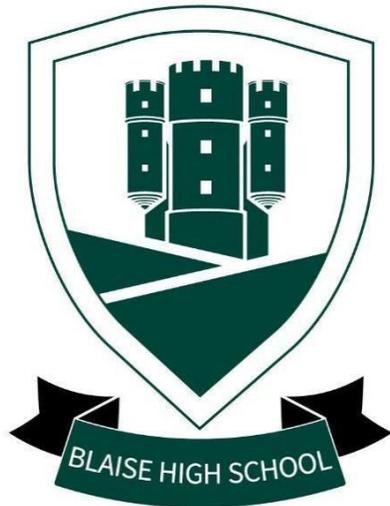




## Blaise High School Behaviour, Suspensions and Exclusions Policy



### Approval and review:

This policy is the responsibility of: Headteacher

This policy was approved by the Local Governing Body on: 29/06/2022

Policy due for review: June 2023

This Behaviour Policy applies to Blaise High School, and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Student Welfare Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Student Welfare Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Chief Executive Officer of the GLT should be consulted.

Blaise High School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.



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## **Introduction:**

This policy has been designed to act as a framework for both pupils and staff at Blaise High School in the establishment of disruption free learning in every minute of every school day. We know that disruptive behaviour in lessons blights the life chances of our children. We believe that every child deserves to learn in a completely disruption free environment. This means that every child is able to learn and focus 100% of the time, and all teachers are able to teach 100% of the time. This environment will enable all of our pupils to climb their own personal mountain to the very best university of profession. We are unapologetic about our culture of no - excuses for poor behaviour and our binary approach to behaviour in the school community. We are committed to ensuring that our entire community is disruption free 100% of the time. We expect every member of the Blaise community to 'Work Hard and Be Kind' This principle underpins everything that we do here.

## **Rewards:**

Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement and success at all times. The Blaise High School reward system is based on our school values of Aspiration, Integrity and Pride.

### **The Purpose:**

- To motivate and encourage students.
- To recognise achievement.
- To foster a healthy atmosphere of competition between individuals and year groups.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

### **The System - Positive Green Points:**

Students will be awarded Positive Green Points routinely during lessons by teachers, this will be recognised by the teacher writing student names on the board. Teachers will record green points using a home-school communication platform. All parents and students have access to the platform and will receive updates on the points achieved.

All students will be issued a 'Ready for Learning' (RfL) card at the start of each week, allowing students to be praised through Positive Green Points based on positive behaviour and conduct around the school building. Students gain signatures from all members of staff who are responsible for noticing positive behaviour and contributions. Students will aim to meet incremental thresholds as they accumulate positive green points. At the end of each week ALL points will be collated and recorded on the home-school communication platform as described above. Students will be issued with certificates and badges in assemblies to acknowledge their achievements. This will be recognised in year group assemblies as well as the weekly newsletter. Additionally, students will receive rewards based on meeting thresholds, this could include threshold badges, Blaise High School Cups, trips and opportunities to win prizes. Positive green points will accumulate through the year.

Positive postcards may also be sent home by teachers for sustained effort and performance, for example: positive attendance, excellent work or homework or other contributions to the wider school life.



## Rewards - roles and responsibilities:

### Staff Responsibilities:

- To reward students regularly and consistently by using the system outlined above.
- Log rewards through Class Charts when given.
- Tutors inform their tutor group each week of the current status for rewards and attendance.
- To celebrate success and publicise achievements with Heads of Year and where appropriate through the School Newsletter.

### Head of Year Responsibilities:

- To issue certificates/letters and rewards when students reach set milestones supported by admin.
- To celebrate student success through notice boards/big screen and weekly assemblies.
- To foster a culture of competition between tutor groups/year groups.
- To monitor the rewards awarded to students in their year group.

### Senior Leaders/Governor Responsibilities:

- To issue certificates/letters and rewards when students reach set milestones.
- To celebrate student success through assemblies and celebration events.

### Student Responsibilities:

- To be aware of their current level of rewards and to know which milestone they are aiming for.

## Behaviour in Lessons:

On a lesson by lesson basis, students will have one simple binary choice: to either be in class working hard and progressing with their learning, or to be relocated to the Ready for Learning room away from their peers until five periods worth of work has been completed. This will prevent individual pupils from disrupting the learning of others, and therefore harming their chances at climbing their own personal mountain to the very best universities and professions.

## We expect the below from all of our pupils:

- Enter silently, be seated, organise equipment on desk, begin the 'Low Stakes Quiz' (LSQ).
- Sit silently whilst the register is taken, completing LSQ.
- Listen in 'Quality Audience' whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Answer and speak only when directed.
- Work exceptionally hard without disrupting the learning of any other student.

Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy.

However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings.



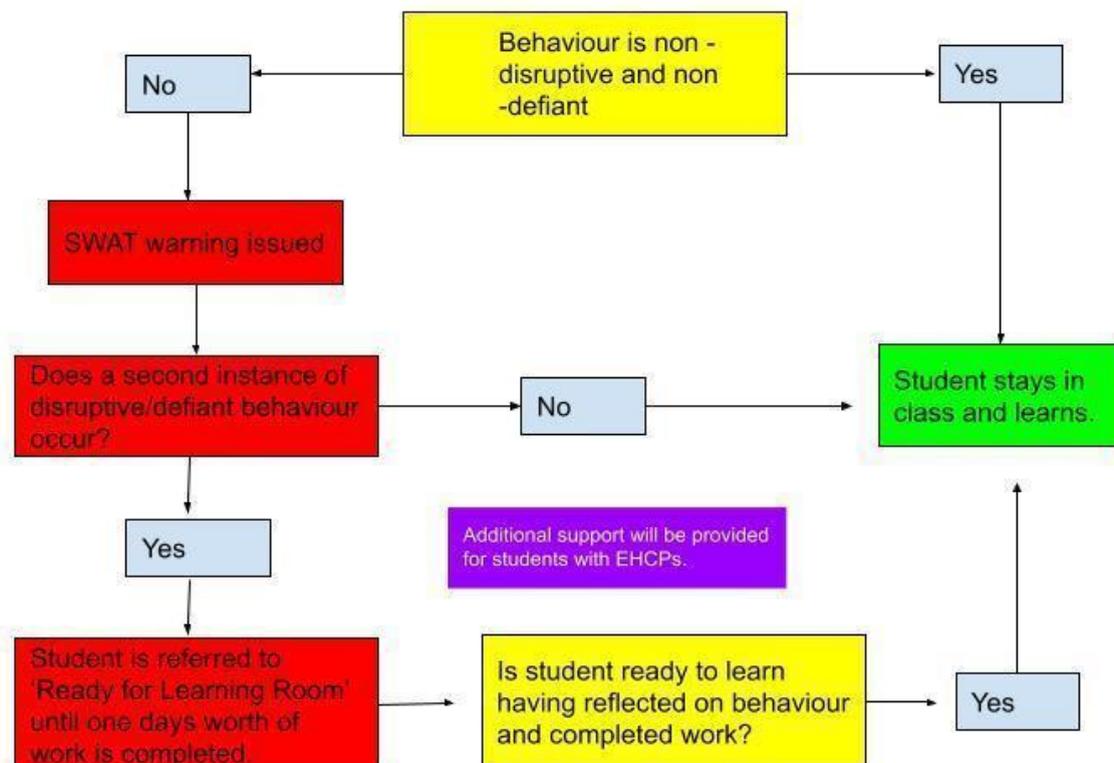
Staff can refer to a student's Provision Map for further information where required. Some students may need an additional scaffolding in order to break down their individual barrier to learning and understanding. Expectations will not be lowered for any students. Further guidance is available from the SEND Team or SENDCO.

### SWAT Warnings:

If a student fails to meet any of the in class expectations their name will be written on the whiteboard by way of a SWAT warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. SWAT stands for: 'State' 'Warn' 'Apply' and 'Transfer'. It is expected that all students will reflect upon, and then correct their behaviour following the first SWAT warning in a lesson. We recognise that students deserve and need 'second chances' as they learn to become self-disciplined young adults. As such, when a student moves from one lesson to another lesson their SWAT warnings will 'reset' and the system will restart. This feeds into the culture of 'recurring forgiveness' which we have at Blaise High School.

All students at Blaise High School recognise the authority of teachers and do not argue back. Any instances of arguing back will result in teachers moving to the next stage of the behaviour policy.

### In Class Behaviour Flowchart:





## **Ready for Learning Room (RfL):**

The second time during a lesson that a student fails to meet expectations, they will be sent to the Ready for Learning Room (RfL) until an amount of work equivalent to a full school day is completed. Failure or refusal to go to the RfL centre or leaving the RfL centre without permission may result in a one-day fixed term suspension with the day in RfL completed upon their re-admittance to the school. Students will have 3 minutes to arrive at the RfL room when sent.

If a student is sent to RfL, the member of staff who sent the student will meet with the student at the end of the day or before, for a 'Reset Conversation', where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place, students sent to RfL will be required to remain in school until 3:30pm that day.

There are a number of things that will happen once a student has been sent to the Ready for Learning Room.

- Students will arrive at the room within three minutes of being sent there. If a student takes longer than three minutes to arrive they may receive a fixed term suspension.
- They will be met by a trained member of staff who will talk through their behaviour with them, giving them the opportunity to reflect on their mistakes in order to prevent repeated poor behaviour.
- They are talked through the process of completing work from the GLT online curriculum, in line with material being covered in class in order to prevent children falling behind. Alternatively students may complete written work, in line with content covered in class.
- Their mobile phones and belongings are placed in a locker.
- They work silently, with their work checked regularly by a member of staff, and are taken out intermittently for interventions and discussions relating to their behaviour.
- Prior to returning to lessons, they speak to the member of staff whose lesson they disrupted, in order to cement the culture of recurring forgiveness, and provide them the tools needed to be successful in the next lesson. They also have all of their equipment checked, and have an exit discussion with trained staff, ensuring that students are genuinely ready for learning. If a student is not ready for learning, they won't return.
- Parents will be contacted by a member of the Pastoral Team to inform them their child has been sent to Ready for Learning.
- Staff referrals are made using a digital platform including the reason for the referral, a record of this is kept.
- All referrals are reviewed by The Pastoral Team on a weekly basis and actions are taken by The Pastoral Team. These actions could include parental meetings, meetings with the referring member of staff, being placed on report to the head of year/member of SLT or referral to an outside agency. Parents are



informed and encouraged to be involved with the support processes that are put in place to support students to be successful.

## Behaviour outside of lessons:

All students are expected to take responsibility for their actions and their choices at all times.

\*Please note the table below outlining our expectations outside of lessons.

<b>On the journey to and from school</b>	<b>Students</b>	<b>Teachers</b>	<b>Parents</b>
	<ul style="list-style-type: none"> <li>-Represent the academy with pride</li> <li>- To arrive at school and leave school in full uniform (students are not permitted to wear hooded sweatshirts at any time on the premises – such items will be confiscated and returned at the end of the day).</li> <li>- Speak politely and give way to members of the public.</li> <li>- To use the cycle lanes/pedestrian zones safely (following the highway code of conduct at all times).</li> <li>- Not engage in illegal or illicit activity.</li> <li>-Report any issues to staff.</li> <li>-To wear a cycle helmet if cycling.</li> </ul>	<ul style="list-style-type: none"> <li>-Dismiss pupils from the gate.</li> <li>- Leaders will walk around the local area to ensure students have left appropriately.</li> <li>- Follow up on any reported issues.</li> </ul>	<ul style="list-style-type: none"> <li>-Set clear times for students to return home.</li> <li>- Support attendance and punctuality by ensuring students are awake and ready to go.</li> <li>- Send students back who have not attended study support or detention.</li> </ul>
<b>In the Dining Hall / Canteen</b>	<ul style="list-style-type: none"> <li>-Eat only when sat down in designated areas</li> <li>-Clear away all rubbish</li> <li>-Tuck chairs in.</li> <li>-Look after their school.</li> <li>- Speak politely to the catering team, using STEPS.</li> </ul>	<ul style="list-style-type: none"> <li>-Sign RfL cards for positives to recognise students showing pride in their community.</li> <li>-Carry out duties.</li> <li>- Praise excellence</li> <li>-Sign the RfL card for any negatives.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask students what they ate at break and lunch.</li> <li>- Ensure parent pay is topped up where appropriate.</li> <li>- Check students RfL cards at the end of each day</li> </ul>
<b>Outside during social times</b>	<ul style="list-style-type: none"> <li>-Talk sensibly.</li> <li>-Take pride in the space, ensuring all rubbish is thrown in the bin.</li> <li>-Wear immaculate uniform with no hoods up.</li> <li>-Speak to all staff politely when engaging in conversation.</li> <li>- Socialise with no 'hands on'</li> </ul>	<ul style="list-style-type: none"> <li>-Carry out duties</li> <li>-Sign RfL cards for positives.</li> <li>-Correct any behaviour using RfL cards.</li> <li>-Speak with students and encourage them to demonstrate BHS values.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss this part of their child's day with them</li> </ul>



	play or 'play fighting'.		
<b>Lesson transition</b>	<ul style="list-style-type: none"> <li>-Use the 'One way system' and correct the stairs.</li> <li>-Walk on the left with pace and purpose.</li> <li>- Only walk inside the school building.</li> </ul>	<ul style="list-style-type: none"> <li>-Greet pupils at the door.</li> <li>-Record any lateness or poor punctuality.</li> <li>-Support the rest of the school in transition.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask their child if they were on time to every lesson.</li> </ul>
<b>At Line Up</b>	<ul style="list-style-type: none"> <li>-Move to their line at the first bell.</li> <li>-Stand in straight lines in designated area in register order.</li> <li>-Be in silence immediately as the second bell goes.</li> <li>-Have hands out of pockets and jackets off.</li> <li>-Walk in silence the whole way to their tutor / lesson.</li> <li>-Where they have 3 signatures on their RfL card for talking in line, complete one day in RfL.</li> </ul>	<ul style="list-style-type: none"> <li>-Sign positives on RfL cards for the first students ready.</li> <li>- Direct students to line up in the correct place.</li> <li>- Use the RfL card for any talking in line.</li> <li>-Arrive at line up before the first bell.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss line ups with students at home.</li> </ul>

Please note the above is not completely exhaustive. We ask that parents speak to all of their children, each day, about every aspect of their school day.

During transitions between lessons (going from one lesson to another), including before and after breaks, students will act appropriately; that means no running through the corridors or loitering in corridors. To avoid congestion, we say to all students 'Keep left, walk with pace and purpose'.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequences. Bells and warning bells support this transition.

**During social times students are expected to do the following:**

1. To sit/stand with their friends at break, lunch and after school in the designated duty areas of the school.
2. Food is to be eaten in the designated areas only such as the dining hall / canteen / Outside benches. Staff and Students are expected to be seated whilst eating. Food is not to be eaten outside at any time, unless communicated otherwise.
3. If students are inside at break times they must be either sat down or transitioning to a seated area to sit.



## **The 'Balance of Probabilities' :**

As a school we will apply the civil standard of proof to all decisions regarding behaviour in school. This means that we will make any decisions about consequences, following as full an investigation as is possible, based on what or who is the most likely cause of an action. This is often referred to as the 51% test. If, following an investigation, there is deemed to be a probability of 51% or more that a child has carried out an action we will use this to inform our decision.

## **Behaviour Interventions:**

Blaise High School is committed to providing support and intervening in order to support parents to improve their child's behaviour. Whenever a child is suspended for a period they will return with a support plan, we will employ a range of supportive methods to prevent a further suspension. We will use a range of methods of support and provide intervention where students are struggling to meet academy expectations. Support plans will be bespoke to each child and dependent on the severity of behaviour.

## **Behaviour in the school community:**

Blaise High School will be a beacon of excellence in the local community. As such students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school. We expect the very best of behaviour and conduct.

### **Students are expected to:**

1. To arrive at school and leave school in full uniform.
2. If you have PE lesson 5 – you may wear your full school PE kit home with your blazer over your PE kit.
3. To use the traffic lights crossings to cross the road safely.
4. To use the cycle lanes/pedestrian zones safely.
5. To take any litter home and dispose of it properly.
6. To respect our neighbours and all local residents.

## **Mobile Communication Devices:**

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be switched off and kept out of sight on the student's person, together with any headphones. The device must be unseen. This begins and ends at the school gate. The term mobile communication devices is an umbrella term and includes mobile telephones, tablets, watches with mobile connectivity, and any other item that can be used for communication.

- If a phone / tablet / headphone / smart watch are seen during the school day, they will be confiscated and parents/carers will be asked to collect it from the main school reception. The devices will be confiscated until the end of term, unless a parent / carer comes to collect it.
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
- If a student refuses to hand their phone over, they may be sent to the RfL for a minimum period of one working day, the phone must be given in prior to returning to lessons.



## Smoking:

No student will smoke on Blaise High School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below. The term smoking refers to electronic cigarettes/vapes/puff bars as well as cigarettes:

- Smoking or being in possession of smoking paraphernalia / e-cigarettes / associated items / associating with smokers/ being found in the possession of smoking paraphernalia may lead to a one-day fixed term suspension.
- Refusal to hand over smoking paraphernalia when asked by a member of staff may lead to a longer fixed term suspension.
- All tobacco and related paraphernalia will be destroyed.
- Repeated smoking, or vaping, may lead to a longer fixed term suspension, or if deemed to be severe enough a permanent exclusion.

Note: 'Smoking' is defined to include any tobacco-based products and also e-cigarettes and vaping products.

## Banned Items:

The following items are banned from the academy site and will be immediately confiscated.

This list is not exhaustive and any final decisions rest with the Headteacher. The academy has the right to search pupils for items identified below and request that banned items are picked up by a parent or guardian, or are confiscated. The Headteacher has designated members of staff able to carry out searches on pupils.

### Banned items include:

- Any offensive weapon, which may include:
  - Tool with a blade or shaft
  - Stanley knife or craft knife
  - Screwdriver of any size
  - Blade of any size or description, including dismantled pencil sharpeners
  - Multi tool (including pens with multiple functions)
  - Lasers of any description
- Any article which has no function in school and has the potential to cause injury or harm.
- Smoking related articles (see above)
- Jewellery (other than 'non - sparkly' ear studs)
- Clothing which contravenes the academy expectations of uniform, for example hooded sweatshirts.
- Mobile phones which haven't been stored on a pupil person
- Watches that have a mobile connectivity function
- Music devices, seen or heard
- Aerosols
- Energy drinks, or other drinks with high sugar content.



- Any other items deemed to be harmful to the academy community such as loom bands.

It is likely that possession of an offensive weapon in school will result in permanent exclusion.

## **Searching, Screening and Confiscation:**

The school policy is based on the following DfE advice and Education Act 2018 (Screening, Searching and Confiscation):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

Blaise High School is allowed to search for any item with pupils' consent. Written consent is not required; a member of staff can ask pupils to turn out his/her pockets, remove outer clothing in order for the member of staff to examine the contents of their pockets or a member of staff can look in the pupil's bags. The search will be carried out by two members of staff, with one member of staff being of the same gender as the student. If the student prefers two members of staff of the same gender this will be arranged. A personal (outer clothing and possessions) search may be conducted for any prohibited item which has been identified in the academy's rules as a prohibited item. The Headteacher and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited item:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/smoking paraphernalia
- fireworks
- pornographic images.

Any item which the member of staff believes has been used, or may be used

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

As per the DfE guidance, Headteachers and other authorised staff are permitted to search for any items prohibited by the school's behaviour policy or 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, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the academy within its behaviour policy (see above). The academy has the right to retain, confiscate and destroy items found as a result of a pupil search where appropriate or where identified with the academy's behaviour policy. Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above.

The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the academy's rules. The academy has the right to erase data where appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

Parents will be contacted when a child is searched.



## Physical Handling and Reasonable Force:

This section of the behaviour policy is based on the below guidance from the DfE:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### Reasonable force can be used by all members of school staff to:

- Prevent pupils from hurting themselves or others
- Prevent damage to property
- Prevent students from causing disorder
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

All staff at Blaise High School will attempt to de-escalate situations prior to any reasonable force being used. As a school, we will always do everything we can to avoid the use of reasonable force.

Where there is no option but to employ reasonable force it will be recorded, and parents will be contacted at the earliest possible opportunity.

## Detentions:

As a school, we will not issue break or lunchtime detentions. In their place will be a standard after school centralised detention. Detentions will run after the school day for all students. A standard detention lasts for 30 minutes. This will be centrally supervised by the pastoral team and behaviour team. Detentions will be issued for either missed or insufficient homework, for being late to school in the mornings, being late to lesson or line up, and for failing to have the necessary equipment for learning. A further detention may run from 3:05pm – 4:35pm on a Friday with Senior Staff.

Students who fail to attend their after school detention will be referred to the RfL centre for a minimum 24 hours.

Please note that detentions are NOT negotiable. As per the DfE guidance below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

parental consent is not required for detentions, and the academy has no obligation to notify parents and/or carers.

Detentions that relate to incomplete Sparx homework are known as Study Support. These sessions have a specific aim of supporting students to catch up on homework through dedicated time with a subject specialist. Students and parents will be informed about detentions through our home-school communication platform. Where possible detentions are arranged in advance, allowing good time for notice to be provided. Please note that detentions are not negotiable. The school will work collaboratively to ensure detentions are completed as per their scheduled time and accommodate rearranged timings only when absolutely necessary.

## Champions' Hour:



The School operates a compulsory Champions' Hour from 3.00-4.00pm (Y7-10) and 4 - 5pm (Y11) for students who persistently fail to complete homework. This is a supportive intervention where students spend time completing home learning with the direct tuition of a dedicated teacher or teaching assistant. Parents/carers will be notified when a student reaches the threshold for referral to this session.

## **Morning Line-Up Procedures:**

To start each school day well is essential. Students are expected to be through the school gates by 8:35am each morning so that they are ready to begin the day. The first morning bell will sound at 8:40am which allows all students to get to their line up area by 8:42am. The Line Up gives tutors a chance to check uniforms and equipment, as well as homework, and students will not be allowed into lessons until the situation is resolved. Equipment missing or uniform incorrect will be recorded by the tutor and students will receive a warning. On the third occasion in a week the tutor will issue a detention. Line ups are silent, if a student talks in line up their RfL card will be signed, if they repeat this three times in a week they will be referred to RfL.

## **Alternative Provision:**

We will utilise Alternative Provision where it is in the best interests of the child, or in order to improve their behaviour. As per DfE guidance, the academy can arrange off site provision, for similar reasons (the improvement of a child's behaviour) This is laid out in section 29A of the Education Act 2002, introduced by the Education and Skills Act 2008. We will utilise alternative provision that has been recommended by the local authority, or at another school within the academy trust.

Whenever a student is directed to alternative provision we will:

- Carry out safeguarding checks on the provision.
- Visit the provision.
- Inform parents.
- Agree transport arrangements.
- Liaise daily for attendance updates.
- Carry out a return to school meeting.
- Provide support on the return to school.

Blaise High School will always try to arrange off site provision to improve a child's behaviour with another school in the trust.

## **Internal Reflection:**

We will utilise internal reflection as an alternative to fixed term suspension where we deem a student's behaviour to be damaging to the promise we have made of disruption free learning for all in the school. We will make this decision as per the DfE guidance linked below, 'It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there'

Wherever we use internal reflection we will:



- Inform parents
- Track students who are repeatedly referred.
- Provide support in meeting the expectations of the school.
- Provide clear expectations and boundaries on what to do whilst in internal reflection.
- Provide time to eat, and use the toilet, whilst in internal reflection.

Provide work that is broadly in line with the curriculum being studied in lessons.

## **Lines in the sand:**

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our school. An indicative but non-exhaustive list would include:

- Swearing at the Headteacher.
- Bringing recreational drugs into school.
- A weapon of any sort including pen knives and BB guns.
- Persistent bullying.
- Persistent disruption of lessons.
- A physical assault of a member of staff.

## **Suspensions:**

At Blaise High School we believe that learning is the most important reason for being in school and that opportunity to learn must be protected at all times. An suspension from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to suspend for either a fixed-term or in rare cases, permanently exclude, is not taken lightly. Reasonable adjustments are considered before a Child In Care or a child with an EHCP receives a suspension. The DSL / Designated Teacher are consulted and their advice sought before a decision is taken. The following offers a more detailed outline of how the process works:

### **Section 1 – Guidance Framework**

1a) The Blaise High School policy is written in line with the DFE Guidance on suspensions. This can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

### **Section 2 – Links to other policies**

2a) This policy for suspensions should be considered within the context of this Behaviour Policy. Other Policies to be considered are: Anti-Bullying, Safeguarding, SEND.

### **Section 3 – Principles**

3a) The School is a learning institution which aims to provide life chances for all of its students. We view suspension as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to suspend is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.



3b) We recognise the detrimental impact of suspension on both the education and well-being of students and their families. We also recognise the impact of social suspension which can result from the permanent exclusion of a student and will try hard to avoid it.

3c) Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusions such as managed moves and alternative provision where appropriate.

3d) We take account of the Equality Act and of our duty not to discriminate against students for any reason.

3e) We also take account of our statutory duties in relation to SEND / CIC

3f) We aim to involve parents as early as possible in any process.

#### **Section 4 – The Decision to Exclude or Suspend.**

4a) The decision to exclude is made solely by the Headteacher, or the Deputy Headteacher acting on the Headteacher's behalf.

4b) There are five circumstances where a student may be required to leave the School site with the authorisation of the Headteacher:

1. Where a decision has been made to exclude.
2. Where a student has committed a serious criminal offence outside the jurisdiction of the School and it is determined by the Headteacher that it is in the interests of the community for the student to be educated offsite. This is not a suspension.
3. Where, for medical or other reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not a suspension.
4. If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the School rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an suspension but an authorised absence.
5. Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not a suspension but an unauthorised absence in the first instance but could lead to suspension following a full investigation.

4c) The decision to exclude a student is not taken lightly and the Headteacher will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations.
- Allow and encourage the student to give their version of events.
- Keep a written record of the actions taken including the statements of witnesses. These statements will be signed where possible.
- Be confident that the procedures detailed in this policy have been carried out.
- Ensure SEND expert advice has been taken into account where appropriate.
- Ensure that parents have been kept informed throughout the process and consulted where appropriate.

4d) The burden of proof applied when deciding to exclude is done on the 'balance of probabilities.' Please refer to the relevant sub - section of this policy for an explanation of the 'Balance of Probabilities' The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.



4e) Suspension will not be used as a consequence for the following:

- Minor Referrals such as a failure to complete homework.
- Poor academic performance.
- Lateness or truancy.
- Breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules.
- Pregnancy.
- As a punishment for the behaviour of their parent / carer.

4f) Once the decision has been made to exclude or suspend, a student will only be sent home once contact either on the phone or via text message has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Blaise High School will always attempt to ensure that parents collect students when suspended. Work will be provided either online, sent with the student or arrangements made for collection.

## Section 5 – Fixed Term Suspension

- Level 1 (up to 5 days in one term)
- Level 2 (more than 5 days and over 15 days in one term)

5a) The decision to suspend a student for a fixed-term may be taken in response to breaches of the school's Behaviour Policy. Again, the balance of probabilities will be used where there is any disagreement.

5b) Examples of behaviour that may lead to a fixed-term suspension include the following, the list is non - exhaustive:

- Verbal abuse of staff or students.
- Physical abuse of staff or students.
- Indecent behaviour.
- Damage to property.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying a banned item.
- Arson.
- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's Behaviour Policy.
- Bullying, including cyber-bullying.
- Behaviour that causes serious harm to the education or welfare of others.
- Oppositional defiant behaviour.

(\* a weapon is defined as any item made or adapted for causing injury)

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that suspension is an appropriate sanction.

5c) The Headteacher may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.



5d) For an suspension that is permanent or would mean a student being suspended for more than 15 school days in a term, missing 10 lunchtimes or missing a public exam, the Headteacher must without delay notify the following by an email:

- The Clerk to the LGB, copied to the Chair of the LGB and Chair of the Board of Trustees, giving the duration of and reasons for the suspension; and the requirements for the LGB to consider the suspension.
- The LA, giving the duration of and reasons for the suspension; and for a permanent exclusion, the student's home LA if different.

For a suspension that does not bring the total to more than 15 school days in a term and the parent has made representations, the Headteacher must without delay notify by email the Clerk to the LGB copied to the Chair of the LGB.

5e) During a fixed term suspension of 5 or fewer days, work will be set by the School for the student to complete at home. This work should be completed and returned at the end of the suspension for marking. This work is completed via the GLT online lessons.

5f) For a suspension of longer than 5 days, the School will arrange full time educational provision from the sixth day of suspension.

5g) Before the end of any fixed-term suspension, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter in full school uniform. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. Support measures may be put in place and will be outlined in this meeting. This meeting is an essential part of the return to school, parents must attend. Students will work in the RfL room until the meeting has taken place.

5h) During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

## **Section 6 – Permanent Exclusion (Level 3 suspension)**

6a) Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

- In response to serious one off **or** persistent breaches of the School's behaviour policy.
- If allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

6b) A student may be permanently excluded where there have been repeated breaches of the behaviour policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academy has exhausted all available strategies for dealing with the student and is a last resort.

6c) There may be exceptional circumstances where, in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Serious bullying including cyber-bullying.
- Being in possession of an illegal substance and / or supplying an illegal substance.



- Carrying an offensive weapon.
- Actions which indicate that allowing the student to remain in the school would cause significant harm to the education or welfare of others.

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

6d) The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies and tutor time.

6e) Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site may be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student, wherever possible.

## **Section 7 – Governors suspensions Committee**

7a) The Governors have the responsibility for reviewing decisions made in relation to suspensions. Level 2 or Level 3 suspensions will involve governors as part of the process. Level 1 suspensions will be monitored and reviewed throughout the year.

7b) The suspensions Committee of the Governing Body will automatically review any suspension which results in a student being excluded for more than 15 school days in any one term, and any permanent exclusion.

7c) Parents / carers have the right to make representations to the governing body about a decision to exclude, and where a suspension would mean a student being excluded for more than 5 school days in a term they may request reinstatement of the student. The representations should be made in writing and should set out the question(s) which they wish the committee to consider.' See DfE Guidance (2017) for full details.

The Committee may decline to reinstate the student, or direct reinstatement of the student immediately or on a particular date.

The parent / carer will be informed of the committee's decision writing, with reasons.

If the suspension is upheld, the parent /carer has the right to ask for a review by an Independent Review Panel - by writing to the Clerk to the LGB c/o the school within 15 school days.

## **Section 8 – Behaviour Outside the school gates**

8a) Our suspension and behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school, or in some other way identifiable as a Blaise High School Student.

Or for behaviour which at any time:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or could adversely affect the reputation of the school
- Causes serious harm to the education or welfare of anyone in the school community



