



Blackfen School for Girls

Raising aspirations - releasing potential

BLACKFEN SCHOOL BEHAVIOUR CHARTER

INFORMATION FOR PARENTS
SEPTEMBER 2016

Introduction

Blackfen is a school with high standards and high expectations.

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

The charter includes:

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

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 be zero tolerant of poor behaviour.
- To ensure there is a clear set of rules/boundaries that everyone follows consistently with clear procedures regarding sanctions and clear lines of accountability/responsibility.
- To ensure that the outcomes of incidents of poor behaviour are clearly communicated.

Our Intentions

Every young person has the right to learn in an environment where outstanding behaviour, self-discipline and respect for others are the expectation. Every young person must feel safe and free to express themselves without fear of bullying or intimidation. Students must understand that actions have consequences, either positive or negative, and that they are responsible for their actions. All staff have the right to work in an environment where outstanding behaviour, self-discipline and respect for others are the expectation. Staff must feel safe and free to exert their authority.

The policy in the context of Government Policy

The Government expects (Behaviour and Discipline in Schools 2016)

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

Responsibilities for improving behaviour

It is the responsibility of **all** members of the school community to work together to promote outstanding behaviour in all aspects of the life of the school. The Home-School Agreement (2016 - 2017) 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 in an August mailing (there is also a copy in the Learning Journal)
- 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 (Student Development) or Student Welfare Manager. Any unresolved issue is referred to the Governing body.

Home-School Agreement (2016-2017)

As a School

We will:

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

As a Parent/ Carer

I will:

- accept responsibility for my daughter's behaviour
- ensure my daughter attends school regularly, on time (**by 8.20 a.m.**) and in correct school uniform including the school blazer and leather/leather look black shoes
- ensure my daughter does not wear any make up, nail varnish/extensions or false eyelashes
- ensure that my daughter has the correct equipment necessary for all her lessons
- let the school know about concerns or problems that affect my daughter's learning
- support actively the school's approach to discipline and standards
- support my daughter in home learning and other opportunities for learning, in and out of school
- provide my daughter time and outstanding facilities to study at home
- check and sign my daughter's Learning Journal each week and respond to communications where necessary
- attend all parents' evening and discussions about my daughter's progress
- provide an appropriate example for our daughter in our approach to home school communications
- take an interest in my daughter's life at school and encourage her to fulfil her potential.

As a student

I will:

- arrive at school (**by 8.20 a.m.**) and all lessons on time and aim for 100% attendance
- wear the correct school uniform including the school blazer, leather/ leather look shoes and a plain coat not fluorescent
- not wear make-up, nail varnish/extensions or false eyelashes
- speak and behave politely and with respect to all members of the school community
- follow instructions from staff without delay or argument
- look after my possessions, take care of my books and equipment and treat school property with respect
- work hard, make the best effort I can and show a positive attitude to learning
- do my homework and study regularly after school and ensure it is handed in on time
- keep my Learning Journal 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.

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

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

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

Rules for Learning – 2016-2017

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 – Learning Journals on desk and all necessary equipment ready for learning.
- Take pride and strive for constant improvement and respect **all** (staff and students) at **all** times.

Expectations for out of lesson conduct

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

This can be achieved by:

- walking quietly from lesson to lesson and around the school in a responsible manner
- walking on the left in all corridors and using the correct stairways
- conforming to any instruction issued by a member of staff (**doing as I am told when I am told to do it**)
- eating in the designated eating areas, at the designated times
- wearing correct uniform and having your conduct card and Learning Journal 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 to 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 and supervising areas as part of a duty team
- challenging any student who does not conform to the School behaviour code in terms of behaviour within lessons and out of lessons
- supporting the students' emotional well-being within the learning and teaching environment
- modifying and adapting the curriculum to meet the diverse individual needs of young people
- being prepared to contact parents/carers and meet with parents/carers to discuss issues of concern.

Rewards

In order to raise achievement, a culture of praise and reward is vital in the school. All staff are encouraged to use rewards to both praise outstanding work and behaviour and to motivate students. Reward assemblies are held for every Community on two occasions for the first two terms where students receive recognition from their peers for their successes. At the end of the year each Community holds a Celebration event where awards are given out to students for every subject in addition to a series of general awards. Parents/carers are invited to these end of year events.

<u>Level</u>	<u>Description</u>	<u>Awarded by</u>	<u>Frequency</u>	<u>Recorded</u>
R	<p>Verbal recognition for demonstrating positive behaviour or a Growth Mind set:</p> <ul style="list-style-type: none"> • good organisation at the start of the lesson, • demonstrating an interest and a keenness in the work • random acts of kindness • good manners 	A classroom teacher would award this during a lesson.	Per lesson	This is not recorded on SIMs
R1	<p>Good comment sticker, stamp or signature in the journal awarded for positive behaviour or a Growth Mindset:</p> <ul style="list-style-type: none"> • high levels of engagement • attempting new challenges • for producing a Good piece of homework • asking great questions 	A classroom teacher could award this in the same lesson as the R	Per lesson	This must be recorded on SIMs by teaching staff

R2	Postcard 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	Recorded on Sims by teaching staff
R3	Letter home or recognition in the newsletter.	Subject leader/ faculty leader	At the end of half-term	Recorded on Sims by teaching staff
R4	Certificate/badges in celebration assembly. Take part in an Endeavour experience or Oscar's invitation. For demonstrating a positive Growth Mindset.	Nominated by faculty leader LT raising attainment coordinators	Recommendation due to sustained effort in termly and annual celebrations	This will be recorded on Sims by the school office
R5	Family reward for a celebration event.	MBR	Awarded annually for sustaining effort over the year	This will be recorded on Sims

In class Sanctions (See behaviour flow chart 1)

S – Verbal – name on whiteboard/in notebook

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

S2 – Verbal action – 30 minute detention – logged and letter home-non-attendance of S1

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

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

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

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

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

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

Examples of what in-class sanctions may be issued for

S - A verbal reminder to be on task-

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

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

S3 - Behaviour for learning – repeated reminder to be on task, continued defiance and disruptive, work rate very slow, unsafe or serious poor behaviour. Non-attendance of s2

S3b - Student fails to attend S3 detention

S4 - Uniform – openly defiant about uniform.

Behaviour for learning – persistently disruptive to the learning of others in the group, continued off task behaviour, very little work completed, very serious poor behaviour or abusive behaviour, bullying.

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

Out of class sanctions (see behaviour flow chart 2)

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

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

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 on religious/belief grounds, disability or age will not be tolerated and will be dealt with as S4 or S5 (see: Equality Policy and Race Equality Policy).

Other information

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

Behaviour Flow Chart 1

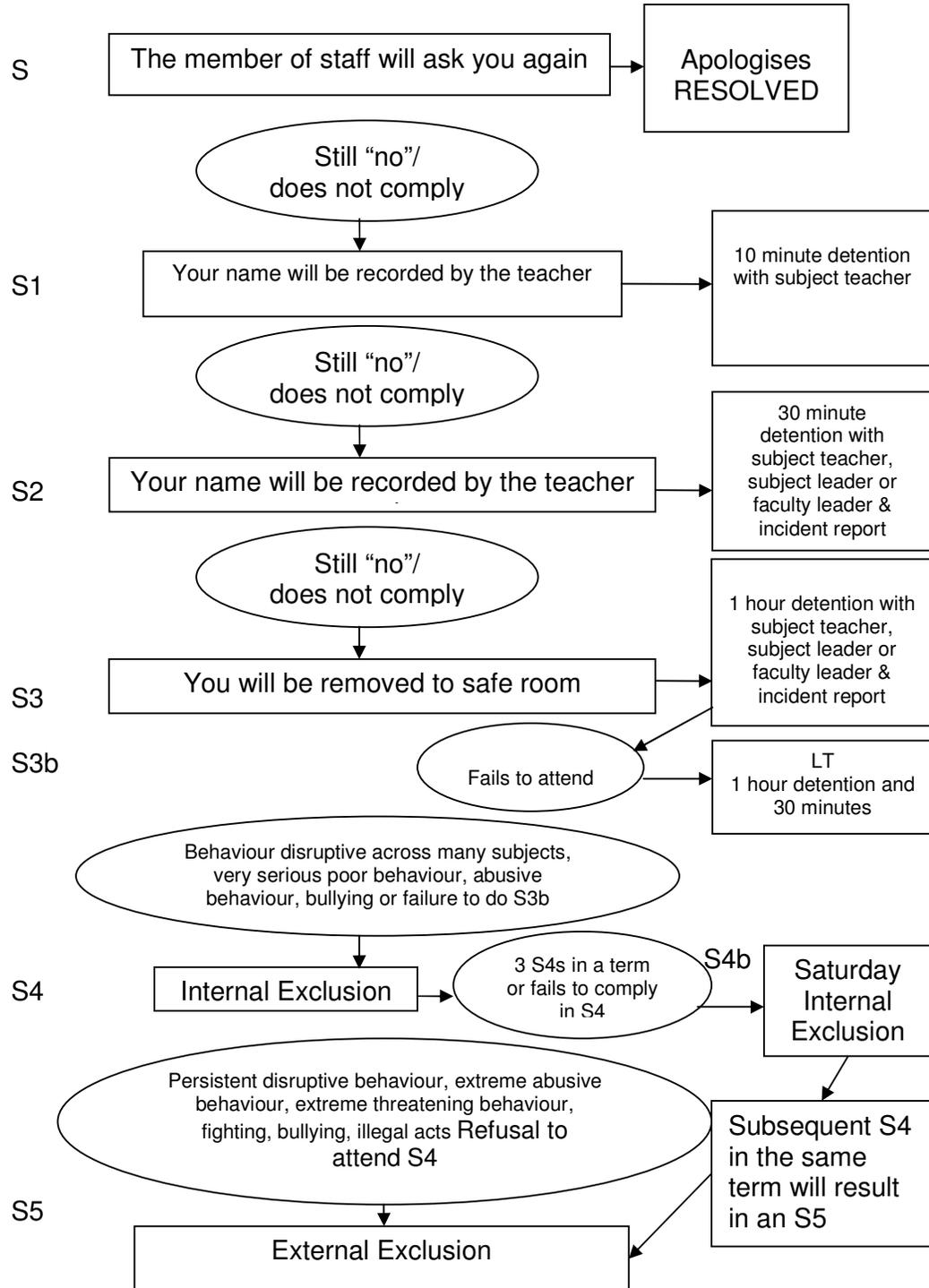
IN LESSONS ONLY

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

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

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

Do not do something readily



Behaviour Flow Chart 2

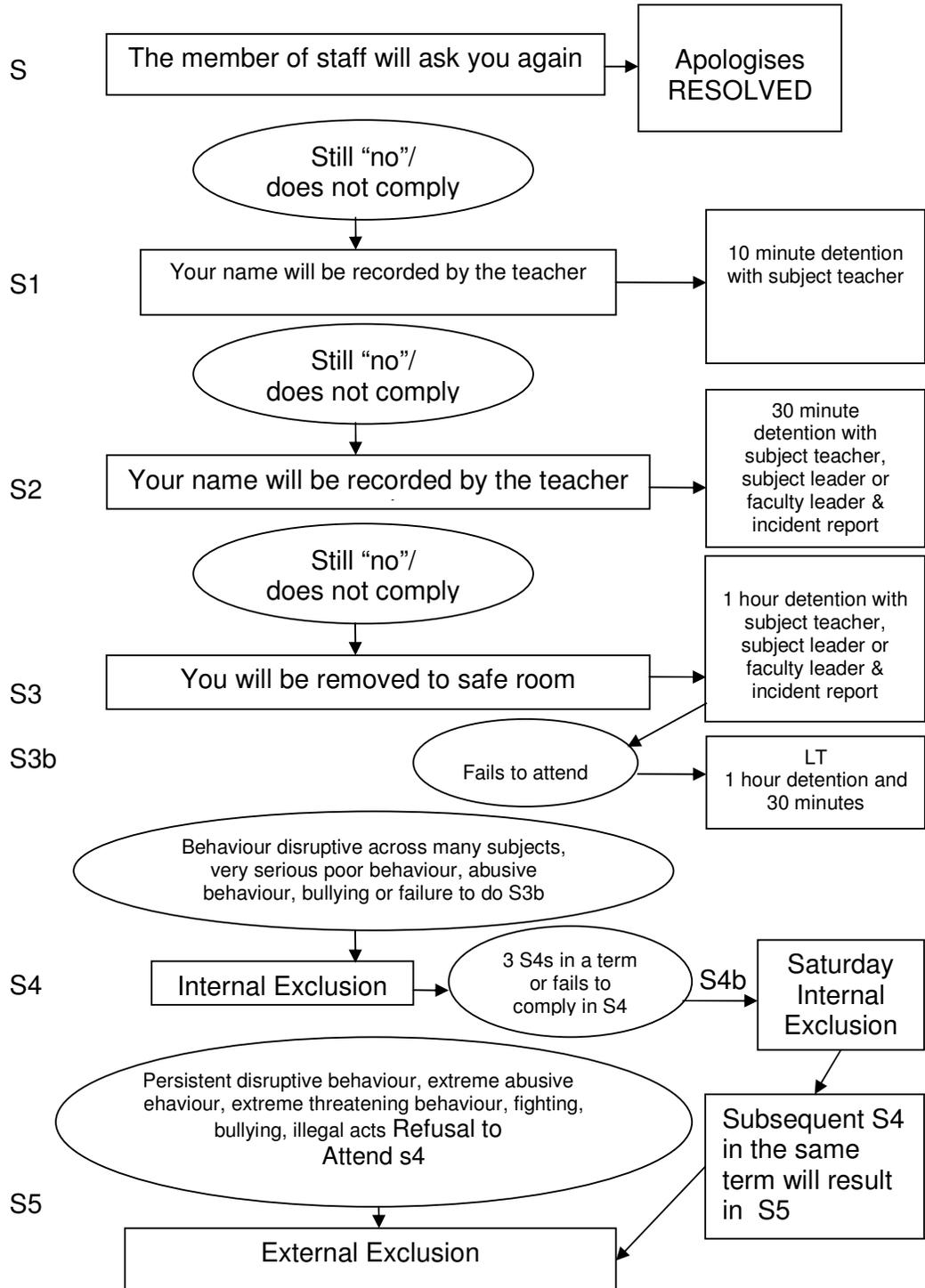
OUT of LESSONS

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

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

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

Do not do something readily



Exclusion

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

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

- serious actual or threatened violence against another student or member of staff
 - substance abuse including possession of, use or supplying an illegal drug on the school premises
 - possession of an offensive weapon
 - intention to cause damage using flammable material e.g. matches, lighters, fireworks
- Before reaching a decision to exclude either permanently or for a fixed period, the Head Teacher will:
- ensure that a full investigation has been conducted &, where possible, signed written statements taken from both the student involved and any witnesses, which may be used in a disciplinary meeting
 - consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour policy
 - ensure that the student has had the opportunity to give his or her version of events
 - consult others, if necessary, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body Discipline Committee
 - ensure that parents/carers are advised of the process and timescales.

Clarity House Respite Centre

Clarity House is a room supervised by leadership team. There will only be one student at a time to limit social time. Core work will be provided.

If a student gains over 150 behaviour points they will attend Clarity House for 5 days. Every subsequent 50 points she will receive a further 5 days in Clarity House plus a one day fixed term exclusion.

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

If the student gains a further 50 points after her 8th visit to Clarity house in her school life, this will lead to permanent exclusion.

Smoking (see No Smoking Policy)

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

Mobile devices (this includes phones, I-pods, MP3s)

Mobile devices can only be used at break and lunchtimes. Any student seen using a mobile device at any other time will have the device confiscated and the device will need to be collected from the school office at the end of the day. On the third occasion that a mobile device is confiscated in any one term it will need to be collected from the school office by an adult. If a student needs to visit the toilet during lessons they will be told to hand over their phone to the class teacher.

Behaviour out of school

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

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

- taking part in any school organised or school related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a student at the school

Sanctions will also be applied if there is any unacceptable behaviour that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

It is up to the school to decide whether it is appropriate to notify the police or the anti-social behaviour coordinator of the actions taken against the student.

School trips

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

Detention system at Blackfen

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

After school students may be detained for 10 minutes without prior notice. At least 24 hours' notice in writing, where possible in the Learning Journal, must be given for any after school detention for longer than 10 minutes, unless exceptional circumstances apply. Students who are late to school may receive a detention the same day, at break time, for up to 15 minutes - this is at break time.

As far as possible detentions will be administered by the member of staff or department in which the incident occurred. For out of class issues it is initially the responsibility of the member of staff involved but can become the responsibility of the AHT/DHT if S3 or above.

Monitoring of behaviour in class

Sometimes it is necessary to monitor the behaviour of students through use of reports. Levels for monitoring behaviour are:

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

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

AHT report – Student is placed on report by AHT for 2 weeks. At the end of 2 weeks a review meeting must be held with the student and parents/carers. This is for any student with escalating behaviour concerns. This needs to be logged on sims by the AHT and SSO informed.

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

For any student whose behaviour continues to cause concern a Pastoral Support Plan (PSP) is initiated.

On call

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

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

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

Anti-bullying

(In line with *DfE Guidelines – October 2014 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 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).

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 AEN.

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 safeguarding officer 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 2016*. (For more details see the full school policy).

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

Screening, searching and confiscation

(In line with *DfE Guidelines – February 2014* – for more details see the full school policy).

In all cases of screening or searching the Student Welfare Manager or a Student Support Officer 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 Manager or a Student Support Officer.

Searching with consent

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

Searching without consent

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

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

Confiscation

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

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

Dealing with electronic devices

If an electronic device is found during a search any data or files on the device can be examined.

Informing parents

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

Uniform and Equipment Rules and Regulations – 2016-2017

Policy Statement

At Blackfen School for Girls we believe that the uniform should reflect the school motto “Raising Aspirations, Releasing Potential”, and should demonstrate visibly that our students are aiming for excellence in everything that they do. We expect the very highest standards of dress for all students. Years 7-11 wear a uniform which is described in more detail below, and the Sixth Form have a dress code of either a trouser or skirt suit.

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

Conduct Card

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

Fourth signature on conduct card for same offence will lead to internal exclusion until the item has been removed.

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

Indoor Uniform consists of:

- regulation plain navy skirt with two box pleats back and front and/or regulation plain navy trousers
- regulation white blouse
- regulation navy or red school V-neck sweatshirt with the Blackfen embroidered name. No other sweatshirt may be worn
- regulation navy or red school cardigan with Blackfen embroidered name. No other cardigans may be worn
- a regulation blazer with school badge and the student’s community flash on the central pocket
- socks may be black, navy or grey; alternatively tights may be worn and should be navy, black, grey or a shade of tan/brown; leggings of any colour may not be worn; socks/tights must be worn with shoes
- shoes should be: leather or leather-look; 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 should consist of a plain not fluorescent coat, jacket, raincoat, anorak/kagoule or duffle coat; coats of other colours or with large logos or brand names are not permitted and may be confiscated; denim, fur/ fake fur, leather/leather look or suede jackets are not acceptable; hats, scarves, gloves and hair decorations are optional but if worn must be plain navy, red or black. Hijabs must be plain black, red or navy
- no logos, lettering or symbols of any size are allowed on any piece of clothing except the school sweatshirt and trousers.

Non Uniform Days

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

Physical Education Kit

Basic Kit

- White polo shirt embroidered with student's full name and school badge. The school badge is embroidered by the shop in the student's community colour. They can also embroider the student's name or this can be done at home.
- Navy football shorts or plain navy ordinary shorts (not cycling shorts).
- Red sweatshirt, embroidered with the School badge.
- Socks – Should be white trainer socks for indoor PE and white football socks for outdoor PE.
- Shin pads for football and hockey. Gum shields are also recommended for hockey.
- In winter - Navy tracksuit bottoms may be worn for outdoor PE when weather requires. (Adidas/white-striped/plain).

Jewellery and Make up

- Students who have pierced ears may wear one pair of plain studs (one stud in each ear). There should not be stones in the earrings. Nose studs and other piercings are not permitted.
- A wristwatch may be worn.
- A small religious symbol of faith may be worn around the neck on a chain under the shirt.
- Make up, including nail varnish/extensions or false eyelashes should not be worn by any student.
- Students will be expected to remove their jewellery. All jewellery is worn at the wearer's risk. Any jewellery worn outside these rules will be subject to confiscation by staff for up to a week.
- Hair dyed in un natural colours is not permitted in school

Other Matters

- In case of financial difficulty please contact the school either through the PA to the Head Teacher, the Tutor, the Student Welfare Team, the Deputy Headteacher or the Headteacher for assistance or advice.
- Books and other items should be brought to school in a dark, sturdy waterproof bag, satchel or briefcase large enough to carry school books, A4 folders and equipment safely (not flimsy plastic carrier bags).
- Mobile phones are permitted in school, but only when used in accordance with our Mobile Phone Policy. Any mobile phone or other electrical device is brought to school at the owner's risk. The school will not compensate students for the loss or damage of any mobile phone or electrical device.
- All money is carried at the owner's risk. Students are advised to keep money on their person. Any large sums of money should be given into the office for safekeeping.
- No Tippex, marker pens or aerosols are allowed and will be confiscated.
- Cigarettes and/or smoking paraphernalia are strictly forbidden and will be confiscated.
- The School cannot accept responsibility for the loss of or damage to any item.
- No high energy drinks should be brought into school and will be confiscated.
- Audio speakers are not permitted in school

Policies linked to this document include:

Anti-bullying policy

Use of reasonable force policy

Screening, searching and confiscation policy

Dealing with allegations of abuse against teachers and other staff

Race Equality Policy

Equality Policy

Glossary

LT Leadership Team

DHT Deputy Head Teacher

AHT Assistant Head Teacher

FL Faculty Leader

SL Subject Leader

SSO Student Support Officer

Safe Room A designated area where students will be sent to work if they are removed from a lesson

DfE Department for Education

Sanctions stages of warnings to deal with unacceptable behaviour

SEN additional educational needs (SEN)



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