Code of Conduct and Rewards

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Use of Mobile Phones

Safeguarding our students in an age of unrestrained use of social media

Mental health issues linked to online bullying and misuse of social media are becoming a national concern for children and adults alike. To protect our students and support the school, we ask that **students do not bring mobile phones into school**. If they choose to, then phones should be switched off and placed at the bottom of students' bags or handed in to the Pastoral office or Reception for safekeeping. The school will not be held responsible for the loss or damage to students' phones.

In September 2026 The Department for Education outlined the importance of schools remaining a mobile phone free environment. Further regulation has been published and can be found in the school's mobile phone policy, which is based upon the principle of **See it, hear it, loose it.** https://www.alet.org.uk/wp-content/uploads/sites/3/2026/09/TBS-Use-of-mobile-phones-procedure-Updated-June-2026-.pdf

See it, hear it, loose it Students seen with mobile phones will have them confiscated until the end of the day where they can be collected from reception. Should students continue to breach the regulations, mobile phones will be required to handed in to reception for an agreed period of time.

In addition, we strongly recommend that parents do not allow their children unsupervised access to social media as this is often a vehicle for bullying and anti-social behaviour, leading to potentially devastating effects on young people's mental health and self-esteem. Outside of school hours, it is parents' responsibility to supervise their children's use of social media, not the school's, and any issues that arise should be reported in the first instance to the Police. If on-line abuse is reported to the school, then we will support the parent in reporting the matter to the Police and in ensuring that the parents of the students causing the offence are made fully aware of the situation and their responsibilities.

1. Rewards and Sanctions Overview

In a large community of 1300 students, it is very important to establish clear boundaries and expectations in the interests of all students and staff. Staff have a right to teach, without disruptions and poor behaviours and students have a right to feel safe and not have their learning continually disrupted by a small minority of students. A uniformity of rules that are 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 are especially proud of the school uniform which the majority of our students wear with pride and respect for the school. We are part of an academy Trust, ALET, which has a very strong commitment to ensuring students are work-ready.

2. Rewards (Merits)

To help encourage positive behaviour, we use a range of rewards. We have a rewards system that encompasses a variety of responses from merit points to attendance prizes and certificates, Pin badges and names on the Honours board.

Merit	Value of Merit	Awarded by	Milestone	Potential Reward
Zero demerits in the week	n/a	Head of Year (HoY)	Prize draw in weekly assembly	Small prize
Zero demerits in the day	5 each day	Tutor, SLT	daily	certificates
Good or exemplary work in class or at home	5-15 (multiples of 5)	teacher	each lesson	certificates
High level of responsibility shown	Up to 100	HoY, SLT	Across the year	Merit points from Headteacher
Excellent progress or attainment recognition in	25	HoD	Half termly	Prize draw, subject certificate, tutor recognition

celebration assemblies				
Excellent progress or attainment in CAP reports	100-200	SLT	3 times per year	Prize draw
100% attendance in a full term	100 each term	HoY	3 times per year	Prize draw; certificate
Bronze		HoY, SLT	1000 points	Certificate, Prize
Silver		HoY, SLT	1250 points	Certificate, prize
Gold		HoY, SLT	1750 points	Certificate, prize
Platinum		HoY, SLT	2000+ points	Certificate, prize
Top merit achieved in each year group		SLT HT	Annually	Name on Honours Board
Top progress and attainment in CAP reports each subject Years 7 to 10		SLT HT	Annually	Pin Badges

Merits will be awarded to students for demonstrating any of the five ALET attributes. They can be achieved both within and out of the classroom if displaying positive conduct around the school and whilst presenting the schools.

Attribute	Examples in School	Examples Beyond the Classroom
Resilient	• Redrafting an assessment after receiving feedback. Red pen work. • Continuing to revise for GCSEs after a disappointing mock/unit result. • Recovering from a poor performance in a sports fixture and persevering within a difficult topic. • Asking for help when finding a topic difficult instead of giving up.	• Learning a new skill such as playing an instrument despite setbacks. • Sticking with a Duke of Edinburgh expedition when conditions are challenging. • Persisting with work experience applications.
Enterprising	• Creating a fundraising event for a school charity, and Ambassador of Change nominations. • Identifying a problem in school and suggesting a practical solution. • Developing a new idea during a group project. • Organising a revision group for classmates.	• Volunteering to help run a community event. • Using online resources creatively to learn a new skill independently.

Confident	• Answering questions in class and contributing to discussions. • Delivering an assembly or presentation to a year group. • Taking on a leadership position such as sports captain student ambassador and supporting school open events. • Trying a new subject, club, or activity.	• Speaking to employers at careers events, • Participating in public performances, debates, or competitions. • Introducing yourself professionally during work experience placements and mock interviews.
Aware	• Recognising when a classmate may need support and responding appropriately. • Listening respectfully to different viewpoints during discussions. • Understanding how current affairs affect local and global communities. • Reflecting on personal strengths and areas for development.	• Following news and current events. • Volunteering in the local community. • Demonstrating cultural awareness when working with people from different backgrounds. • Managing emotions positively during challenging situations.
Professional	• Arriving to lessons on time, prepared with equipment and in correct school uniform. • Meeting homework and coursework deadlines consistently. • Working effectively within a team project. • Communicating respectfully with staff and peers	• Being punctual and reliable during work experience. • Responding politely and appropriately to emails. • Dressing appropriately for interviews or formal events. • Taking responsibility for commitments made to employers, coaches, or community groups.

3. Sanctions (Demerits)

A sanctions system employs 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, internal exclusion in the GCC or fixed term exclusions may be used. After any exclusion a reintegration meeting takes place with the student and parents. During this meeting targets are agreed and signed to support the student in ensuring that our code of conduct is adhered to.

The C-system…. (All recorded on epraise)

C1 – Small-scale sanction. Student is given a polite reminder. Name may be put on the board. Multiple C1 in a day will result in an after-school detention the next day.

C2 – More significant sanction, as it is persistent misbehaviour. Student is further reminded, and the student is asked to move seat (where possible). Students late to lessons fall into this category. A whole school detention will follow the next day after school.
C3 – Highly significant sanction. Persistent misbehaviour, disrupting the learning of rest of the class. Student is sent to the placement class and when one is not available the GCC. The pupil will return to their next lesson following the placement. Student is given work to complete while on placement. A C3 detention will be issued for that day or the following day this will be one hour after school in the GCC. 5 Demerit points added to epraise. Breaking the hands-off policy.
C4 – Serious offence. Truancy to lesson if more than 5 mins or a very serious incident has occurred, inside or outside of the classroom, possibly on the way to school, at social time, on a school trip or at the weekend. Student is placed in isolation in the GCC or is suspended from school. A potential permanent exclusion is applicable in some circumstances. A C4 could be issued without the need to escalate through the C1 C3 hierarchy. Significant break of the hands of policy.

At the end of each half-term, student's demerits will be reset (years 7-10 only). This will allow students to begin the new term with a fresh start and an opportunity to build upon successes. The school's behaviour team will keep a record of the total number of demerits that a student is issued throughout the year in order to support interventions, parent meetings and any additional support.

Specific Sanctions (Allowances are always made for professionally diagnosed SEN issues. For all stages of infringements, parents will be made aware via epraise or directly via phone or text if serious issue, 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 daily.

Less serious sanctions –

- One C - 1 point lost for the day.
- One C2 late to lesson- 20-minute lunch detention following day.
- One C2 late to school – 20-minute detention same day.
- One C2 accrued in a week – After school HOY detention for 20 minutes.
- Two C2 accrued in a week – After school HOY detention for 40 minutes.
- Three C2 accrued in a week – After school HOY detention for 60 minutes.
- Four or more C2 accrued in a week – Loss of social for one week.
- Homework not done – subject detention or whole school detention if it is twice in the week. HOY/AHOY discretion.
- One C3 = One hour detention the following evening.
- Too many C's accrued over a period of time = Blue report HOY discretion.

More serious sanctions - C4 sanctions

- One C4 = isolation or exclusion, depending on seriousness of offence , one hour detention following evening

- 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 = Isolation or Exclusion. Re-integration meeting with SLT link 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 SLT link to address concerns and consider appropriateness of school place/setting. LA interventions, external support such as Oncourse, Discovery, internal support such as RISE
- External/internal support still not working = a 6 week off site direction placement to another school or education provider is considered. Permanent exclusion is considered if no move is possible.
- Permanent exclusion for any criminal activity e.g. supplying or selling drugs, assault on a teacher, carrying weapons or for persistent breach of the ALET Behaviour policy

The GCC

To further support our behaviour system, we have an isolation room, which is supervised at all times by both a Behaviour Support Manager and SLT for any student(s) we feel have/has failed to make a significant change in their attitude 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 Behaviour Support Manager will determine at the end of each session whether the student has "passed" or failed". All students who are placed in the GCC will be issued with a Red SLT report the following day. Parents are always contacted if a child has had to be placed in internal exclusion (GCC).

4. School Rules and Consequences

	Rule infringement	Consequence
1	C1 offences - Incorrect uniform (please rerefer to school uniform on school website) including dyeing hair in unnatural colours, extreme haircuts or excessive jewellery (limited to one stud earring in each ear only). No hoodies, trainers, boots, pumps, leggings or denim are permitted. Students should not chew gum or bring in sugary drinks or energy drinks or cause litter.	C1 (2 times C1 in a single day = after school detention.) Students can be expected, for example, to write lines, sit in silence, complete assigned work or litter pick around school site.
2	C2 Offences - Avoidable late to school, after 8.30am or late to lessons. Persistent infringements which have followed an initial C1.	C2 late to school 20-minute lunchtime detention, C1 late to lesson 10-minute lunchtime detention

3	C2 Offences - Mobile phones must be switched off and in bottom of school bag or handed in to reception. MP3's, smart watches (which can access internet or send texts or messages) are not permitted in school. If breach more than once, mobile phone confiscated and handed to reception for an agreed period (two-weeks).	C2 and phone confiscated; to be returned to students at end of day but if repeated will be returned to parent
4	C1 Offences - Running in school building. line up properly for assembly or class; Failure to enter class or assembly quietly and sit according to the seating plan; failure to bring equipment to lesson including PE kit.	C1 – two times a day = after school detention
5	C1, C2 and C3 Offences –Talking in class when not permitted; defiance, disruptive behaviour, lack of work effort, bad language, eating in class; not submitting homework on time. Breaking the hands of policy.	C1 (C2 – if repeated; C3 if continued after C2 warning)
6	C4 offences –Violent behaviour - Fighting with another student, on site or off site; unprovoked attack/assault on another student. Significant breach of the hands of policy.	C4 -Isolation; suspension if repeated or considered
7	C4 Offences - Cheating in a test or examination. Submitting work that is not your own.	C4 – isolation or suspension. (Further consequences may apply such as being banned from the public exam(s))
8	C4 Offences - Maliciously setting off a fire alarm or walking away from a teacher in an act of defiance.	C4 – Isolation for whole day or suspension. (Setting off a fire alarm also carries a penalty charge of £60. £300 if the fire brigade attends a hoax alarm.)
9	C4 Offences – Persistent defiance towards staff, malicious use of social media or ICT against school students or staff. Persistent bullying of others, racism, homophobic behaviour, swearing directed to an adult; bringing the school into disrepute outside school or on educational visits; malicious allegations against staff or students.	C4 – Isolation or suspension; can also result in permanent exclusion. Police will be involved for malicious use of social media.
10	C4 offences – truanting, vandalism, drugs, consumption and or be in possession of any nicotine product (e.g. vaping, smoking) or alcohol misuse, bringing weapons onsite, theft, sexual misconduct;	C4 – isolation or suspension; can also result in permanent exclusion

5. Who to ask for support and advice

We always wish to work in partnership with our parents on behaviour matters and use our Head of Year system and pastoral support staff to keep in close contact when issues arise. Beyond this (and regular progress reports), subject teachers will endeavour to contact parents/carers at least once every half-term to update them on their child's behaviour. Where necessary, more regular updates will be provided via the use of tutor reports/subject reports/etc.

Hierarchical system of contact for pastoral and discipline issues/concerns

(We aim to acknowledge all issues raised by parents within 72 hours and be working to a resolution within 3 days.)
All contact with the school should be via phone or email, not through social media.

1. First point of contact is your child's tutor or pastoral support staff. If the matter relates to an incident in class, then parents can contact the subject teacher or Head of department directly.
2. If the issue is still unresolved, please contact your child's Head of Year.
3. If the matter remains unresolved, please contact your child's SLT link for that particular year group
4. If the matter is still unresolved, please contact Mr Gareth Allum (SLT Behaviour lead)
5. If the matter is still unresolved, please contact the Headteacher Mrs Sam Knowlton
6. Beyond the Headteacher, unresolved matters can be escalated to the Chair of Governors.

Safeguarding concerns

Can be raised directly with Mrs Sarah Morey (SLT – Designated Safeguarding Lead) or Mrs Liz Metcalf (Deputy Designated Safeguarding Lead).

Bullying

Please refer to the ALET Trust anti-bullying strategy document. At The Bicester School, students can report bulling via any member of staff, student representatives, or the dedicated online reporting button in epraise.

Sexism, Sexual Violence and Sexual Harassment

The document Keeping Children Safe in Education outlines some examples of peer-on-peer abuse, and the following definitions are also helpful:
Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.
Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).
Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Prevention

At The Bicester School we strive to create a culture and ethos of respect, tolerance, acceptance, and diversity. We want pupils to feel they can call out incidents, no matter how serious or minor. Pupils should know that we will:
- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Response

The Bicester School has a zero-tolerance approach to sexism, sexual violence, and sexual harassment. We will always ensure our response to incidents is:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

If an incident of sexual violence or harassment is reported to the school:
1. The DSL should be informed as soon as possible. A risk assessment will take place, and this will inform the next steps, potentially including:
• Manage the incident internally
• Refer to early help
• Refer to children's social care
• Refer to outreach programme
• Report to the police

2. In all cases, no matter how minor, parents will be informed immediately.

3. Where appropriate, following guidance set out in Keeping Children Safe in Education (page 106), we will take action to the best of our ability to keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises, while also taking into account the wishes of the victim.

4. Where appropriate, we will offer support and guidance to both the victim and the alleged perpetrator

SEN concerns Can be raised with Mrs Laverick, the school's SEND Coordinator.

Our Police Community Liaison Officer

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

If there is a Problem:

• Uniform issues If for any reason a student is unable to wear full uniform, they should gain permission from their Tutor, HOY or SLT link for the year group. 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 as we part of the ALET Trust which is committed to supporting our students in becoming work-ready.

• Complaints about other students, parents, or school staff We ask that these are always raised in a courteous and respectful way. The school will do its best to acknowledge the issue within two working days and be working to a resolution within 3 days. Please ensure you follow the complaints policy as set out in this document and on the school website. Occasionally, things do go wrong, for example a 'C' might be issued by mistake. Please ensure that you work with the school to resolve issues.

• In matters where our complaints policy has not been followed by parents and staff, students or other parents feel harassed, threatened or bullied We will not tolerate abuse of staff, students or other parents. Ofsted have published a new framework for the inspection of schools. School leaders are now explicitly required to ensure that all staff are protected from bullying, threats, and harassment. This is supported by all the national teachers' unions and the DfE.

To ensure that we perform our duties with due diligence, we ask that all of our parents/carers and students sign the school's home/school agreement.

The school is very mindful that the large majority of parents/carers do show respect and courtesy towards staff in their contacts with them. On the rare occasions when this does not happen, the school will implement the following measures:
In such cases where it is believed that parents/carers are harassing or bullying staff, other parents or students, we will take the following graduated actions:

1. Parents/carers' communication with school staff will be restricted to the Head of Year and senior leadership only. This will be confirmed in writing to the parent/carer by the Headteacher.

2. In cases where the school feels that there is a threat to staff or student safety, a banning order will be placed on the parent/carer restricting access to the school site.

3. In addition, The Bicester School will not tolerate abuse or defamatory comments on social media and will take the appropriate legal response against any parent who abuses the school in this way. In the first instance, a member of the senior leadership team will contact the parent to ask them to remove the offensive/abusive or defamatory comments or posts. If this is refused then the school will then take an appropriate legal response, including removing the parent from any school social media platforms.