

BISHOP WORDSWORTH'S SCHOOL

BEHAVIOUR & DISCIPLINE POLICY (Including School Rules)

A Statutory Policy

Definitions:

1. *'Parent(s)' includes guardian(s) or any person who has parental responsibility for the student or who has care of the student.*
2. *'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified*

POLICY

1. This Policy outlines what Bishop Wordsworth's School (the School) expects from its students in terms of their behaviour and the sanctions that will be enforced if this Policy is not adhered to. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their school years.

GENERAL

2. As the School is a Church of England school, all issues of behaviour are approached within the context of the Ethos Statement.

3. In order for a student to benefit fully from their time at the School they will have to learn to work and play in a busy and congested site. They will be expected to understand and accept that good behaviour and discipline are essential in enabling the School to run efficiently, safely and effectively.

4. It is therefore expected that all members of the School will conduct themselves politely and in a civilised manner at all times both in and out of school and be respectful to and tolerant of others. The promotion of a caring society is sought in which there is a place for all and in which all are valued for their contribution, in whatever form that might be. It is believed that this is best achieved by encouraging and rewarding students (see Rewards Procedure at Annex A) as well as by using sanctions when these are judged to be necessary. When serious misbehaviour warrants any type of exclusion sanction being imposed, a record is to be maintained and the totals reported to governors annually.

5. The practices which are described in this Policy are intended to ensure that each student has the fullest opportunity to experience a broad education during their time at the School, thus meeting the aims of the School. School Rules and Codes of Conduct apply at all times as defined at Paragraph 1 of the School Rules which are at Annex B. Students are required to comply with the School Uniform Rules which are at Annex C and the guidelines for Conduct in Classrooms and During Lessons which are at Annex D.

6. When students from other institutions visit the School, ultimate responsibility for discipline and behaviour management lies with the staff of the institution concerned. Visiting students are expected to comply with the spirit of the School rules, in terms of standards, courtesy and respect for other users of the School site.

7. **Attendance.** Regular attendance at school is required by law and students are required to comply with the School's Attendance Policy. A register is taken daily and at the start of each lesson, and disciplinary action is to be taken against any students who are discovered to be truanting or are repeatedly late; parents are also to be contacted to discuss possible

reasons and the School support systems that could help. Leave during term time is not permitted except in exceptional circumstances: the Attendance Policy contains full details.

8. **Medicines.** The School must be notified if any prescription or non-prescription medicines have to be taken by students during school hours. There are procedures for safeguarding and issuing such medicines at the School at Paragraph 22 of the Home School Liaison Policy Incorporating the Home School Partnership Agreement.

9. **Bullying.** Bullying in any form is not to be tolerated: the Anti-Bullying Policy is at Annex E.

10. **Pastoral Support Programme.** The Pastoral Support Programme (PSP) may be used when it is felt that a student would benefit from extra support in order to comply with the behaviour requirements. It can be found at Annex F and is referred to in the Discipline and Exclusion Procedure at Annex H.

11. **Disciplinary Sanctions.** Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. The School's Discipline & Exclusion Procedure is at Annex H. This Procedure also specifies when pastoral support should be given and when a PSP should be initiated.

12. **Use of CCTV.** CCTV imagery may be used as evidence, if appropriate, to support any disciplinary action against a student.

13. **Multi Agency Assessment.** A multi-agency assessment is to be considered for a student who displays continuous disruptive behaviour that has not been improved by other disciplinary sanctions.

SEARCHING AND CONFISCATION.

14. This Section is written in accordance with the Education and Inspections Act 2006 and subsequent guidance by the Department for Education (DfE). It recognises that it is the School's first priority to ensure that students are in a safe and secure environment. Staff should always try to get a student to cooperate with a search before searching them, but consent is not required if there are reasonable grounds to believe that there is risk of harm or of a serious breach of school rules.

15. **Conducting a search.** A search should be carried out by someone of the same sex as the student. A witness should also be present, unless there is a risk of serious harm occurring before a witness can be found. The witness must also be the same sex as the student.

16. **Searching With Consent.** The Head or any member of staff may search a student for any item if the student agrees. There is no need for written or parental consent.

17. **Searching Without Consent.** The Head and other members of staff authorised by him have the power to search a student without the student's consent if they suspect the student is in possession of

- a. Banned items as prescribed in the school rules (Annex B).
- b. Articles that staff reasonably suspect have been or are likely to be used to commit an offence or cause harm to any person or property (including the student).
- c. Any item which has been identified in the School Rules as an item which may be searched for.

All students and their parents or guardians are to be informed when any such item or items are added to the list of prohibited items.

18. Confiscation and Disposal of Items. Staff may seize, retain and dispose of any prohibited item found, as well as items they consider harmful or detrimental to School discipline (such items confiscated in school should be destroyed, subject to the requirements of para 18 being met). Staff may also confiscate an item as a sanction, if it is prohibited in the School Rules eg: use of a mobile device on the School site without permission.

19. Use of drugs dogs. The School may enlist the support of drugs dogs (also known as 'sniffer' dogs) to locate any drugs held on the school site or on any person on the school site. Parental notice nor permission is not required for this.

20. Illegal Drugs and Stolen Items. Illegal drugs and stolen items are to be handed to the police unless there is a justifiable reason not to do so. Staff are to use their professional judgement and consider all relevant circumstances, including the value of the items seized. Where items are not handed to the police, they are to be safely disposed of or (in the case of stolen items) may be returned to the owner. Where staff are unsure if substances are illegal drugs, they are to be treated as such.

21. Electronic Devices. Staff may examine any data on any device as listed below in this Paragraph and delete data found if considered appropriate. Consent is not required from the student or their parents. Where staff have reasonable grounds to suspect that the device contains evidence of an offence, they are to hand it over to the police without deleting any data (including child or extreme pornography). The devices are those that:

- a. Are prohibited (or their use restricted) in the School Rules.
- b. Are reasonably suspected to have been, or likely to be, used to commit an offence, cause personal injury to any person or cause damage to property.
- c. Are used to disrupt teaching.
- d. Breach this Policy

USE OF FORCE & PHYSICAL CONTACT

22. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- a. Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student).
- b. Causing personal injury to, or damage to the property of, any student (including himself).
- c. Prejudicing the maintenance of good order and discipline at the School or among any students at the school, whether during a teaching session or otherwise.

23. Reasonable Force. The School does not encourage the use of force and it is to be used very rarely in special circumstances. There is no definition of when it is reasonable to use force and every situation will be judged by the person in charge at that time: further guidance is at Annex G.

24. Physical Contact. As well as when using force as provided by paragraph 23 above, school staff may make physical contact with students when it is necessary or appropriate to do so. This is specifically permitted in DfE guidance because a 'no contact' policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm. Further guidance is at Annex G.

25. Staff Protection Under The Law. Where the School considers that a member of staff has acted within the Law: that is, the staff member has used reasonable force in order to

prevent injury, damage to property or disorder – this will be used as a defence to any criminal prosecution or other civil or public law action. The School will always support staff who it considers have acted within the Law.

26. **Investigations.** Pastoral staff will investigate serious incidents that breach this policy using internal processes and procedures.

CHANGES IN LEGISLATION

27. If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

MONITORING AND EVALUATION

28. The Deputy Head (Pastoral), in conjunction with the Heads of School will monitor the effectiveness of this Policy by regularly checking the recorded behaviour of students. The School Council and the Sixth Form Council will also be used to give feedback.

29. The Leadership Team is to review the effectiveness of the Policy and associated codes of practice annually.

30. Governors will review this Policy annually. It was first adopted on 28 February 1995. The most recent 3 years' review history is below:

2 nd April 2020	Appendices 3 & 4 of Annex B and new Annexes I to L added
23 rd August 2020	Revision of sanction structure in Annex B, that Annex changed to Annex H and other annexes promoted; investigation annexes removed to an enclosure
12 th November 2020	Editorial amendments
11 th November 2021	Editorial amendments
2 nd December 2021	Updates to Annex H to provide more detail on exclusions
1 st March 2022	Clarification of mobile device rules
8 th December 2023	Textual changes and removal of information appendices that duplicated information in statutory guidance
19 th February and 18 th March 2024	Additions to mobile phone appendix in light of DfE guidance

ANNEXES

- A. Rewards Procedure.
- B. School Rules.
Appendix 1: Rules for the Use of Mobile Devices
- C. School Uniform Rules.
- D. Conduct in Classrooms and During Lessons.
- E. Anti-Bullying Policy.
- F. Pastoral Support Programme.
- G. Reasonable Force and Physical Contact.
- H. Discipline & Exclusion Procedure.
Appendix 1: Stages of Discipline Flow Chart

REWARDS PROCEDURE

1. It is firmly believed that all students respond to encouragement irrespective of their ability. Therefore a variety of ways are used to encourage or reward a student when they have done something which is good by their own standards. This may refer to effort or achievement and be for academic work, for involvement in extra-curricular activities, for kindness and helpfulness or for meeting personal goals.
2. Such effort or achievement is acknowledged by encouraging students in the following ways:
 - a. **Verbal and Written Encouragement.** Opportunities are looked for to congratulate students for good work and, where appropriate, comment to this effect is made in their exercise books, coursework folders, etc.
 - b. **Positive points.** Any member of staff may award a student positive points for good behaviour or good academic work. These are recorded on Bromcom and tallied regularly by tutors and Head of Year. A collection of positive points may result in a personal award, a form group award and/or a house award.
 - c. **Distinction – Years 7 & 8 Only.** Any member of staff may draw the attention of a student's tutor and Head of School to individual pieces of outstanding work or regular work of a high standard for a student, judged by the standard he usually achieves, or noteworthy participation in any activity, by completing the distinction form and passing it to the student.
 - d. **Headmaster's Distinction.** Work which is exceptionally good for a student, judged by the standard he usually achieves, may be "recommended for Headmaster's distinction", in which case it is taken to the Headmaster for countersigning. A certificate is awarded and recorded on Bromcom.
 - e. **School Reports.** Wherever possible, positive comments are written about each student's effort and attainment and provide constructive advice as to how improvement may be achieved. Pastoral offices may also mark improvements in performance/report grades and conduct by using distinctions/commendations as appropriate.
 - f. **School Colours.** Colours certificates are awarded for outstanding commitment to and achievement on behalf of School sports teams and some other extra-curricular activities where there is similar significant commitment and achievement. In addition, students receiving full sports colours are awarded a colour's tie appropriate to the particular sport. Half colours receive a certificate.
 - g. **School Prizes.** School subject and form prizes are awarded annually at Prize Giving. They are given for achievement, effort and service to the school community.
 - h. **Silver Cross Ties.** Ties and certificates are awarded to students who have demonstrated a sustained and significant commitment to serving the School and/or the wider community on a regular basis over an extended period (ie at least a once weekly commitment for a minimum of a term). Recipients will usually be in the top two years of the School but exceptions may be granted at the Headmaster's discretion.
 - i. **Certificates.** Other certificates may be awarded to students to acknowledge achievement. Some are generated internally, some are nationally accredited.
 - j. **Prefect and Senior Prefect Awards.** These are made in the Spring Term of Year 12 and last for one year. The awards are made on the basis of a wide range of evidence

of a student's performance, both in the Sixth Form and in earlier years. There are also opportunities for students in lower years to take on temporary prefect responsibilities at various points in their School career.

3. Winners of Colours, Silver Cross and Prefect Awards are named in the Annual Prize Giving Programme. Additionally, the names and roles of students who have other leadership duties in the School community will be published in the programme.

SCHOOL RULES

1. The rules which follow set out the code of conduct students are expected to follow during School activities including travel between activities, when travelling between home and the School and at any time when in school uniform or otherwise identifiable as a student of the School. They also apply at any time when bad behaviour could have repercussions for the orderly running of the School, poses a threat to another student or member of the public or could adversely affect the reputation of the School. They constitute a framework for the smooth running of the School, the prevention of major difficulties to students, and the promotion of a caring society in which there is a place for all and in which all are valued for their contribution, in whatever form that might be.

2. Students are to:

- a. Wear the approved school uniform, including on journeys to and from School, in accordance with the School Uniform Rules at Annex C.
- b. Only leave the premises with permission.
- c. Treat with care all school property, furniture and effects.
- d. Report any accidents, emergencies or breakages, at once, to a member of staff.
- e. Not play unsupervised ball games anywhere on the main school site except that basketball only may be played on both the sports hall and back yards.
- f. Cross Exeter Street with great care and, when moving to and from Bishopgate, only by the Pelican crossing and when 'cross' is indicated.
- g. When travelling to and from the school games field, use the pavement on the school side of Exeter Street, cross the slip road carefully and then use the underpass below New Bridge.
- h. Obey any special rules that apply e.g. in laboratories, workshops, Sports Hall and the Dining Hall.
- i. Follow the appropriate Codes of Conduct as drafted by the School Council.
- j. Behave in accordance with the School's Respect guidance.
- k. Accept the authority of all members of staff and prefects.

3. Students are not to:

- a. Bring to school, have in their possession, or use or promote in school any solvent-based or tobacco products, (including any type of e-cigarette and vape) alcohol, drugs (unless prescribed and notified to the School as required in the Home School Liaison Agreement) or other banned substances.
- b. Bring to school, have in their possession or use any banned items. Banned items include: matches, lighters, alcohol, tobacco products, vapes, stolen goods, drugs (apart from those required for medication and declared to the School as such), fireworks, chewing gum, weapons or knives of any kind, scissors, any material that is inappropriate or illegal for children to have such as racist or pornographic material, and items designed to hurt, offend or intimidate an individual or group.
- c. Leave money or valuables unattended at any time. In general students are discouraged from bringing valuable items (eg electronic devices etc) into school unless

this is essential. Any such items remain the responsibility of the student, and the school cannot accept any responsibility for loss/breakage etc.

- d. Loiter in the changing rooms.
- e. Play gambling games or buy or sell objects or food unless sanctioned specifically by a member of staff.
- f. Go into the following areas unless instructed to do so by a teacher: laboratories, workshops, Sports Hall and Kitchen.
- g. Tamper with any health and safety equipment, e.g.: fire extinguishers.
- h. Play unsupervised ball games with hard balls.
- i. Retrieve lost balls by climbing boundary walls, fences or roofs of buildings.
- j. Eat or drink indoors in any room except the Dining Hall, unless directly supervised or given permission to do so by a member of staff. The only exception to this is Year 7 who are permitted to use their form rooms during the first month of the Autumn Term.
- k. Ride bicycles, motor cycles or drive cars onto the site without permission.
- l. Switch on mobile devices (as defined in Appendix 1) except as allowed in these rules.

4. Students are expected to:

- a. Conduct themselves politely at all times, both in and out of school, including when using public transport.
- b. Treat others with respect and tolerance.
- c. Protect the good name of the School by not creating or publishing any offensive material, either in digital (computer) or paper format.
- d. Represent the School in the evenings and at weekends whenever required, given reasonable notice.
- e. Submit work that is their own and not copied – unless copying has been authorised by a teacher.

5. Students are strongly advised to wear helmets and suitable reflective clothing (and use lights) in poor visibility and also not to wear headphones when riding bicycles.

Appendix:

1. Rules for the Use of Mobile Devices.

RULES FOR THE USE OF MOBILE DEVICES

Definition: *‘Mobile device’ refers to all portable electronic devices that can be used for communication, access to the internet, listening to music, gaming, photograph or other recording. This includes ‘smart’ watches or any other portable device that connects to a mobile device for the purposes stated above. It will be a Head of School’s decision as to whether any device is a mobile device for the purpose of this Policy.*

PREAMBLE

1. **Aim.** Teaching and learning needs to be conducted in an environment free from unnecessary distractions or disruptions, such as those caused by mobile devices. Additionally, students deserve to be protected from the harms of online bullying perpetrated on mobile devices. The aim of these rules is to specify how and when mobile devices (as defined above) may be brought to and used by students in School, and to set out when the School may have jurisdiction to act over misuse of mobile devices away from the School site.
2. **Application.** This Policy applies while students are on the School site and to certain actions at any other times (see Paragraph 10). However, the use of mobile devices during school excursions, residential trips and extra-curricular activities is at the discretion of the staff member in charge.
3. **Rationale.** This Policy is based on three precepts:
 - a. The personal safety and security of students is a prime consideration and therefore students may carry mobile devices in order that parents are able to contact their children while they are travelling to and from School.
 - b. Significant research has shown that personal development is affected by excessive screen time. Additionally, the use of social media and gaming sites have led to an increase in cyberbullying and inappropriate conduct online.
 - c. The government advice (Behaviour in Schools, 2024) that schools should create a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.
4. **Responsibility.** The School does not accept responsibility for any loss or damage to a student’s mobile device including if a student asks a member of staff to hold it for safe keeping; for example during sports.
5. **Parental Contact.** Parents are reminded that contact with their child for urgent matters while on the School site should be via Reception. Parents should not attempt to contact their child on their mobile device during the school day.

SCHOOL RULES FOR USE OF MOBILE DEVICES

Years 7 to 11. Students in years 7 to 11 must have all mobile devices switched off whilst on the school site except under direct staff supervision. Mobile devices should not be visible at any time on the school site including after school (other than, with permission from the teacher, for educational purposes in class).

6. **Sixth Form.** Sixth Form students may use mobile devices in indoor Sixth Form only areas (e.g. Sixth Form Common Room, Sixth Form study rooms) during break times,

lunch-times and free periods. They may use mobile devices during Supervised Study sessions only for the purposes of study. At all other times their mobile devices are to be switched off (i.e. not on silent or vibrate) and kept out of sight, unless with permission from a teacher.

7. **Smart Watches.** Specific rules for 'Smart' Watches are as follows:

- a. Smart Watches with cameras are not to be brought onto the School site.
- b. Smart Watches without cameras are permitted on the School site provided the associated device and 'smart' functions are switched off in accordance with paragraphs 6 and 7 above. If a text or similar alert is received on a watch during the School day the watch will be confiscated and a sanction will be applied in accordance with paragraphs 13 to 15 below.
- c. The wearing of any type of Smart Watch in either internal or external examinations is forbidden.

8. **Use of mobile technology away from the School site.** There are some circumstances where the School's jurisdiction stretches beyond activity that takes place within the school site. The use of mobile technology for any of the reasons set out below, will constitute a breach of these school rules. This list is not exhaustive and it will be for the relevant staff in school to decide whether use of mobile technology outside of School is in breach of these rules.:

- a. The deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass or intimidate by publishing to a wider audience such as on Facebook or YouTube, or which are likely to bring the School into disrepute.
- b. Taking photos or videos of other students without their permission inside or outside school when they are recognisable as a member of the school community.
- c. Taking photos, videos or sound recordings of staff under any circumstances.
- d. Bullying by text, image or email messaging (or anything similar to any of them).
- e. The use of a mobile device for 'sexting' (the deliberate taking and sending of provocative images or text messages).
- f. Students posting material on social network sites which might cause risk to their personal reputation or with the intention of causing harm or distress to other people.
- g. Making disrespectful comments, or defamatory remarks, about school staff or other students.
- h. Deliberately misrepresenting events.
- i. Any illegal activity.

9. **Use of mobile devices on school trips and sports fixtures.** The use of mobile devices and headphones whilst travelling to and from, and during school trips and fixtures, will be at the discretion of the staff member leading the trip. Mobile devices should be kept switched off and out of site until permission has been given by the staff member.

10. **Use for Teaching and Learning.** Teachers may allow students to use phones, laptops and tablets under direct supervision to aid teaching and learning eg: to access the internet for research. On such occasions the mobile device is to be in sight of the teacher at all times and the student is only to access sites approved by the teacher. No student is to be disadvantaged by not having a mobile device in school.

11. **Headphones.** Headphones are not to be worn on the School site unless permission is given by a teacher, for example when using the IT suite.

12. **Searching.** A member of staff may search for a mobile device if there is reasonable suspicion that a student is in breach of these rules. Additionally, random checks may be made using a detector.

SANCTIONS FOR MISUSE OF MOBILE DEVICES

13. Misuse of a mobile device may lead to its confiscation, parents being informed and the imposition of sanctions including exclusion from school. If the offence is of a criminal nature it is to be reported to the Police. There is a levelled response to offences involving illicit use of mobile devices, as follows:

14. 1st incidence: confiscation, communication home and after-school pastoral detention.

15. 2nd incidence: confiscation, communication home, after-school pastoral detention and temporary device ban of length to be determined by the appropriate pastoral office.

16. 3rd incidence: confiscation, Friday Detention, letter home and device is not allowed on-site for the rest of the academic year.

17. Where a sanction includes a mobile device ban, the mobile device may be brought to school and handed to a member of staff for the duration of the school day, at the request of the parent.

18. These sanctions do not apply to Sixth Form students. Any misuse of mobile technology by sixth form students to be dealt with in the first instance by the Sixth Form Office.

SCHOOL UNIFORM RULES

INTRODUCTION

1. The Governors of Bishop Wordsworth's School (the School) consider that smart school attire is an essential part of the ethos of the School.
2. This Uniform Policy applies at all times; that is: for regular school attendance and formal school occasions.
3. Many people judge a school by the appearance of its students. For this reason, parents are asked to co-operate in ensuring the smart appearance of their sons and daughters.
4. The School reserves the right to decide what is and what is not acceptable.

YEARS 7 - 11

5. The regulation uniform is as follows:
 - a. Navy blue blazer with School crest.
 - b. Plain grey or black trousers which must conform to the School's standard of smartness: jeans and corduroys are not allowed.
 - c. Plain white, light grey or light blue shirt. Shirts must be tucked in and top buttons done up. Any T-shirt or vest that is worn beneath a shirt must not have any visible pattern or logo.
 - d. School tie of an approved design.
 - e. V-neck pullovers, if worn, must be plain grey or navy.
 - f. Plain black or dark brown outdoor footwear of a conventional shape and style. Shoes should be polishable, have dark coloured soles and laces which match the colour of the shoe. Trainers and related styles are not allowed, nor are white or vividly coloured socks.
 - g. Jewellery is not permitted in year 7-11 with the exception that small religious items, such as a small cross, may be worn under the shirt collar.
 - h. Sports kit may only be worn on days when a student has sport timetabled. School uniform must never be combined with sports kit (e.g. no student should wear a hoodie over their shirt and tie).

SIXTH FORM

6. In their appearance, as in their general behaviour, Sixth Form students have a particular responsibility in that they help to set the standard for the whole school. The Sixth Form Uniform Rules aim to promote smartness and confidence.
7. Sixth Form students are to wear suits to school for all formal occasions such as Cathedral Services, Founder's Day, Prize Giving and the Carol Service: a suit is defined below.
8. **Boys.** Specific uniform rules for boys are as follows
 - a. A suit where the jacket and trousers are of the same dark colour and material. Alternatively, except for formal occasions, a sports jacket/blazer and tailored trousers which can take a crease and are creased.
 - b. A shirt with a standard collar for a tie.

- c. In cold weather a v-neck sweater or waistcoat may be worn under the jacket.
 - d. Smart polished shoes. Trainer style footwear or shoes of a similarly informal nature are not acceptable.
 - e. A School tie.
 - f. Any jewellery worn in ear piercings (see paragraph 13 below) is to be discreet.
 - g. Hair must be neat and tidy and a natural colour: Hair is not to be below the collar unless tied back neatly.
 - h. Neatly kept beards are acceptable.
9. **Girls.** Specific dress rules for girls are as follows:
- a. A suit where the jacket is of the same dark colour and material as the corresponding trousers, skirt or dress. Alternatively, except for formal occasions, a jacket with either a tailored pair of trousers or a smart tailored skirt of respectable length.
 - b. A smart, sleeved top, blouse or shirt which is to cover the shoulders.
 - c. Tights are to be plain, neutral coloured or dark.
 - d. In cold weather a v-neck sweater or cardigan may be worn under the jacket.
 - e. Smart polished shoes or polished ankle boots. Trainer style footwear, shoes of a similarly informal nature or stiletto heels are not acceptable.
 - f. Any jewellery worn in ear piercings (see paragraph 13 below) is to be discreet.
 - g. Any make up and nail varnish is to be discreet.

WINTER UNIFORM

10. In cold or wet weather topcoats, in addition to a blazer, are permitted. Coats with prominent logos or of unconventional colours and styles are not allowed. 'Hoodies' are unacceptable. Hats, caps, scarves and other winter wear should not be worn indoors.

SUMMER UNIFORM

11. When announced by the Headmaster, rules governing dress are modified as follows:
- a. **Boys.** Blazers/ Jackets need not be worn but long or short sleeved shirts with collars (and ties) as above are still to be worn.
 - b. **Girls.** Blazers/ Jackets need not be worn but tops are to be smart and may have short or long sleeves.
12. All students:
- a. Blazers/jackets must be worn to and from School and in assemblies, registrations and classes unless otherwise instructed.
 - b. Students may remove their blazer/jacket and leave it in their locker or other safe place while they are at School.
 - c. If the weather becomes very hot, students may be allowed to leave their blazer at home and travel without it.
 - d. Caps may be permitted in very sunny weather. These should be plain in colour and without large or offensive logos.

CLOTHING ETC NOT PERMITTED

13. The following are not permitted and hair styles, footwear and outdoor clothing must be in keeping with these principles:

- a. Unconventional or extravagant styles and colours.
- b. Denim or canvas clothing or shoes.
- c. Jeans, casual chinos and other types of informal trousers.
- d. Hoodies, either on top of or under a jacket.
- e. Brightly coloured or patterned sweaters and sweatshirts.
- f. Clothing with prominent logos.
- g. Clothing that is in any way offensive, or worn to offend.
- h. Tattoos.
- i. Any jewellery worn in body piercings, except in ears.
- j. Visible underwear.

14. Clothes must be of correct size and not be inappropriately tight-fitting, baggy, revealing, unclean or in a state of poor repair. Décolletage is to be zero or minimal.

15. If there is any doubt as to whether an item of clothing is suitable for School the Head of Year should be consulted.

PROTECTIVE CLOTHING

16. Every student in Years 7, 8 and 9, and all others taking workshop courses, must have an apron for Design and Technology and Art. The School supplies aprons (for reason of hygiene) for Cookery Classes. Plastic safety glasses are to be worn by all students in laboratories and workshops and may be purchased from the Chemistry Department at the School.

GAMES KIT AND EQUIPMENT

17. **Boys.** The following clothes are required for games and PE:

- a. Navy PE shirt and shorts (separate rugby shorts are recommended) with the School crest purchased from the School shop.
- b. Two pairs of training shoes: one suitable for gymnasium activities in the Sports Hall and the other to be used for outdoor activities such as running.
- c. Rugby jersey (school colours and blue, reversible).
- d. Rugby socks.
- e. Plain white short PE socks.
- f. Rugby/ Soccer boots.
- g. Small kit-bag.
- h. A tracksuit of a plain colour is desirable.
- i. House polo top (compulsory for sixth form only).

18. **Girls.** As for the boys above, with the addition that girls' kit may also include blue skirts and blue/black leggings. Kit does not need to be BWS branded, but must be in school colours correctly fitting and not have an oversized logo.

19. All games kit must be clearly marked with the student's name. It is to be taken home after use for washing/ airing and brought to School on games and PE days. Games kit must not be left in School.

SOURCING UNIFORM

20. Many generic items of school uniform can be purchased from most High Street stores. School uniform may also be purchased online from the School Shop which is linked from the website.

21. The Parents Association sells second hand items of uniform.

22. In cases of hardship, the School may be able to assist with the purchase of certain items of uniform.

RELIGIOUS OR MEDICAL EXEMPTIONS

23. If a student or parent wishes the student for religious reasons to wear clothing or adopt an appearance that is in contravention of this Policy, written application must be made to the Head of Year stating the religion and the variation requested. The Head of Year may require a statement supporting the request from a person of authority in that religious community.

24. Similarly, a request for a variation to this Policy for medical reasons may be made to the Head of Year with appropriate medical evidence.

SANCTIONS

25. For minor breaches of the Policy a student will be warned about non-compliance and required to comply. Alternatively, the student may be required to wear a suit in future at all times at School.

26. For major breaches of this Policy a student may be required to leave the School premises to comply. The absence is to be the minimum to remedy the breach and will be treated as an authorised absence and not exclusion.

27. If a student continues to breach this Policy, appropriate disciplinary action will be taken in accordance with the Behaviour and Discipline Policy. This could result in temporary exclusion or, in very serious cases, permanent exclusion. Parents will always be notified and consulted before a decision to exclude is made.

BREACHES OF THIS POLICY

28. Examples of minor breaches are:

- a. Top button undone.
- b. Shirt untucked or improperly worn.
- c. Inappropriately tight-fitting or revealing clothing.
- d. Boys: Long hair unless tied back.
- e. Facial hair below Sixth Form.
- f. Incorrect footwear or socks.

29. Examples of major breaches are:

- a. Unnatural hair colouring.
- b. Offensive clothing.
- c. A visible tattoo
- d. Immodest or revealing clothes. (If the student has to be sent home to rectify).

COMPLAINTS

30. Any complaints about this Policy or its implementation must be made in accordance with the School's Complaints Procedure.

RESPONSIBILITIES

31. The Headmaster is responsible for the implementation of this Policy for determining any compliance issues. He has delegated compliance on School uniform to key pastoral staff under the guidance of the Head of each Year.

32. All members of staff have a responsibility to ensure students comply with this Policy and are to deal with infringements personally, on the spot. Habitual offenders are to be reported to the respective Year Office.

CONDUCT IN CLASSROOMS AND DURING LESSONS

1. The following guidelines have been agreed by the School Council and Leadership Team so that each student gains the greatest benefit from lessons.
2. **Use of Rooms.** At all times:
 - a. The room and furniture must be kept clean and litter free.
 - b. Furniture is to be left neatly arranged at the end of each lesson and break-time.
 - c. Drinking water in lessons is allowed with the member of staff's permission.
3. **Use of Rooms Outside Lesson Times.** Outside lesson times:
 - a. Tutor rooms are only for the use of the Tutor Group.
 - b. Students are to take responsibility for the appearance and upkeep of rooms and notice boards.
 - c. Rooms are to be used for suitable activities only and are not to be misused.
 - d. Rooms, furniture and floor coverings are to be treated with respect and care.
 - e. Unsupervised use of school ICT equipment is not allowed.
 - f. No food or drink is to be consumed in rooms.
 - g. Any problems with the room must be reported straight away to the Tutor, Duty Staff, appropriate School Office or Deputy Head Master.
4. **Code of Conduct for Lessons.** Students are expected to:
 - a. Arrive on time.
 - b. Be appropriately dressed.
 - c. Be fully equipped and prepared to learn.
 - d. Listen to and follow instructions.
 - e. Raise a hand to attract the teacher's attention.
 - f. Respect others and their property.
 - g. Allow students to learn and teachers to teach.
 - h. Not use mobile devices or other digital communication equipment during lessons unless allowed by the teacher.

ANTI-BULLYING - POLICY STATEMENT

1. **Policy.** An awareness of both the existence of different types of bullying, and of strategies with which to combat it, is essential in a civilised and tolerant environment. The bully makes the victim's life miserable and intolerable by means of insinuation, verbal assault or physical violence. As a Church school, we approach incidents of bullying within the context of our Ethos Statement. The School's Student Protection and Safeguarding Policy also covers some related matters, including the recognition that bullying may constitute child on child abuse. The staff, students and other members of the School community will not tolerate bullying in any form and the sternest measures will be taken against any individuals or groups of individuals who engage in such anti-social activity.
2. **Content.** Four main facets of bullying are:
 - a. Indirect – excluding someone from social groups, giving looks or glances designed to intimidate or unsettle
 - b. Verbal – name calling, insulting, derogatory or discriminatory remarks.
 - c. Physical – hitting, kicking, taking belongings, damaging personal property.
 - d. Cyber Bullying – use of text messages or web spaces/e-mails/blogs etc to either send offensive materials or post them for others to view.
3. There is no legal definition of bullying, but it is here defined as behaviour that is repeated and intended to harm either physically or emotionally. It takes many forms, including physical hurt, name calling, teasing, making threats, unkind behaviour intended to humiliate or embarrass and cyberbullying. Some individuals may be more prone to bullying, including those with SEND and health issues, children who are LGBT and children from racial or religious minorities.
4. Included within this definition is behaviour that is homophobic, bi-phobic or directed against transgender members of the school community.
5. Misogynistic and sexist language and behaviour is also included – whether this is expressed face to face or in digital form.
6. Repeated behaviour that targets someone because of their race or religion is also likely to meet the definition of bullying.
7. Some forms of bullying are illegal. These include violence or assault, theft, repeated harassment or intimidation, threatening or abusive phone calls, texts or online messages, and hate crimes. If the School suspects any illegal conduct, the Police will be informed.
8. It is considered that the isolated angry remark, made when tempers have flared and a temporary loss of control has resulted, is highly regrettable. However, it is important to recognise that this is not the same as persistent and/or calculated acts committed for the purpose of making an individual or group of individuals unhappy, fearful etc.
9. Much bullying is “unconscious” in the sense that the “bully” may simply not appreciate the effect of his conduct on others: a “bit of fun” may be a source of untold misery for the individual on the receiving end. This type of “bully” is not usually a vindictive individual; more typically he will be an ebullient, dominant, and often physically mature student who lacks the social maturity to perceive the impact of certain forms of conduct upon others. Staff can be most effective in dealing with this type of bullying and often little further action is required. Bullying is often hard to identify and the question of how to respond to it can be difficult: it is a matter requiring considerable care and tact on the part of the teacher.

However, all complaints of bullying are to be investigated thoroughly and the appropriate persons informed if a significant problem appears to exist or to be developing. Any parental concerns to the School should be treated with the greatest seriousness.

10. All staff have a role to play in combating bullying. It is not only the responsibility of the form tutor to be vigilant but also subject teachers, staff on duty and support staff.

11. Cyber bullying can be a pervasive problem which is difficult to tackle and (sometimes) difficult to detect. Cases of cyber bullying may be dealt with as if the offence was perpetrated in School irrespective of where and when the materials are posted.

12. Serious cases of bullying will be dealt with by the appropriate pastoral staff. Further action may include detentions, parental meetings with senior staff and, in the most serious cases, exclusion.

13. **Procedure.** A parent who suspects that their child is being bullied should contact a Head of School. Students are encouraged to raise any issues with their tutor, Head of Year, Head of School, the Chaplain or any trusted adult. Additionally, students may use The Student Voice to submit a concern.

- a. It is necessary for all staff and students to be vigilant, pro-active and sensitive to the needs of others.
- b. Whoever discovers an act of bullying is to report it swiftly to the victim's tutor, or teacher on duty.
- c. Where there is a suspicion of bullying, the alleged victim's tutor, or Head of School, is to be alerted.
- d. The tutor/teacher is to report it to the Head of School.
- e. Heads of School, and their Assistants, are to consult with the tutors (of both victim and bully) and deal with the incident as appropriate.
- f. If appropriate, an investigation is to begin immediately.
- g. Statements are to be taken from the alleged victim, alleged bully and any witnesses. CCTV may also be consulted.
- h. Parents (of both victim and perpetrator) are to be informed.
- i. Sanctions may be imposed in accordance with the Behaviour Policy.
- j. Awareness of the causes and effects of bullying are to be promoted through the tutorial and assembly programme.
- k. Heads of School are regularly to remind students that bullying is not acceptable in this School.

14. **Monitoring.** Heads of School, in consultation with their tutorial teams, are to review practice on a regular basis, in the light of known incidents of bullying.

PASTORAL SUPPORT PROGRAMME

1. A Pastoral Support Programme (PSP) is designed to address the specific needs of the student and thus help them to manage their behaviour more positively. Identification of students for whom a PSP is needed will usually be through discussions between the School pastoral offices, SENDCO (where appropriate) and the Deputy Head (Pastoral) but is normally to be set up for any student who:
 - a. Has a second fixed period of exclusion in a term which might lead to permanent exclusion.
 - b. Has been identified as being at risk of failure through disaffection and is thus at risk of exclusion.
2. The PSP is to be flexible to suit the circumstances but will often
 - a. Have nominated members of staff to oversee it, as well as handle the administration and review process.
 - b. Address both academic and social problems and involve parents, the LA and other agencies where necessary.
 - c. Have the consent of the student's parent(s) or guardian(s).
 - d. Involve the SENDCO.
3. The PSP is to consider and address as appropriate:
 - a. Learning difficulties and their impact on behaviour.
 - b. The possibility of changing seating arrangements in the classroom, or a teaching set or class.
 - c. The possible use of a 'buddy' or mentoring system.
 - d. The need for specialist support.
4. The PSP is to be reviewed regularly or as required if there are more behavioural incidents.

REASONABLE FORCE AND PHYSICAL CONTACT

BACKGROUND

1. There are occasions when physical intervention is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
2. This Annex duplicates DfE guidance and is to be read in conjunction with paragraphs 13 to 16 of the main body of this Policy.
3. **Underpinning Principles.**
 - a. The use of force is, wherever possible, to be avoided.
 - b. There are occasions when the use of force is appropriate.
 - c. When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

REASONABLE FORCE & DEFINITIONS

4. 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.
5. Force is usually to be used either to control or restrain which 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.
6. 'Reasonable in the circumstances' means using no more force than is needed.
7. Force may be used to control students and to restrain them.
8. 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.
9. 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.
10. School staff are always to 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.
11. **Examples of Reasonable Force.** This list is not exhaustive but examples of when force might be used are:
 - a. To remove disruptive students from the classroom where they have refused to follow an instruction to leave.
 - b. To prevent a student behaving in a way that disrupts a School event or a School trip or visit.
 - c. To 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.

- d. To prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- e. To restrain a student at risk of harming themselves through physical outbursts.

PHYSICAL CONTACT

12. 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. This list is not exhaustive but examples of when it would be appropriate to touch a student are:

- a. When comforting a distressed student.
- b. When a student is being congratulated or praised.
- c. To demonstrate how to use a musical instrument.
- d. To demonstrate exercises or techniques during PE lessons or sports coaching
- e. To give first aid.

DISCIPLINE & EXCLUSION PROCEDURE

INTRODUCTION

1. The vast majority of students at The School behave sensibly and responsibly both in and out of School. There may be, however, a small number of occasions when the behaviour of a student gives cause for concern to staff and governors. When this happens, staff and governors have a responsibility to prevent similar occurrences and to see that appropriate action is taken where behaviour is not acceptable.
2. When disciplinary problems occur, it is the School's policy to deal with them quickly by the normal internal disciplinary process and by counselling the student concerned. Parents are to be involved where this is appropriate. The School's experience is that most disciplinary problems can be speedily resolved in this way.
3. The School Stages of Discipline concept provides for a level of accountability in keeping with a large school and allows for responsibility for enforcing discipline to be spread across teaching staff, Heads of Departments (HoDs), pastoral offices, Leadership Team (LT), Deputy Head and Headmaster in an effective, hierarchical way which is understood by students and staff. The stages below are represented in the Stages of Discipline Flow Chart at Appendix 1.
4. Staff must impose robust sanctions that will have appropriate impact.

STAGES OF DISCIPLINE AND RESPONSIBILITY

5. Where an offence is considered sufficiently serious by the Headmaster, such as acts of a criminal nature, cases of serious abuse (physical or verbal) and bringing the School into severe disrepute, Stage 4 action may be taken immediately. The primary function of disciplinary action is to be restorative. Students should have the opportunity to understand what they have done wrong, the impact of their actions and where appropriate, the opportunity to undertake reparatory action. Supplementary to this is the need to deter students from further misdemeanour.
6. **Stage 1.** All staff are responsible for challenging and reprimanding students; if appropriate, staff are to sanction students and are to log negative behaviour points on BROMCOM. Issues are to be dealt with initially by the staff member who sees the offence. If a verbal reprimand or negative behaviour point is insufficient, the staff member may add a chore or a departmental/pastoral after-school detention (see Paragraphs 12 to 14). Detentions should not be used for students to complete late homework as this may not be a sufficient deterrent.
7. **Stage 2.** Classroom and academic issues which have not been resolved by the classroom teacher due to the persistent/defiant behaviour of a student are to be forwarded to HoDs, either in lesson-time or subsequently. In extreme cases, a member of senior staff may be called to attend a lesson using the 'call-out' email address.
 - a. Staff addressing poor behaviour in 'public rooms' such as the dining hall, library, IT suite etc or around the School site are also to refer the issue to the Head of Year or Head of School, if the issue cannot be resolved by Stage 1 action.
 - b. Non-classroom issues and tutor issues in tutor rooms, assemblies or anywhere else which have not been resolved by the tutor or staff member initially involved through verbal reprimand/detention, or because behaviour is persistent or defiant, are to be dealt with by the appropriate Pastoral Office. The sanctions available are: chores, pastoral detentions, Friday detentions (Paragraph 15) and loss of privileges.

c. If a student fails to attend either a departmental or a pastoral detention without due cause (such as illness, authorised absence or another School commitment) the detention is to be rescheduled as a Friday detention run by a Pastoral Office or LT. If this detention is not attended the issue is escalated to Stage 3.

8. **Stage 3.** Stage 3 consists of two sub-stages for classroom or pastoral issues that have been escalated from Stage 2. The first sub stage consists of internal collaborative action whereas the second entails parental intervention and support. Monitoring supports both the collaborative plan which has been put in place and the staff member concerned. Additionally, an unattended Friday detention is escalated to Stage 3 if it was a sanction for failing to attend a previous departmental or pastoral detention. In this case, the student is to report to the Deputy Head who is to consider any explanation, impose a sanction if appropriate and inform the parents of the sanction and the reason for it:

a. **Sub Stage 3a.** A collaborative approach between student, teacher or HoD and Head of Year should be agreed and implemented. Parents are to be informed of the behaviour that has necessitated the sanction.

b. **Sub Stage 3b.** If Sub Stage 3a action does not result in improvement, a meeting between the student, parents and Head of Pastoral Office is to be arranged to discuss the next steps which would normally be daily/weekly reporting or a behavioural contract. If the student's behaviour has not improved sufficiently within a reasonable time frame, the issue is to be escalated to Stage 4.

9. **Stage 4.** When previous stages have failed to resolve an issue, it is to be passed to a Deputy Head (Pastoral) who may attempt to resolve the issue or pass it to Headmaster for consideration of a period of exclusion.

SANCTIONS

10. **Advice of Detentions.** Students are to be informed of detentions in person by the staff member issuing the detention. A detention that is scheduled to take place during the school day does not require a notice period. Parents will be informed of departmental detentions via Bromcom. A detention that is to take place outside of school hours should be issued with 24-hours notice, to enable the student and their parents to organise appropriate travel arrangements. In this case, parents would normally be notified by telephone.

11. **Chores.** Chores may be set at Stage 1 as an addition to a verbal reprimand: there is no requirement to log chores or verbal reprimands on Bromcom, though it is good practice to do so.. Thought must be given as to the task set so that there is some restorative element to the sanction. For example, a student who has been seen dropping litter or graffitiing may be required to pick litter or clean graffiti as a chore. Chores are to be overseen by the staff setting them and checked for successful completion.

12. **Detention Schedules.** Departments are to run their own detentions (not chores) for classroom/lesson issues either at lunchtime or after-school. Department detentions are spread across the week to avoid conflict of subjects, with the possibility of departments joining together if needed, e.g. Sciences; Humanities etc. Departmental lunchtime detentions run for 30 minutes, after-school detentions: as specified by the Department for up to 45 minutes.

13. **After School Pastoral Detentions.** After-school pastoral detentions are run by the lower and middle school pastoral offices on Mondays to Thursdays for 45 minutes, supervised by rota on the desktop and/or on Teams.

14. **Friday Detentions.** Friday detentions are a stepping-stone to more serious sanctions, e.g. a half-day internal exclusion. Repeated appearance in Friday detention in an academic

year is likely to be escalated to Stage 3. Friday detentions are run by the Deputy Head (Pastoral) and pastoral teams for between 45 and 60 minutes. Parents are to be informed by telephone or email of the reason for a Friday detention. Parents may be requested to meet with the Deputy Head (Pastoral) at the end of a Friday detention, either in person or via Teams to discuss further the student's behaviour.

15. **Detention work.** Teaching staff are not required to set work for pastoral detentions and no homework, catch-up work or other academic work' is to be set for detentions. Departments and Pastoral Offices keep a bank of materials or suitable tasks, differentiated according to the type of detention and the age of the student.

16. **Sixth Form.** Departmental detentions and Friday detentions may be given to Sixth Form students but, for any non-classroom or pastoral issues, a member of the Sixth Form Office is to sanction students with loss of privileges rather than by pastoral Monday to Thursday detentions.

17. **Extra-Curricular Activities.** Poor behaviour at an extra-curricular activity such as an after-school club is to be referred to the appropriate pastoral office. After consultation with the activity provider and the parents, the student may forfeit their place at the activity.

18. **Managed moves.** Very rarely the behaviour of certain students requires a stronger response than detention. Listed below are types of behaviour that will almost certainly lead to consideration of a managed move to another school (see paras 20-23 below), temporary exclusion or permanent exclusion from Bishop's. In each case, the governors and staff are to take great care in deciding what sanction is appropriate and must have special regard both to the needs, welfare and safety of the student concerned and to those of the majority of students in the School.

19. Where a recurring or escalating pattern of poor behaviour suggests that either exclusion is not a deterrent, or permanent exclusion is likely, the Head will consider directing the student's educational provision to be elsewhere, away from the Bishop's home site. This will also almost certainly be the case where a one-off offence would ordinarily make permanent exclusion a consequence. This direction will constitute a managed move, whereby the student stays on roll at Bishop's but is educated at another institution on a trial basis following procedures agreed by the Wessex Partnership of local secondary school Heads and Wiltshire Council.

20. Where possible managed moves will take into account the wishes of the student and his/her parents, but the Head has the power to direct offsite provision. The decision in these cases will be ratified by the next meeting of the Fair Access Panel of the Wessex Partnership.

21. Managed moves are subject to a trial period of 6 weeks, which can be extended to 12 weeks if necessary. At any point during the trial period, or at its conclusion, the student may be taken on roll at the host school or may return to Bishop's. Where permanent exclusion would have been the outcome according to paragraph 29 of this policy it may be stipulated that no return to Bishop's is possible. In such cases a further managed move will be directed by the Head and subsequently ratified by the Fair Access Panel. Ultimately, the Head retains the discretion to permanently exclude but every effort will be made to avoid this eventuality.

22. In the case of a managed move there is no right of parental appeal; parents retain the right to use the school's Complaints Procedure which is published on the website.

EXCLUSION – THE LAW

23. Only the Head (or acting Head) may exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45

school days in a single academic year) or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

24. Students whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Head's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

25. 'Informal' or 'unofficial' exclusions, such as sending students home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents. Any exclusion of a student, even for short periods of time, is to be formally recorded.

26. A decision to exclude a student permanently should only be taken if the conditions in both subparagraphs a and b to this Paragraph are met:

- a. In response to a serious breach, or persistent breaches, of the School's behaviour policy.
- b. Where allowing the student to remain in School could seriously harm the education or welfare of the student or others in the School.

27. **Appeals.** Parents have a right to make representations to a panel of at least three governors. (See table at Paragraph 31).

- a. A representation should be notified to the School as soon as possible but must be within 30 days of receipt of the notice of exclusion.
- b. For permanent exclusions only, parents may subsequently request a review by an independent review panel and thereafter, may request the Education and Skills Funding Agency (ESFA) to look at whether the case was handled properly but the ESFA cannot overturn the exclusion.
- c. If parents wish to make an allegation of discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). Such a claim must be made within 6 months of receipt of the notice of exclusion.

EXCLUSION – BEHAVIOURAL EXAMPLES

28. **Suspension (Temporary Exclusion).** Examples of behaviour that will almost certainly lead to suspension:

- a. Repeated refusal to obey the School rules.
- b. Serious or repeated disruption of other students' learning.
- c. Serious or repeated bullying (physical, verbal or cyber) or any form of child on child abuse.
- d. Posting or sharing of offensive material online, including sexual imagery and any language that may be deemed to constitute racism, sexism, misogyny, or other intolerant viewpoints.
- e. Serious or repeated behaviour that targets a specific person or group of people because of their religion, race, colour, gender identity, sexuality, educational need, disability or health conditions.
- f. Any attack on a student or students which result in little or no injury.

- g. Possession of a small amount of a banned substance or associated paraphernalia on School premises or on a School trip, including vapes.
- h. Possession of a knife, blade or other weapon on School premises or on a School trip where it is clear that it was being carried by mistake and without intent to cause fear, injury or damage.
- i. The selling or intent to sell any item on the school site.
- j. Bringing the school into disrepute through behaviour outside of school or online.
- k. Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form).
- l. Vandalism of School property.
- m. Theft. (Depending on the circumstances, this could lead to permanent exclusion.)

29. **Permanent Exclusion.** Examples of behaviour that will almost certainly lead to permanent exclusion are below. Any behaviour that brings the School into disrepute may be seen as a contributory factor (in accordance with Paragraph 1 School Rules at Annex C):

- a. Repeated or persistent behaviour of the type given under temporary exclusion.
- b. Any attack on a student or students resulting in serious injury.
- c. Any attack on staff regardless of severity.
- d. Serious vandalism to School property.
- e. Criminal activity requiring Police involvement.
- f. Dealing, clear intent to deal any banned substance, or possession of a large amount of such a substance.
- g. Possession of an offensive weapon, including a knife, blade or other weapon with malicious intent, or explosives.
- h. Posting of offensive material online with a clear malicious intent.

PROCESS

30. The School is to inform parents by telephone if their child is to be excluded. Written confirmation is to be sent by first class post and email within one day and is to give the reason for exclusion, the period of exclusion and the date and time of return, together with other relevant information for parents. Following any exclusion the student will be expected to attend a 'reintegration' meeting with School staff on return to School. The parents should be invited to attend also together with any other relevant agencies.

31. **Governors Discipline Panel.** A Governors' Discipline Panel is to be formed if temporary exclusions in total add up to more than 15 days in any term, if a public exam would be missed, if the parents disagree with an exclusion of more than 5 days or if the student is to be excluded permanently. Further information on the relevant arrangements is available from the School or the Department for Education website. A chart of when a panel must meet, parents' right to attend and other detail is below:

No of days exclusion in term	5 or fewer	5 1/2 to 15	More than 15 or permanent exclusion	Student will miss public exam
Right to make written representations	Yes	Yes	Yes	Yes
Right to meet with governors	No. Meeting at governors' discretion	Yes if parents request	Yes. Governors must meet parents	Yes. Governors must meet parents
Timescale for meeting	None	Within 50 school days of exclusion	Within 15 school days of exclusion	ASAP but before examination if practicable
Reinstatement possible	No	Yes	Yes	Yes

32. Provision of Alternative Education. If the length of any single temporary exclusion is greater than 5 days the School is to make suitable arrangements for the equivalent of full time education from the beginning of the sixth day, in accordance with the appropriate national regulations.

33. Pastoral Support Programme. The School's Pastoral Support Programme (Annex F) sets out the procedure to be followed in the event of a student being considered for exclusion from the School.

Appendices:

1. Stages of Discipline Flow Chart.

STAGES OF DISCIPLINE FLOW CHART

