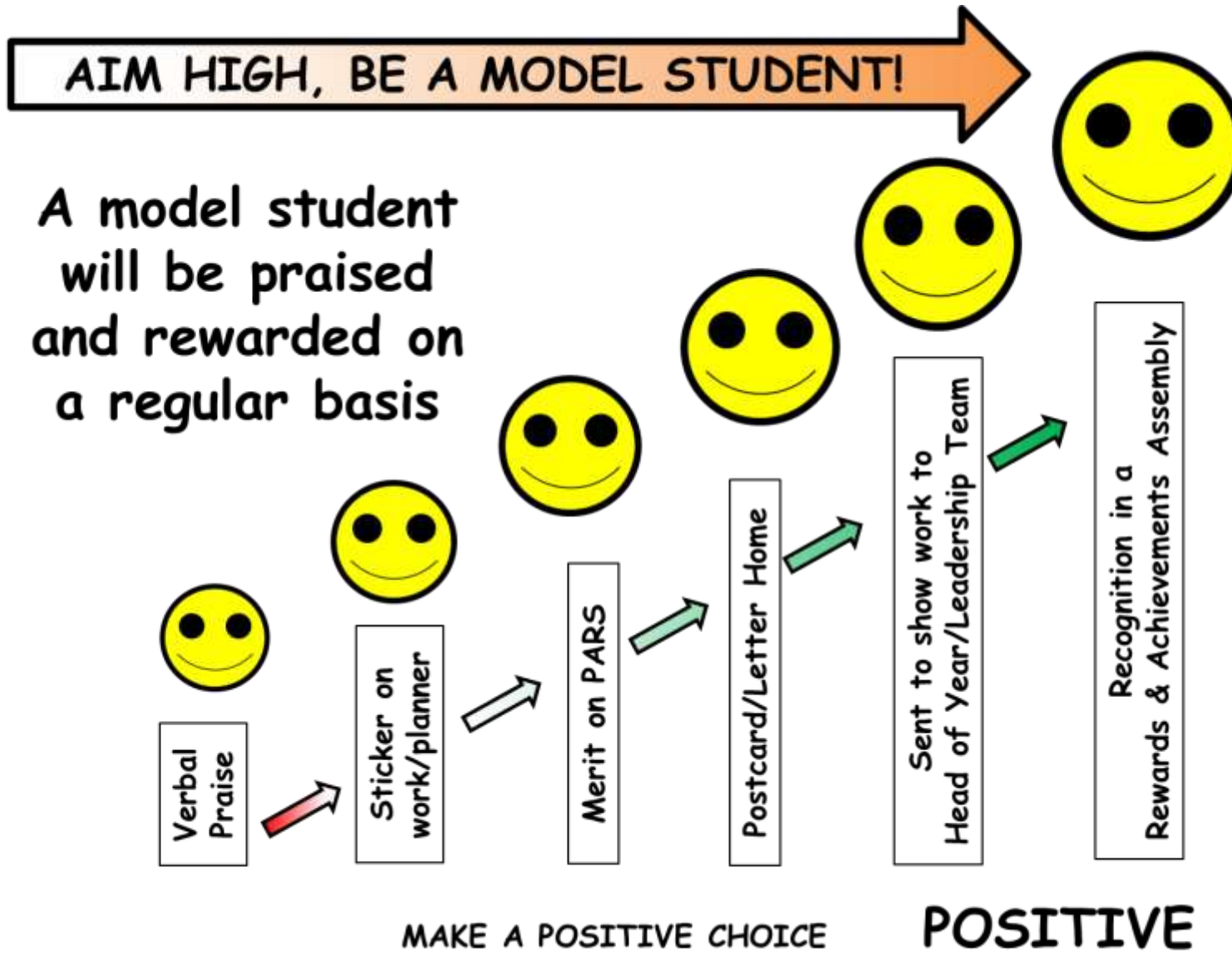
Stages of Behaviour

	Trigger behaviour	Interventions and Support	Monitored by	Referral to...	Parental involvement
Stage 1	<ul style="list-style-type: none"> ➤ More than 1 subject detention per week for 3 weeks ➤ More than 10 codes/demerits in one week ➤ Frequent lateness to lessons ➤ Persistent poor uniform 	<ul style="list-style-type: none"> ➤ Green Report 	<ul style="list-style-type: none"> ➤ Form tutor daily via PARS 	<ul style="list-style-type: none"> ➤ FT to liaise with subject staff to explore solutions to problems 	<ul style="list-style-type: none"> ➤ Stage 1 Tutor contacts parents. ➤ Form tutor to phone parents to update on report each week ➤ Parents sign report each evening
Stage 2	<ul style="list-style-type: none"> ➤ Failure to successfully complete 2 weeks of green report (i.e. more than 5 Ps on report in 1 week) ➤ More than one missed lesson - internal truancy 	<ul style="list-style-type: none"> ➤ Amber Report ➤ Round Robin to subject staff for feedback 	<ul style="list-style-type: none"> ➤ AHoy daily 	<ul style="list-style-type: none"> ➤ SSC - for AHoy to monitor 	<ul style="list-style-type: none"> ➤ Stage 2 AHoy contacts parents ➤ HOY/AHOY to phone/ meeting/ email contact with parents to review progress on report ➤ Parents to sign report each evening
Stage 3	<ul style="list-style-type: none"> ➤ Failure to successfully complete 2 weeks of Amber report (i.e. more than 5 Ps on report in 1 week) 	<ul style="list-style-type: none"> ➤ Red Report 	<ul style="list-style-type: none"> ➤ HOY daily 	<ul style="list-style-type: none"> ➤ Notify SEND of concerns. Add to SEND Code of Practice if necessary. ➤ SSC - AHoy to mentor on School Learning Mentoring programme ➤ Refer to outside agencies e.g. CAMHS - if mental health issues/ADHD (DM/DP) EWO - (AHoy) 	<ul style="list-style-type: none"> ➤ Stage 3 HOY contacts Parents ➤ Parents to meet with HOY weekly ➤ Parents to sign report each evening

	Trigger behaviour	Interventions and Support	Monitored by	Referral to...	Parental involvement
Stage 4	<ul style="list-style-type: none"> ➤ Failure to successfully complete Red report over the previous 2 week period ➤ Significant one off major incident ➤ 6 x LT lesson call outs in a 2 week period. 	<ul style="list-style-type: none"> ➤ Behaviour log initiated ➤ Risk Assessment completed ➤ CAF if appropriate. (DM/DP) ➤ Short term intervention programmes e.g. Anger management; respite; curriculum support ➤ Managed Move considered ➤ Behaviour contract ➤ Part- time t/t ➤ Careers interview WEX (JW) 	<ul style="list-style-type: none"> ➤ LT member attached to Year Group 	<ul style="list-style-type: none"> ➤ Discussed at Head's Behaviour Review ➤ Family Support Worker (DM) ➤ Refer to outside agencies: <ul style="list-style-type: none"> • CAMHS – if mental health or ADHD(DM/DP) • EWO • Police • School Nurse • Catch 22 • Home Link • Epsom and Ewell Mentoring Scheme • Youth Justice Mentoring Scheme ➤ Governors Disciplinary Committee 	<ul style="list-style-type: none"> ➤ Stage 4 letter to Parents ➤ Parents to attend meeting with HOY and LT ➤ Parents to attend regular review meetings with LT and HOY every 3 weeks until sustained improvement is evident
Stage 5	<ul style="list-style-type: none"> ➤ Persistent poor behaviour leading to more than 1 Fixed Term Exclusion or Internal Exclusion ➤ One off incident of extreme nature that endangers other students or staff or significantly disrupts the smooth running of the School 	<ul style="list-style-type: none"> ➤ PSP cycle initiated ➤ Alternative Education arrangements considered e.g. SALP ➤ Work Experience ➤ Careers Interview with JW 	<ul style="list-style-type: none"> ➤ LT and SENCO 	<ul style="list-style-type: none"> ➤ SEND ➤ Outside agencies ➤ CAMHS- if mental health or ADHD ➤ EWO ➤ Police ➤ School Nurse ➤ Governors' Disciplinary committee ➤ Catch 22 ➤ Home Link ➤ Epsom and Ewell Mentoring Scheme ➤ Youth Justice Mentoring Scheme 	<ul style="list-style-type: none"> ➤ Stage 5 letter to Parents ➤ Parents to attend regular PSP meetings ➤ Parents contribution to Pastoral Support Programme recorded and monitored at each meeting

Parents will be notified when a student moves from one stage to another - either up or down stages.

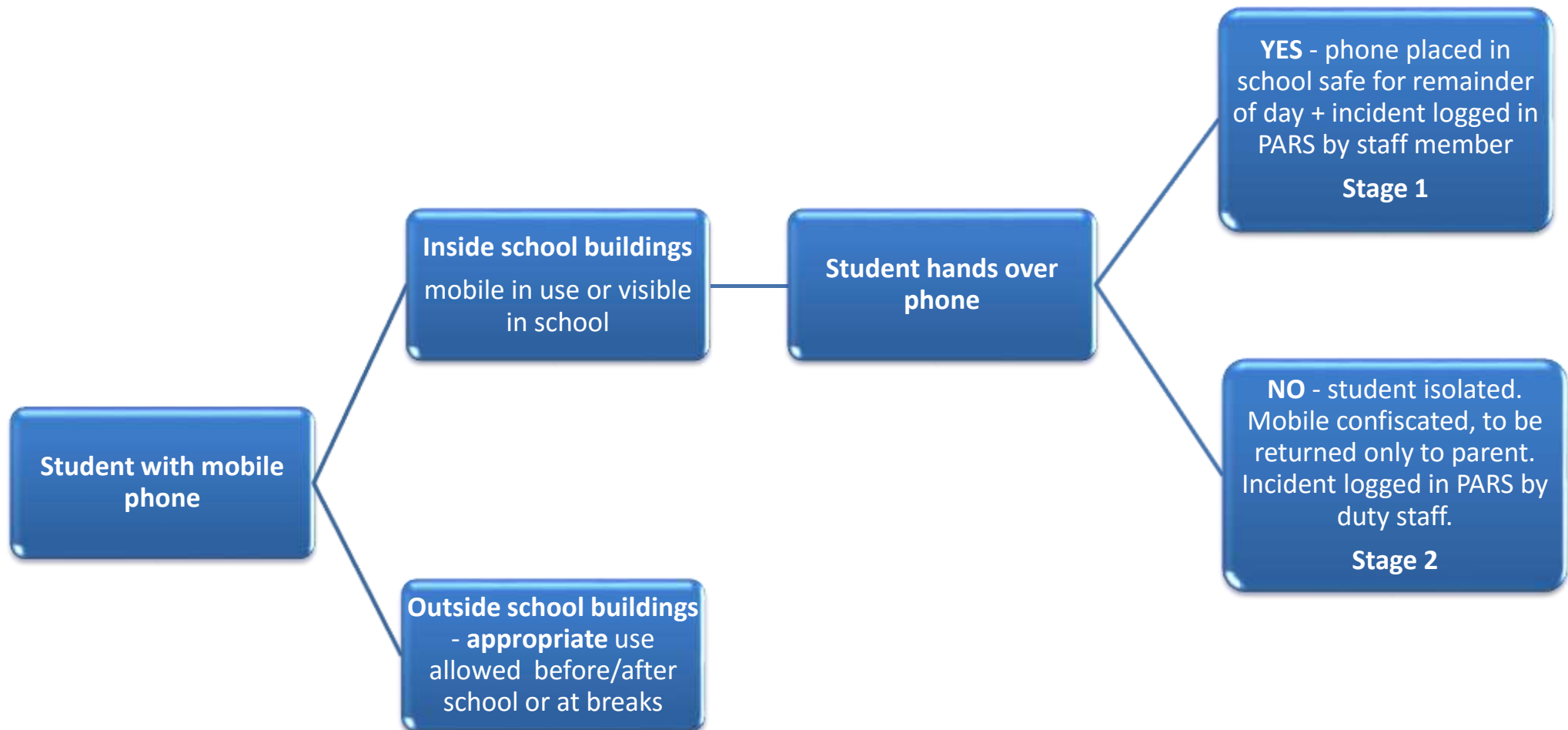
Make a Positive Choice



School Uniform Rules

- The uniform should generally be smart and kept clear of graffiti.
- Skirts should be on the knee length.
- School bags should be plain navy or black small rucksacks or 'record' bags.
- No hooded tops.
- Make-up should not be worn to School.
- Earrings – one pair of small plain studs only to be worn in the lobe of each ear.
- No other body piercings e.g. nose and tongue studs.
- Rings, necklaces and bracelets should not be worn to School.
- Hair should be securely tied back at all times and of a natural colour.
- Hair ties should be plain and discreet.
- A number three graded hair cut is the shortest permitted.
- Tights should be plain black - no patterns or stripes.
- Socks (long or short) should not be worn under or over tights.
- Over-the-knee fashion socks are not suitable for School.
- Trainers, boots, backless shoes and high boots (including Dr Martens) are not allowed.
- Nails should not be colour varnished for School.
- Acrylic or any other form of false nails must not be worn to School.
- False eyelashes must not be worn to school.

Mobile Phone Flowchart



1. Mobile phones may not be used anywhere in the school buildings without staff permission
2. Mobile phones may be used **appropriately** (ask if not sure) outside the school buildings before/after school and at breaks
3. Repeat offence at Stage 2: HOY holds meeting with parent/carer and personalised sanctions imposed
4. Serious misuse of a mobile will result in parental meeting and appropriate sanctions

Rewards and Incentives

Rewards for all in Years 7 to 11

The 'House Point' rewards system is an integral part of ensuring all students fulfil their personal and academic potential as it encourages them to 'believe and achieve' in all that they do. We very much want our young people to be proud of being a Blenheim student and be proud of what they achieve. We reward students to recognise and appreciate their high standard of performance and have designed our system to try and allow all students regardless of their talent or ability to perform highly in one or more of the following categories;

- Attendance
- Punctuality
- GRIT
- Kindness
- Merits
- Progress in Learning
- Behaviour for Learning
- Attitude to learning
- Contribution to their HOUSE
- Tutor Group 'Super-Star'
- Commitment to homework.
- Subject Awards

As well as being rewarded individually in these categories each student's performance in all these categories is combined and continuously collated and tracked throughout their school year. A student's overall performance is then recognised as reaching either the Bronze, Silver or Gold badge standard. A student should aim to achieve a Bronze badge by the end of term 1, a Silver badge by the end of term 2 and a Gold badge by the end of term 3 and their academic year. When a student achieves each badge standard they will receive certain awards, privileges and incentives. Please see Blenheim Student Reward System for overview of the 'House Points' reward system.

As well as students receiving prizes, badges, certificates, postcards and praise emails to parents, they will also receive verbal praise, stamps and stickers in their books and be entered into badge specific raffles. In the summer term many students will also receive subject specific awards to recognise their talent and a selection of students who have achieved the Gold badge standard (top 5 to 10 %) will be invited to attend a 'special' enrichment event.

Headteacher Rewards

The Headteacher also holds a termly 'Headteacher Breakfast' where a selection of students from each year group are invited to have breakfast with her. Students are chosen for their exceptional Attitude to Learning performance. It is always a lovely event in which students are awarded special Headteacher badges.

Sports Rewards

The Sports rewards (Colours) system managed by the PE department has undergone a slight overhaul this year. Previously a student had to demonstrate commitment to at least two sports clubs throughout the year to be eligible for sports colours however this failed to recognise those students that may have only had time to regular commit to one extracurricular activity. From September 2015 students now have to commit to at least 25 extra-curricular sessions within a year to be eligible for a sports colours award. This means that a student can achieve this in one sport or across many different activities. Additionally the sports colours system recognises consistent commitment as the level of reward increases along with the number of years that a student meets the criteria, culminating in a sports tie for four years of commitment to sport at Blenheim. The full system is listed below and it's important to note that students can join it at any time.

Sixth Form Rewards

In addition to gaining House Points, Sixth Form students are rewarded both formally and informally in a number of different ways. Community participation is an integral part of the Blenheim Graduation Certificate, and students are rewarded for their efforts with a Pass, Merit or Distinction. Students are also praised for their attendance, academic effort and progress via termly rewards assemblies, in addition to commendations, postcards home, certificates and letters celebrating success from the Head of Sixth Form. As with the lower school, Sixth Formers have their achievements recognised by being invited to a Headteacher's breakfast, as well as a Head of Year breakfast.

Glossary of Terms:

PARS	Software programme used in school which links to the Parent Gateway
LT	Leadership Team
SLM	Senior Learning Manager
HOY	Head of Year
AHOY	Assistant Head of Year
FT	Form Tutor
SSC	Student Support Centre
SEND	Special Educational Needs and Disability
BESD	Behaviour, Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Service
ADHD	Attention Deficit Hyperactivity Disorder
DM	Mrs. D. Otter – Wellbeing Manager for Students and Families
SENCO	Special Educational Needs Coordinator
DP	Mrs. D. PARR (SENCO)
CAF	Common Assessment Framework
PSP	Pastoral Support Programme
SALP	Surrey Alternative Learning Programme
JW	Mrs. J. Watson, Careers Education Adviser