

# The Bicester School



## Behaviour Policy

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Signed Headteacher:

*Tony Rushworth*

## **CONTENTS**

- 1. Rewards and Sanctions (Rationale for school rules)**
- 2. Rewards (Merits)**
  - House points
  - Rewards system
- 3. Sanctions (De-Merits)**
  - a. The C-system**
  - b. Less serious sanctions**
  - c. More serious sanctions**
  - d. The isolation room**
- 4. School rules (in short)**
  - a. General school rules (in short)**
  - b. Classroom rules (in short)**
  - c. Rule infringements and sanctions**
- 5. School rules (expanded with rationale)**
  - a. General rules expanded with rationale**
  - b. Classroom rules expanded with rationale**
- 6. Who to ask for support and advice**
- 7. Litter**
- 8. Items Restricted onsite and Misuse of Items**
  - Chewing gum, sugary, fizzy drinks
  - Tobacco, alcohol and drugs, e-cigarettes
  - Mobile phones, MP3s etc
- 9. Theft**
- 10. Damage to the property of the School, its staff or its students**
- 11. Conduct that can escalate quickly**
  - Hands off
  - Violent conduct
  - Weapons
- 12. Malicious allegations against staff**
- 13. Sexual misconduct**
- 14. ICT misuse – see separate policy**
- 15. Issues that originate outside of the School**

**16. Bringing the School into disrepute**

**17. Health and Safety**

**18. Educational visits**

**19. Our Police Community Liaison Officer**

**20. The Bicester School Uniform and Appearance Expectations**

**21. Hair**

**22. Jewellery and make up**

**23. Use of Reasonable Force**

- Who can use reasonable force/When can reasonable force be used
- Government legislation
- Staff training
- Telling parents when reasonable force has been used on their child

**24. Searching and Confiscation Policy**

- Who conducts student searches/Extent of the search
- Confiscated items

**25. Dealing with electronic devices**

**Appendix 1**

**Anti-Bullying Policy**

## The Bicester School Behaviour policy

### 1. Rewards and Sanctions

Rationale for school rules...

In a large community of up to 1000 students aged between 11-18 and growing towards 1350+ it is very important to establish clear boundaries and expectations in the interests of all students and staff. A uniformity of rules, applied to classroom conduct, social times, outside-of-school behaviours, uniform, appearance, mobile phones etc are all in place for good reasons notably to support students' learning and personal development.

We have high aspirations for all of our students. We have expectations that mirror the expectations of good universities, competitive apprenticeships, management professions and all high-quality employers. It is a competitive world, and we want to prepare our young people for this world and to give them an edge on others who may have lower standards. We are committed to developing 4 things in our students: 1) responsibility 2) respect 3) resilience 4) gratitude. The rules and rewards are in place to support these aims. If we can work together to instil these values then our students will go on to fulfil their **aspirations** and **achieve** the best possible exam results.

Lastly and importantly, the rules are in place for students' safety and personal health. That is why we do not tolerate bullying, or make allowances for contraband infringements and will always take a tough stance against smoking, alcohol and drugs.

### 2. Rewards (Merits)

To help encourage positive behaviour, we use a range of rewards and sanctions. We have a rewards system that encompasses a variety of responses from house points to attendance prizes and certificates, and a sanctions system that will employ the loss of merit points, a short detention, longer detention or being placed on blue report for less serious misbehaviours. In more serious circumstances, red report, isolation or exclusions from the school may be used.

#### House points

**(Bronze Award = 1000, Silver = 1250, Gold = 1750, Platinum= 2000+)**

M1 – 1 point from class teacher (max of 3 per lesson)

M2 – 6 points for daily good behaviour, correct uniform/.appearance, timekeeping

M3 – 25 points from Head of Year or SLT only for high level of responsibility, resilience or exemplary work effort or noticeable maturity and respectfulness and thoughtfulness to others. (Recommendations from tutors and teachers, HoDs received at each half term.)

M4 – 100 points for quality effort/progress in CAP reports; 100% attendance for each term.

**The Award certificates can be used by the student in applications to universities and by teachers in support of references for future employers, universities etc in recognition of exemplary and sustained good conduct over a lengthy period of time.**

## Rewards system – Merits

Merit	Value of merit	Awarded by	Mile stone	Potential reward
Following daily expectations for behaviour, uniform and appearance	6 each day	Tutor, SLT	Should be daily	Towards certification
Good or exemplary work in class or at home	1-3	teacher	Potentially each lesson	Towards certification
High level of responsibility shown	25	HoY, SLT	Half termly	Citizenship certificate
Excellent progress or attainment shown in subject	25	Hod	Half termly	Prize draw, subject certificate
Good or excellent progress or attainment in CAP reports	100-200	SLT	3 times per year	Prize draw
100% attendance in a full term	100	HoY	3 times per year	Prize draw; certificate
100% attendance for full year	300	HoY	1 per year	Certificate
Bronze emerging		EPraise	175 average each half term	
Silver emerging		EPraise	250 average each half term	Prize draw, privileges
Gold emerging		Epraise	300 average each half term	Prize, privileges
Bronze		HoY, SLT	1000 points	Certificate
Silver		Hoy, SLT	1250 points	Certificate, prize draw
Gold		HoY, SLT	1750 points	Prize
Platinum		HoY, SLT	2000+ points	Prize
Privilege (silver emerging)	Privilege badge (silver)		From October half term onwards (merits must be sustained)	Special rewards, privileges
Privilege (gold emerging)	Privilege badge (gold)			Special rewards and privileges
Demerits (points can be lost as well)	C1 = 1 point lost	C2 = 2 points lost	C3 = 3 points lost	C4 etc = 10 points lost
If C is issued,	then lose	today's daily	expectations'	points

### 3. Sanctions (Demerits)

#### The C-system....

C1 – Student given a polite reminder. Name may be put on the board.

C2 – Student is further reminded and the student is asked to move seat.

C3 - Student is sent on “placement” as directed within individual departments or pastoral office. Student is given work to complete. Detention is issued.

C4 - Student is removed from the lesson following a one-off serious incident (high level disruption) such as physical or serious verbal assault, racist behaviour, significant defiance etc... A C4 can be given without going through the C1-C3 ladder of escalation. An isolation or exclusion will be considered. A C4 will be dealt with by a senior member of staff.

X5 – A serious incident has occurred, outside of the classroom, possibly on the way to school, at social time or at the weekend. Student is placed in isolation or excluded from school. A potential permanent exclusion is applicable in some circumstances

**[SLANT – sit up straight, listen, and now track the teacher – Some teachers will use the expression ‘3-2-1 slant’ or ‘everyone now slanting’ or ‘everyone tracking’ or even ‘everyone’s attention now’. This all means that rapt attention is expected. A teacher will not talk over other students’ talking or chatter.]**

#### Sanctions

(Allowances are always made for professionally-diagnosed SEN issues. For all stages of infringements, parents will be made aware and the school will work with the parent/child to resolve the behaviour issues and ensure they are back on track.) All incidents are logged onto EPraise which can be tracked by staff, pupil and parents on a daily basis.

#### Less serious sanctions -

- One C = loss of an individual’s house point
  - Two C’s accrued in any lesson = lunch time detention (25 mins)
  - One C3 = detention with Head of Year or SLT after school detention on Wednesday
  - Too many C’s accrued over a period of time = Blue report
  - Suspension of house points for a period
- 

#### More serious sanctions -

- One C4 or X5 = isolation or exclusion, depending on seriousness of offence
- Fail Blue report for continued defiant/disruptive behaviour = Repeat Blue report
- Fail Blue report2 = Head of Year **takes decision for student to continue on Blue report** or serious enough to move to Red report
- Fail Red report = Time in GCC or Exclusion. Re-integration meeting with SLT to address concerns and consider commitment to school place/setting. Parent/student asked to re-visit/sign the Home/School agreement to ensure full support is given to the school. Student may spend a period of time being educated through the inclusion team
- Fail Red report2 = Exclusion. Re-integration meeting with governor/SLT to address concerns and consider appropriateness of school place/setting. LA interventions, external support such as On-course, Discovery, internal support such as inclusion centre staff etc
- External/internal support still not working = a planned transfer to another school or education provider is considered. Permanent exclusion is considered if no move is possible.

- The Geoffrey Canada Centre (GCC) – To further support the behaviour system we have an area which is supervised by senior staff for any student we feel has failed to make a significant change in their attitudes to learning. Students arrive to school as normal and any mobile devices handed in to the supervising staff. Students follow work as set by their subject teacher for the timetabled day. The supervising staff will determine at the end of each session whether the student has “passed” or “failed”. At the end of P4 it will then be decided if the student can leave as normal or have an additional fifth period. All students who are in the GCC will be issued with a Red SLT report the following day.

#### **4. School Rules (in short)**

- **General school rules (in short)**
  1. All students will adhere to the uniform and appearance guidelines as set out on the school web site. They are not permitted to chew gum or bring in sugary drinks or energy drinks into school.
  2. If mobile phones are brought in to school they are not to be used and must be kept out of sight or they will be confiscated. Mobile phones can be left in the pastoral office at the start of the day. MP3s, personal stereos etc are not permitted in school and it is never acceptable in a classroom for a student to be listening to music etc via headphones.
  3. Students must be on time to school. Students who arrive after 8.30am will be late and be in a short lunch time detention. Those who truant from a lesson will be dealt with by the pastoral team or Head of Year. They will need to make up the time that has been lost. This will usually mean an after-school detention?
  4. Good conduct around the school is very important. Students must not run or shout in buildings, keep to the left and arrive promptly to class. There are usually staff or 6<sup>th</sup> form prefects patrolling the buildings before lessons and they will issue students with a ‘C’ for infringements. At social times, students must keep to their designated areas, not use bad language or drop litter, and of course never deliberately cause damage to school property.
  5. We operate a hands-off rule in the school. This is to avoid playful scuffles escalating to fights. Students who engage in violence towards others during the school day or outside of school will be in danger of losing their place at the school. We do not tolerate students fighting or any form of physical assaults. In virtually every case where a student strikes another, an exclusion will follow. In more serious cases, the exclusion will become permanent. We require as well that students respect staff and other young students and do not engage in kissing/cuddling a boyfriend/girlfriend.
  6. Students must adhere to the rules that relate to school assemblies – This includes arriving in the designated area at 8.35am, lining up alphabetically in form groups, and entering and exiting the assembly hall in silence. In addition, years 7 & 8 must have the correct equipment for the “right start” procedure at the start of assembly.
  7. Students must not bring any weapons or contraband onto site. This will result in exclusion and could result in permanent exclusion. Contraband includes tobacco, drugs, alcohol and e-cigarettes. Weapons include knives, guns, BB guns etc.
  8. Students must not bring the school into disrepute outside of school hours or on educational trips/visits. This includes assaults, thefts, vandalism to the neighbourhood etc which would cause reputational damage to the school.
  9. Outside of school hours, students must use social media in a responsible way. They are forbidden from using social media in a malicious or damaging way, as this can be considered a criminal offence and will be taken very seriously by the school.

10. All forms of persecution whether in school or outside of school which impact our student community and can be interpreted as bullying, cruelty or even hatred are deemed as serious and could result in the loss of a student's place at the school.

- **Classroom rules (in short)**

1. All students must arrive promptly to lesson and then follow the start of lesson routine
2. Students must bring the correct equipment to lessons in a suitable school bag. This includes essential equipment, plus personal dictionary, an approved reading book and a scientific calculator, with PE kit on PE days. Students can bring in water bottles but 'fads' such as fidget spinners are banned. Personal stereos etc are not to be used in classes, without exception. (Replacement pens etc can be bought from the school.)
3. Students are permitted to remove their blazers in class following the teacher's greeting to the class but must not do so until after the start of lesson routine. They do not have to ask permission to remove their blazers.
4. Students must not deface or graffiti on their school exercise books or class textbooks. If they do so, they will have to replace them at their own expense. (Bear in mind, textbooks can often cost £15-20 each.)
5. All students will sit according to the class seating plan, without argument, fuss or debate. The teacher decides the seating plan.
6. High levels of disruptions are considered serious and will not be tolerated. These are termed as C4 incidents and followed up by senior staff. These include defiance, disrespect, bad language, winding up other students, answering back etc
7. Low levels of disruption are not acceptable. These include chatter, fidgeting and talking during SLANT (Sit up, listen and no talking). They are followed up by the class teacher but can be escalated to the tutor, Head of Department and Head of Year.
8. All homework must be completed and submitted on time. No sub-standard work will be accepted when it is clearly below the ability of the student.
9. Students are not permitted to use mobile phones in school. These must be kept out of sight in lessons. If seen they will be confiscated and returned at the end of the day via reception. If confiscated a second time, phones will only be returned to a parent or guardian.
10. Students must show respect for the school's consequences system and follow the consequences given by teachers. Students must not answer teachers back when the staff member is applying the consequences system; failure to follow this will see any consequences escalated to the next level.

## Rule Infringements and Sanctions

Rule	Rule Code	Sanction for infringement	Additional Sanctions if applicable	Applied by
	<b>General rules</b>			
Uniform and appearance	G1  (general rule No 1)	C1 (unless strong mitigating circumstance)	Parents contacted on first occasion; Loss of daily expectations' merit points for repeated infringements until rectified	Tutor (registration) Head of Year SLT
Mobile phones in school	G2	confiscation	Returned only to parent on second confiscation	All staff
Lateness to school	G3	C1	Short lunch time detention	pastoral
Conduct around the site including lateness to lessons or misbehaviour on way to lessons, litter etc	G4; CR1	C1		Teacher Duty staff
Infringe 'hands off'. Violence	G5	C1-C4	Exclusion for assault	All, including site and canteen staff
Misbehaviour in assembly	G6	C1-C3		Tutors, pastoral, HoY, SLT
Weapons, contraband	G7	X5	Isolation or exclusion, consider permanent exclusion	SLT
Bring the school into disrepute outside of school	G8	C1-C3, X5	Depends on seriousness of matter	SLT HOY
Misuse of social media, texts, email etc	G9	C1-C3, X5	Depends on seriousness of matter	SLT HOY
Intolerance or abuse to others, inside or outside of school	G10	C1-C3, X5	Depends on seriousness of matter. Permanent exclusion will be considered in some cases.	SLT, HOY
	<b>Class rules</b>			
Failure to follow start of lesson routine	CR 1; CR3  (class room rules No 1 and 3)	C1		Teacher
Equipment infringement	CR 2	C1		Teacher, Tutor

Misuse of books	CR 4	C1	Pay for cost of replacement	Teacher; Head of Dept
Failure to follow seating plan or arguing with teacher	CR 5	C1		Teacher, supply teacher, teaching assistant
High level disruptions including defiance, disrespect, bad language	CR 6	C4	Follow up with HoY or SLT	Teacher
Low level disruptions including chatter, SLANT fail	CR 7	C1-C3	Detention if persistent and becomes a C3	Teacher, HoD, HoY
Homework missing or not done to best of student's ability	CR 8	C1	Re-do homework at home or if repeated, in homework detention.	Teacher, Hod, HoY
Mobile phone seen or being used in class	CR 9	C1	Confiscated. Repeated, then returned to parent	Teacher, tutor, duty staff
Lack of resilience when in trouble, often seen in low level defiance or milder forms of disrespect	CR 10	C1-C3	Detention if behaviour continues and is then repeated in the lesson	All staff

## 5. School rules (expanded with rationale)

- **General school rules (expanded with rationale)**

(The rationale for the rules are explained so that parents can support their children in reaching our shared goals of aspiration and achievement.)

- 1 Uniform and appearance – Future employers of high standing have high expectations of dress and appearance. We wish all of our students to have an edge in the future job market and therefore all students will adhere to the uniform and appearance guidelines as set out on the school web site.
- 2 Mobile phones are often used in a distracting and sometimes unkind way. It is also not good for students to be glued to small screens at social times rather than interacting with those around them. Therefore, students are not permitted to use mobile phones in school. Students can bring these devices to school, for after-school use, but they must be handed in to reception or kept switched off in their school bags. For further clarity, students are not permitted to use social media or send text messages in school. Where mobiles are seen in school they will be confiscated and returned to the student at the end of the day via reception. If the phone is confiscated a second time it will only be returned to the parent.
- 3 In the workplace poor attendance, truancy or lateness is never tolerated. Students are required to be in school no later than 8.30am every day. Any students who arrive after this time will need to sign in as late at the pastoral office. Students are required to attend school every day and absences should be reported in accord with the attendance policy. Truancy from school or lessons will not be tolerated. Learning is so important that students will be required to make up the time lost.
- 4 Good conduct around the site is essential for the safety of all. All subjects have limited curriculum time available and huge amounts of work to get through so lessons need to start promptly. Students must move calmly and swiftly to lessons, without loitering or taking circuitous routes. They must not run in buildings and in the

N block students should keep to the left. They will receive a 'C' for infringements and must respect the staff, 6<sup>th</sup> form prefects and environment at all times. . All litter should be placed in bins and once the movement bell has sounded, move swiftly to lessons. Damage or vandalism to school property will not be tolerated.

- 5 The safety of students is of paramount importance, as is respect to other's cultures and traditions. With so many students on site a 'hand off' approach is essential to avoid potential escalations to fights or embarrassment to others. Violence will never be tolerated and is not a means to settle disputes or arguments. We are proud that our school is a safe environment and we will do all we can to maintain this.
- 6 Assemblies are opportunities for us to come together as a school and revisit key values and themes that will help us to ensure success. Understandably bringing large numbers of students together in one single place is a sizeable feat of organisation. On assembly days, at 8.35am promptly, students are expected to line up in their form groups in alphabetical order and proceed quietly into the assembly. Students will then be dismissed, form by form, and leave in a quiet manner. Year 7 & 8 required to show they have the correct equipment as part of "start right" at the commencement of the assembly.
- 7 The school is large with a wide age range and ensuring our students' safety is of paramount importance. Students must not bring any weapons or contraband onto site. This could result in permanent exclusion.
- 8 Students must not bring the school into disrepute outside of school hours or on educational trips/visits. Assaults, thefts, vandalism to the neighbourhood etc cause us reputational damage, put off future parents/students and will therefore be regarded as a school matter as well as a potential criminal matter.
- 9 Across the country, the misuse of electronic communication is becoming a serious issue outside of school hours which then always spills into school time. Outside of school hours, students are requested to use social media sparingly and never in a malicious or damaging way. This can be considered a criminal offence and is taken very seriously by the school.
- 10 All forms of persecution whether in school or outside of school which impact our student community and can be interpreted as bullying, cruelty or even hatred are deemed as serious. Students found to be engaged in such activities will be at risk of losing their place in the school.

- **Classroom rules (expanded with rationale)**

(All of the rules below are set out in the interests of all students so that everyone has the opportunity to achieve success. It would not be fair to classes or teachers if we relaxed these rules for certain individuals. Equally, confusion will follow if we do not set clear boundaries for behaviour.)

- 1 There is a lot of work to get through and little time. We start on time and in an orderly manner. All students must arrive promptly to lessons. At the start of the lesson, the students will follow one of two routines set by the teacher. Students will either line up outside classroom and be brought quietly into the room or they will enter and stand behind their chairs and respond cheerfully to their teacher's greeting. Any students arriving after this point, will be judged as late to the lesson. Lateness to lesson impacts on all as it invariably means that the teacher cannot cover as much work as they would like. If not addressed, in the long term this can affect everyone's exam grade.
- 2 If students do not bring the correct equipment to the lesson then it is doubtful that much learning will take place. Students must bring a suitably sized and appropriate carrying-bag to school with the essential equipment wallet including calculator, appropriate reading book and dictionary. This includes PE kit on PE days. It is essential that this equipment is used correctly as all headings must be underlined,

work dated and underlined, work is peer marked in red and where the spelling of a word is uncertain the student looks it up correctly in his/her personal dictionary. The same principles applies to the correct use of a calculator, an essential and tested skill in GCSE maths.

- 3 It is very important that students are smartly turned out but at the same time they must feel comfortable. Students are permitted to remove their blazers in class and do not need to ask for their teacher's permission to do so. They will however have the courtesy of not removing blazers until after the formal greeting at the start of the lesson. Jumpers should not be removed, except when summer uniform time arrives and this becomes an optional uniform item.
- 4 Students must take pride in their work and be mindful of the cost of books to the school. There should be no defacing of or graffiti on class textbooks or a student's exercise books. Exercise books are expensive and class textbooks are used by other classes. If this is found to be the case, the student will have to recompense the school for the cost of replacement. Textbooks can cost as much as £20 each to replace.
- 5 It is nice to be able to sit with your friends but this is not always the best for your (and others) learning. There is a seating plan for every class which is determined by the teacher. This is not to be argued about or debated. The teacher will be aware of not sitting students together who do not work well together.
- 6 The teacher and fellow students in the class must never be undermined by a student as this will impact on the learning of all in the class. Personal responsibility, respect for others and resilience in lessons are fundamental to the progress of every child. Students will demonstrate this by politely complying with the class teacher at all times. High level disruption such as defiance, disrespect to staff or peers, answering back, refusal to follow instructions, winding up students, bad language have never been tolerated at the school and thankfully are rare.
- 7 Every second counts in the lesson. A large class must be properly managed. This is not possible if students engage in low level disruptions such as chatter or fidgeting. Students must not disrupt others by talking during SLANT or whilst engaged in the time of formal writing (work) which takes place in most lessons. The purpose of the formal part of the lesson is to develop students further in literacy and independent learning.
- 8 There is a lot of work to cover so work outside of school is important too. Homework will be set every day. English and Maths will be set every day alongside one or two other subjects. It is essential that this is completed to the student's best ability. Students are welcome to complete their homework in the library at lunch time or after school if they wish.
- 9 Students must never use mobile phones in class. If phones are seen or go off they will be confiscated by the class teacher and returned at the end of the day via reception in the first instance. In the case of a repeat occurrence, the phone will only be returned to the parent.
- 10 Employers value resilient workers. None of us is perfect so how we respond to mistakes is important for our growth in maturity and development. On occasion, almost every student will make mistakes and do the wrong thing. Reactions to this are all important as sometimes the student's reaction can be worse than the original offence, which might have been quite minor. It is very important that students learn to exercise self-control, not make excuses or deflect blame to others in such times. Frustratingly, there are occasions even, in a large class of 30+ students, that the teacher will make a mistake and wrongly discipline a child. Even in these rare circumstances it is important that the child learns how to conduct themselves in the correct way.

## **6. Who to ask for support and advice**

We always wish to work in partnership with our parents on behaviour matters and use our tutor system and the Key Stage pastoral support team to keep in close contact when issues arise. Where necessary, more regular updates will be provided via the use of tutor reports/subject reports/etc.

As well as contacting us by phone, there is also the option of emailing the school via the school website or writing directly to school staff.

## **7. Litter**

Students who are caught littering or causing a mess at canteen tables may be given litter-picking/site cleaning duties as a sanction.

## **8. Items Restricted on Site and Misuse of Items**

### **Chewing gum, sugary fizzy drinks**

No student is allowed to bring in fizzy, sugary drinks or consume chewing gum on the school site. Students who are dealt with for chewing gum will be sanctioned by detention duties that may involve scraping chewing gum off surfaces, or other appropriate Bicester School site cleaning/maintenance tasks.

### **Tobacco, alcohol, drugs and e-cigarettes**

Tobacco, Alcohol, Illegal Drugs or items associated with their consumption of these and e-cigarettes are strictly prohibited on the Bicester School site. These will be confiscated, parents (and Police if appropriate) informed and the items disposed of. The Governors and Headteacher regard the consumption of Alcohol, Illegal Drugs, Tobacco and e-cigarettes on site as a serious matter. Students involved will be sanctioned accordingly, up to and including exclusion (possibly permanent) where deemed appropriate by the Headteacher.

### **Mobile phones, mp3s, ipads etc.**

Mobile phones are not allowed to be used in the 11-16 school. They can be signed in at the hand-in window upon entry to the school however if the device is switched off and in a bag it will not be confiscated. Any phone seen by a member of staff on the school premises or during a school trip will be confiscated and placed in reception or the pastoral office for collection by a parent.

Mp3s, personal stereos and game consoles etc. are not needed in the School and should not be brought in as they are targets for theft.

Any students who misuse their mobile phone (e.g. no filming/photographing is allowed, and threatening or sexually inappropriate texts are obviously banned) either in or out of school will receive a formal banning order which over-rides the standard school policy.

## **9. Theft**

Any students who are adjudged to have stolen anything from the School or fellow

students will be sanctioned accordingly (up to and including exclusion), and the police will be informed where appropriate.

#### **10. Damage to the property of The Bicester School, its staff or its students**

Any students involved in damage to the property (including the site) of the Bicester School, its staff or its students will be sanctioned accordingly (this may involve 'community service' around the School but could also include an exclusion). The students' parents may also be informed of the cost involved and invited to contribute to/cover this cost.

#### **11. Conduct towards other students which can escalate quickly**

##### **Hands off**

We ask that all students keep their hands to themselves. Friendly scuffles etc can easily escalate.

##### **Violent conduct**

Any students who are violent will be dealt with accordingly depending on the seriousness of the incident. Some time out of mainstream lesson circulation (including breaks/lunchtimes) is likely and an exclusion may also be considered. This can result in a permanent exclusion if the Head teacher decides this is necessary.

Any students who are deemed to have been inciting violence will also be dealt with seriously. As will any students who film/photograph violent incidents.

Any incident which involves a student being violent towards a member of staff will likely result in a permanent exclusion.

##### **Weapons**

Any student who brings an offensive weapon on site is likely to be excluded – the Headteacher will decide if the exclusion will be permanent. If the student brings in the weapon with an intention to harm another student or staff member this will likely result in a permanent exclusion.

#### **12. Malicious allegations against staff**

In the event of a student claiming that a staff member has behaved improperly, and that claim subsequently adjudged to be unfounded, the student in question will be subject to an appropriate sanction. This sanction may include an exclusion if the Headteacher decides that the incident warrants this. In the most serious cases, this exclusion could be permanent.

#### **13. Sexual Misconduct**

Inappropriate sexual comments between students and/or to staff are obviously not allowed and will be dealt with accordingly. This includes comments via texts or internet social

network sites that impact on students' lives within the School. Students are not allowed to hold hands, kiss and cuddle their boyfriends/girlfriends on the School site as this can cause embarrassment to bystanders (particularly younger students), and runs contrary to the purposeful, working atmosphere we wish to maintain around the School.

#### **14. ICT misuse**

Any students who use School PCs to access banned sites (such as pornography, games and inappropriate Youtube videos) will have their ICT usage withdrawn for a set period and parents informed. There may also be additional sanctions as appropriate. Any students who use ICT access for communications that are offensive to others will also be sanctioned. Students who use other students' accounts, or who hack into the School's systems are likely to be dealt with through time in our Internal Exclusion Room, or through an exclusion.

#### **15. Issues that originate outside of the School**

Any issues that arise within the School that have stemmed from comments on social network sites, emails or texts (or indeed any interactions/communications that occur offsite) will be treated seriously by the school and dealt with appropriately in accord with the rules laid out in the general school rules. Our police liaison officer may be involved as appropriate.

#### **16. Bringing the School into disrepute**

Poor behaviour on the way to and from the School will be sanctioned accordingly. In particular, damage to property, theft, verbal abuse, and violent conduct will be dealt with very seriously (see above sections for details). The School may also respond to incidents which occur beyond the journeys to and from the School site if it is deemed appropriate to do so. Any incidents which take place during work experience will also be sanctioned accordingly, up to and including fixed term or permanent exclusion if necessary.

#### **17. Health and safety**

Beyond the behaviours already outlined (such as violent conduct) at times, students may have to be dealt with due to them behaving in a manner which endangers themselves or others (possibly through actions that are more foolhardy than malicious). Such behaviour will be responded to and sanctions utilised as appropriate.

#### **18. Educational visits**

If a student misbehaves whilst on an educational visit, then they will be dealt with very seriously and their place on any future visits will be jeopardised. In extreme cases, the student's parents/carers may be contacted to collect their child in order for the trip to continue without the risk that this student's behaviour presents.

Trip Leaders have to complete Risk Assessment paperwork before trips can take place. As such, students may be refused a place on an educational visit if the Trip Leader is not confident that the student's behaviour will meet expectations.

## 19. Our Police Community Liaison Officer

We have PC Paul Newman assigned to the School as our Community Liaison Officer. We work closely with PC Newman to ensure that our students, parents/carers and staff benefit from the knowledge and expertise that they can provide.

## 20. The Bicester school Uniform and Appearance Expectations

### UNIFORM SUMMARY

ITEM	BOYS	GIRLS
<b>Badged blazer BLACK</b>	<b>Compulsory for Year 7-9</b> <i>(compulsory for Years 10 from Sept '18 + Year 11 from Sept 19.)</i>	
<b>Badged jumper NAVY BLUE</b>	<b>Compulsory for all students.</b> <i>(Free School Meals students will have one badged jumper purchased for them by the school).</i>	
<b>Clip-on tie BURGUNDY</b>	<b>Compulsory for all boys.</b>	<b>Optional for all girls.</b>
<b>Formal shirt / revere blouse WHITE</b>	<b>Compulsory formal white shirt.</b>	<b>Compulsory formal white shirt <i>with tie</i></b>  <b>OR,</b> <b>Compulsory formal revere blouse <i>without tie.</i></b>
<b>Formal trousers / formal knee length skirt BLACK</b>	<b>Compulsory formal black school or office-ready trousers.</b>	<b>Compulsory formal black school or office-ready trousers</b> <b>OR,</b> <b>Compulsory formal black knee length skirt. (Close to knee as is possible)</b>
	<i>Casual trousers, such as jeans, leggings, cords are <b>not</b> acceptable.</i>	
<b>Formal shoes BLACK</b>	<b>Formal black shoes.</b>	
<b>Plain outdoor coats will be allowed, but no hoodies, denim or leather jackets or non-school jumpers are to be worn over uniform.</b>		

## 21. Hair:

### Hair:

**Hair must be one natural colour and not extreme. There should not be two distinct colours on a child's head. We do not recommend using hair dye on children's hair (Bleach or other dangerous chemicals should never be applied.) but certainly no unnatural colours would be permitted. Boys must be clean shaven. The Headteacher reserves the right to make the final decision on what is an acceptable haircut but hairstyles should be sensible. This means no 'pattern cuts', shaved or hair coloured in unnatural colours such as pink, green, blue, raven-black, bleached-blond etc. Nor are other inappropriate styles allowed. Any hair clips, etc. should be simple and plainly coloured.**

## 22. Jewellery and Make-up:

**Only one set of stud earrings and a watch is permitted to be worn. Facial piercings, including nose studs, lip piercings and eyebrow piercings are not permitted.**

No make-up is allowed at Key Stage 3 and only a modest amount at Key Stages 4 and 5. At Key Stage 3, students will be instructed to wash or wipe off obvious make-up such as eye make-up, blusher and coloured lipstick. Each classroom and staff base has packs of wipes to assist with this. Nail varnish and fake nails are not allowed in any year groups. At Key Stages 4 and 5, make up must be light, in neutral colours and not extreme. The Headteacher reserves the right to determine what is deemed as extreme.

### If there is a Problem:

If for any reason a student is unable to wear full uniform, they should gain permission from their Tutor, KS3/KS4 Leader or member of SLT. An explanatory letter from parents/carers must be brought to the School on the day. If this requirement is not met, then the student's parents may be contacted to bring the missing uniform item to the School, or authorise the student to return home to collect it. We have a very limited stock of spare uniform but this is obviously only a short term fix. It is our expectancy that all students of the Bicester School adhere to our uniform policy.

Full uniform should be present on entering and leaving the School site. Staff on duty before and after school will challenge any students breaching these rules on the School site. Repeat offenders will have a letter sent home explaining the issue and it will be expected that it is corrected as soon as possible.

## 23. Use of Reasonable Force

### • What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

1) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

2) 'Reasonable in the circumstances' means using no more force than is needed. Minimal force for minimal time.

3) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

4) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

- **Who can use reasonable force?**

1) All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006)

2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

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

2) In a school, force is used for two main purposes – to control students or to restrain them.

3) 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.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

5) Government legislation

As stated in government legislation (Education Act 1996)

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Instruction to do so;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

In deciding what is a serious enough incident to require a physical intervention, staff should use their professional judgement and consider the:

- Student's behaviour and level of risk presented at the time of the incident;
- Degree of force used;
- Effect on the student or member of staff; and
- The child's build and age.

It is also our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). As such, our SEN staff should always be consulted if there is an incident involving an SEND student.

Legally, we do not require parental consent to use force on a student.

- **Staff training**

We have several training sessions per year, where staff get to practise safe student handling techniques and be reminded of key aspects such as:

- the legal situation regarding use of reasonable force;
- the ideal phrases to use when required to use such force;
- the calm voice and manner that helps these situations be resolved more easily.

- **Telling parents when force has been used on their child**

Parents/carers will be informed that day if force has been used on their child. Staff are required to complete a physical intervention form that gives detail on the exact circumstances of the incident.

## **24. Searching and Confiscation Policy**

Power to search students without consent

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" (Section 550ZB(5) of the Education Act 1996):

- illegal drugs
- injury or damage to property.
- Force will not be used to search for items banned under the school rules.

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Beyond the above, staff can search a student for any item if the student agrees.
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student’s bag or locker and for the student to agree.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment such as a detention, or consult the Assistant Headteacher for Behaviour about Internal Exclusion time. If the member of staff suspects that the student may have an item that features on the aforementioned list of ‘prohibited items’, then reasonable force may be used to search the student.

In addition to the ‘prohibited items’ above, we may also search students for excessive sweets, drinks, etc. that we believe may have been shoplifted and/or intended to sell to students on the School site.

We may also search for aerosols (not allowed as these can cause asthma attacks), laser pens, and other items that we suspect have been/may be used to cause disruption in lessons (e.g handheld noise emitters).

- **Who conducts student searches/Extent of the search**

The staff member must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they will be the same sex as the student being searched.

There is a limited exception to this rule. A staff member can carry out a search of a student of the opposite sex to him/her and without a witness present, but only where he/she reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

When can students be searched?

1. If staff have reasonable grounds for suspecting that a student is in possession of a prohibited item.
2. Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The staff member must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
3. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school

trips in England or in training settings.

4. Government legislation allows school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

- **Extent of the search – clothes, possessions, desks and lockers**

The person conducting the search may not require the student to remove any clothing other than outer clothing.

Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

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

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

It is a condition of having a School locker that the student consents to have these searched for any item whether or not the student is present.

- **Confiscated Items**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act

2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

1. Weapons or other offensive items will be passed on to the police;
2. Smoking materials will be thrown away;
3. Inappropriate images will usually be destroyed after parents/carers have noted the seriousness of the particular images involved, however, in extreme cases, these will be passed on to the police;
4. Stimulants or 'legal high' substances will be thrown away;
5. Disruptive toys etc. will be kept until a parent collects. Any remaining at each half-term break will be thrown away;

6. Aerosol cans may be handed back to the student at the end of the day or retained until parent collection, dependent upon the student's response to being reminded why these items aren't allowed in the School;

7. Mobile phones confiscated can usually be collected by the student at the end of the day, unless an alternative arrangement has been agreed with parents/carers;

8. Items resulting in personal injury or damage to property will be retained for parent collection, or destroyed, or passed on to the police as appropriate.

## **25. Dealing with electronic devices**

If an electronic device is suspected of being used for cyber-bullying, or may have evidence of a breach of School rules on it (e.g. a video of a fight), then that electronic device may be confiscated.

The confiscated electronic device may be examined for data or files if the staff member thinks there is a good reason to do so. Following an examination, if the staff member has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device, the staff member will refer the matter to the School Leadership Team to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Where alcohol, illegal drugs or potentially harmful substances are found, the School will inform the individual student's parents/carers as soon as possible.

With regard to confiscation, all staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## **APPENDIX 1**

### **Anti-Bullying**

**The Bicester School promotes a safe learning environment where everyone feels able to enjoy and achieve and where success is recognised and rewarded. We aim to keep all students safe and educate them to make good choices about their own safety on the School site and beyond. Students who feel safe are able to achieve and enjoy.**

#### **Philosophy:**

We believe that for everyone to benefit from our learning community, The Bicester School should be a place where students, staff, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

We believe that all young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. The Bicester School aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

We believe that all members of our community need to work together to identify, manage and eradicate any threat to safety. These threats may be physical, emotional and/or psychological. Our work as a school includes directly teaching young people how to ensure their own safety and that of others.

The School has adopted a House system and Vertical Tutor groups in order to promote community cohesion, and to increase student awareness of the needs of others. Healthy competition between the Houses uses a system of rewards which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem.

The Bicester School values everyone's unique contribution to our community. Everyone has a responsibility for safeguarding and promoting the wellbeing of all students and all staff have a duty of care, to ensure our students are aware of their contribution to creating a safe environment and to protect them from harm.

The School works in partnership with outside agencies to educate students about how to keep themselves safe, and to ensure they are supported in making effective choices. Learning Schemes across the School document the areas where students are made aware of risks and/or hazards and how to keep themselves safe while learning.

#### **Keeping Students Safe from Bullying:**

We work from a shared definition of bullying:

'A persistent, deliberate attempt to hurt or humiliate someone'

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'. Students may also encounter friendship issues which the welfare team

may help them to unpick but again do not fall within the definition of 'bullying'

### **Types of bullying:**

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time. It is not one-off behaviour.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

There are various forms of bullying which include:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist, homophobic, sexist, transphobic remarks and any identity based comments including racism and religion, SEN and disabilities
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.

• Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious, unkind or cruel comments.

Sexual- e.g. inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence, they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- non accidental injuries (including self-harm)
- low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for person being bullied to become persons that bully younger or more vulnerable students than themselves. Bullying can and frequently does have long term effects on victims which may affect their adult lives.

### **Discriminatory Language:**

Discriminatory language of any kind is not acceptable and will be challenged. It could be verbal or written (including graffiti). We will not accept any derogatory language that is:

- Sexual or sexist
- Relating to SEN, health conditions or disabilities
- Gender based
- Homophobic
- Transphobic
- Racist
- Relating to Religion
- Classist
- Relating to a person's family or home circumstances

Discriminatory language not only undermines confidence and self-esteem but is in some cases illegal. A culture that accepts any kind of discriminatory language from any of it's

community is likely to become a culture where bullying is more prevalent.

Staff who encounter students using this type of Discriminatory language will respond as follows:

- The first time a student is heard using discriminatory language they will be asked not to do so and told why it is not appropriate
- The next time the member of staff will explain in more detail the impact of this type of language and email the form tutor in order to monitor the student, in case there is a pattern
- If the same language is heard again the form tutor will be informed again and may decide to inform their Head of House/parents. The student will receive an appropriate sanction.

### **Off Site Bullying:**

When students are off the school site but in their school uniform they still represent The Bicester School and therefore our values. Any persistent incidents of bullying on journeys to and from school will be treated in the same way as on site bullying.

When students are off site and not in school uniform including using social networking or messaging sites it is often appropriate for parents to contact the police to investigate any incidents of abuse. Parents will still receive the full support of the school if requested and such requests will be taken seriously and can result in sanctions from the school. (See general school rules) Any issues that arise in school because of offsite bullying will be investigated by the school.

Incidents of cyber bullying that take place off site can have a serious impact on relationships within the School. All students are provided with advice regarding safe use of social networks and advised that malicious use may result in police involvement.

Roles and Responsibilities and How bullying will be dealt with:

The Assistant Headteacher (*Inclusion*) holds strategic responsibility for ensuring the safety of all members of the School community, including ensuring their safety from bullying. All staff, students, parents and governors should be made aware of the Stay Safe policy alongside awareness being raised of the issues associated with bullying in schools.

The *Student Welfare Team* work with the victim of the bullying and the person who is doing the bullying. Anything reported to the welfare team at the Open Access or through other avenues is logged.

The *Heads of Year* and *Form Tutors* will raise cases of concern to the Welfare Team through regular Student Progress meetings where they see isolated disagreements or incidents developing into a pattern of behaviour that fits our shared definition of bullying.

*Class Teachers, LSAs, Duty Staff and all members of staff* must address individual incidents of hurt or humiliation as they are witnessed and/or reported. These should be logged with the form tutor of both the person who is the target of the bullying and the person doing the bullying to ensure that any pattern of behaviours can be identified.

*Every Student* has a responsibility to work to ensure that their peers feel safe and supported

in school. They achieve this by ensuring their own behaviour is thoughtful and considerate, and that any concerns are passed on to: their class teacher at the time; the closest member of staff on duty or present out of lesson time, the Open Access welfare team at lunch or break time or their form tutor during Tutor Time on the day of the incident or the day immediately following.

Isolated incidents of harm or humiliation should be dealt with in accordance with the guidance in the Behaviour Management Protocols. Persistent instances of bullying are considered seriously and are clearly a breach of one of the School 'Never' rules: "We never abuse or intimidate others". Following this sort of breach the following sanctions/strategies can be applied:

- Restriction of unstructured time (supervision at break and lunch times)
- Detention
- SLT Detention
- Fixed Term Exclusion
- Longer term monitoring and support programmes delivered by the Access Team and / or other partner agencies
- Discussion/presentation with specific groups of students from victims, victim's supporters, perpetrators, peer groups, parents

### **Supporting those bullied and bullying:**

Any student who reports bullying to a member of staff will be taken seriously and supported. It is important for staff to be aware that it may have taken time and courage to report the situation and may have been unnoticed for some time.

- The welfare team will be made aware of the situation and arrange to meet and discuss the bullying with the person being bullied as soon as possible.
- The welfare team will log the details and inform the form tutor and Head of House of both parties sensitively so that a meeting could be arranged, if both parties are willing for this to go ahead
- Students will be reminded of the 'Open access' facility where there is always an adult and a safe place during unsupervised times.
- The Head of Year may offer a peer mentor if appropriate
- The person being bullied will be offered follow up meetings with the welfare team and may be referred to interventions or vulnerable students or outside agencies.
- Made aware of the Anti-bullying Alliance website

The person who has been bullying will be offered support also

- They will be seen by a member of the welfare team and allowed to give an account of the situation; welfare will discuss reasons why the person has been bullying
- The form tutor will be informed and asked to monitor person who has been bullying to ensure that they are being heard
- The opportunity to meet to resolve the issues (if both parties are willing)
- Peer mentoring may be appropriate
- Made aware of the Anti-bullying Alliance website.

### **Information for Parents/Carers:**

Any parent or carer that thinks their child maybe being bullied should report the situation to the

school as soon as possible, directly to the Headteacher if they wish. It would be useful to talk through the incidents calmly and logically to ensure that the person being bullied does not feel that they have upset you or caused you a problem (this can be a reason for students not reporting bullying)

The welfare team and the Head of Year are likely to all be involved at some point during the process but the initial message should be left for the form tutor.

### **Spotting bullying early:**

There are some signs which may indicate that a child is being bullied but there is no definitive checklist so it is important to cultivate a household where talking about your day and your feelings is made comfortable and supportive.

A child may encounter friendship issues, disagreements and one off incidents with their peers that may be serious but do not fall under the definition of bullying. These can be discussed with their form tutor and meetings can be arranged with students involved.

Where incidents are persistent and deliberate attempt to hurt or humiliate then this would be defined as bullying.

Parents/carers may find useful advice on the Anti-bullying Alliance website (run by the NSPCC) of which the School has membership.

### **Allegations against staff:**

The Bicester School believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Grievance Procedure Policy. Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the senior leadership group, in line with the 'Whistle Blowing Policy'.

### **Evaluation and Monitoring:**

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

Monitoring of the policy will be conducted on a regular basis via the termly Stay Safe Reviews led by the Senior Leadership with the Heads of Year and the Access Team. Analysis within these reviews will include: numbers and details of incidents; records of action/follow-up with repeat offending rates; results of student surveys and discussions; attendance data from drop-ins and interventions; levels of referrals via Student Progress meetings; CAF/TAC interventions, and students subject to Child Protection Plans.

All analysis and reports will be formalised through the Senior Leadership Report to the Governors. All references to individual students will be restrained to initials only in this document.