

BEHAVIOUR & DISCIPLINE POLICY

A Statutory Policy

Definitions:

1. *'Parent(s)' includes guardian(s) or any person who has parental responsibility for the pupil or who has care of him.*
2. *'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is best 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 pupils 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 pupils 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 pupil to benefit fully from his time at the School he will have to learn to work and play in a busy and congested site. He 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 pupils (see Rewards Procedure at Annex A) as well as by using sanctions when these are judged to be necessary (see Discipline & Exclusion Procedure at Annex B). 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 pupil has the fullest opportunity to experience a broad education during his 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 C. The Dress code is at Annex D and pupils are required to comply with the School's guidelines for conduct in classrooms and during lessons at Annex E.

6. When pupils from other institutions visit the School, ultimate responsibility for discipline and behaviour management lies with the staff of the institution concerned. Visiting pupils 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. Regarding South Wilts Grammar School and the School pupils who travel between the two schools, disciplinary matters will be dealt with by the Sixth Form Offices as necessary.

7. **Attendance.** Regular attendance at school is required by law and pupils 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 pupils 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. Since the amendment to the Education Regulations in 2006, 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 pupils 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. **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 B. This Procedure also covers when a Pastoral Support Programme (PSP) should be set up and the PSP is at Annex F.

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

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

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

SEARCHING AND CONFISCATION.

13. 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.

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

15. **Searching Without Consent.** The Head and other members of staff authorised by him have the power to search a pupil without the pupil's consent if they suspect the pupil is in possession of 'prohibited items' which are:

- Knives or weapons

- Alcohol

- Illegal drugs and associated paraphernalia

- Stolen items

- Tobacco, cigarettes, e-cigarettes (such items confiscated in school should be destroyed)

- Fireworks

- Pornographic images

- 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 pupil)

- Any item which has been identified in the School Rules as an item which may be searched for.

16. **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. Staff may also confiscate an item as a sanction, if it is prohibited in the School Rules eg: use of a mobile phone outside permitted hours.

17. **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.

18. **Electronic Devices.** Staff may examine any data on any device as listed below in the Paragraph and delete data found if considered appropriate. Consent is not required from the pupil 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

19. 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 pupil from doing, or continuing to do, any of the following:

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

20. **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 H. The degree of force used is to be the minimum needed to achieve the desired result. When School staff have had to use force on a pupil during a serious incident parents are to be informed and the incident recorded.

21. **Physical Contact.** As well as when using force as provided by paragraphs 14 and 15 above, school staff may make physical contact with pupils 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 pupil, or prevent them taking action needed to prevent a pupil causing harm. Further guidance is at Annex H.

22. **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 provide 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.

MONITORING

23. Heads of School and Senior Tutor are to monitor the effectiveness of this Policy by regularly checking the recorded behaviour of pupils. The School Council and the Sixth Form Council will also be used to give feedback.

EVALUATION

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

25. Governors will review this Policy annually.

26. This Policy was first agreed by governors on 28 February 1995 and last reviewed on: 10.2.96, 24.2.98, 7.7.98, 6.7.99, 4.7.00, 3.7.01, 9.10.01, 2.7.02, 1.7.03, 29.6.04, 28.06.05, 27.06.06, 10.07.07, 15.07.08, 11.02.09, 24.06.10, 13.06.11, 14.06.12, 9.04.13, 18.09.13 (out of C'tee) Appendix 1 to Annex B was transferred from the Discipline Committee constitution on 10.10.13, 26.11.13, 18.11.14, 10.11.15, 17.11.16, Annex H added on 13.12.16, 02.11.17, 08.07.18, 22.06.18, 06.11.18 Revised rules on Mob phone use 1.19 & 14.02.19

ANNEXES

- A. Rewards Procedure.
- B. Discipline & Exclusion Procedure.
Appendix 1. Model Temporary External Exclusion letter.

Appendix 2 Procedures for a Discipline Panel Considering Pupil Exclusions.

- C. School Rules.
- D. School Dress Code.
- E. Conduct in Classrooms and During Lessons.
- F. Pastoral Support Programme.
- G. Anti-Bullying Policy.
- H. Reasonable Force and Physical Contact.

REWARDS PROCEDURE

1. It is firmly believed that all pupils respond to encouragement irrespective of their ability. Therefore a variety of ways are used to encourage or reward a pupil when he has done something which is good by his own standards. This may refer to effort or achievement and be for academic work, for involvement in extra-curricular activities or for meeting personal goals.
2. Such effort or achievement is acknowledged by encouraging pupils in the following ways:
 - a. **Verbal and Written Encouragement.** Opportunities are looked for to congratulate pupils for good work and, where appropriate, comment to this effect is made in their exercise books, coursework folders, etc.
 - b. **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 pupil, judged by the standard he usually achieves, or noteworthy participation in any activity, by completing the distinction form and passing it to the pupil.
 - c. **Headmaster's Distinction.** Work which is exceptionally good for a pupil, judged by the standard he usually achieves, may be "recommended for distinction", in which case it is taken to the Headmaster for countersigning. Alternatively, five distinctions may be taken to the Headmaster in a similar way. In both cases the pupil's homework diary is endorsed, a certificate is awarded and confirmation issued to parents by post. These are recorded on Insight (the School web portal).
 - d. **Letters of Commendation.** Parents are emailed to mark good attainment, service or effort and progress for pupils in Years 9-11. These will be awarded at the discretion of school staff and are also recorded on Insight.
 - e. **School Reports.** Wherever possible positive comments are written about each pupil'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, pupils receiving full sports colours are awarded a colours 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 pupils 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 pupils 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 pupil's performance, both in the Sixth Form and in earlier years. There are also opportunities for pupils 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 Pupils who have other leadership duties in the School community will be published in the programme.

DISCIPLINE & EXCLUSION PROCEDURE

INTRODUCTION

1. The vast majority of pupils 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 pupil 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. This is to be done by the normal internal disciplinary process and by counselling the pupil 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. In order to encourage and aid pupils to improve the standards of their work and/or behaviour, a range of sanctions is available at The School. In order of increasing severity they are (but note that not all sanctions will necessarily be invoked and other sanctions may be used):-

- a. Spoken rebuke.
- b. Completion of set work to an acceptable standard.
- c. Service to the School community.
- d. Lunchtime detention.
- e. After school detention.
- f. Daily or weekly monitoring.
- g. Loss of privileges.
- h. Removal from lessons/ internal exclusion.
- i. Temporary exclusion (including lunchtime exclusion).
- j. Meeting with the governors to set up a behavioural contract: a Governors' Behavioural Meeting (GBM).
- k. Permanent exclusion.

4. Where detention is given, pupils are to be given 24 hours' warning to enable them to notify their parents so that any necessary alternative transport arrangements may be made. It is the pupil's responsibility to inform his parents but teachers giving detentions must write them in the pupil's homework diary. If this is not available, the parents must be given direct written or oral notice of the detention.

5. Regrettably, however, the behaviour of certain pupils requires a stronger response than detention. Listed below are types of behaviour that will almost certainly lead to temporary exclusion or permanent exclusion from the School. 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 pupil concerned and to those of the majority of pupils in the School.

THE LAW

6. Only the Head (or acting Head) may exclude a pupil and this must be on disciplinary grounds. A pupil 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.

7. Pupils 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.

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

9. A decision to exclude a pupil 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 pupil to remain in School could seriously harm the education or welfare of the pupil or others in the School.

10. **Appeals.** Parents have a right to make representations to a panel of at least three governors. (See table at Paragraph 14).

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 request a review by an independent review panel and thereafter, may request the Education Funding Agency (EFA) to look at whether the case was handled properly but the EFA 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

11. **Temporary Exclusion.** Examples of behaviour that will almost certainly lead to temporary exclusion:

- a. Repeated refusal to obey the School rules.
- b. Serious or repeated disruption of other pupils' learning.
- c. Serious or repeated bullying (physical, verbal or cyber).
- d. Serious or repeated racial or sexual harassment.
- e. Attacks on other pupils which result in little or no injury.
- f. Possession of banned substances on School premises or on a School trip.
- g. Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form).
- h. Vandalism of School property.
- i. Theft.

12. **Permanent Exclusion.** Examples of behaviour that will almost certainly lead to permanent exclusion:

- a. Repeated or persistent behaviour of the type given under temporary exclusion.
- b. Attacks on pupils resulting in injury.
- c. Physical attacks on staff regardless of severity.

- d. Serious criminal damage to School property.
- e. Possession of and/or promoting banned substances on School premises or on a School trip.
- f. Possession of an offensive weapon or explosives on School premises or on a School trip.

PROCESS

13. The School is to inform parents by telephone if their son 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. A template external temporary exclusion letter is at Appendix 1 to this Annex. Following any exclusion the pupil will be expected to attend a 'reintegration' meeting with School staff when he returns to School. His parents should be invited to attend also together with any other relevant agencies.

14. **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 pupil is to be excluded permanently. Further information on the relevant arrangements is available from the School or the Department for Education website. The conduct of a discipline panel is at Appendix 1 to this Annex and 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	Pupil 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

15. **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.

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

Appendices:

1. Model Temporary External Exclusion letter
2. Procedures for a Discipline Panel Considering Pupil Exclusions or Permanent Exclusion.

**MODEL LETTER - FROM HEAD MASTER NOTIFYING PARENT OF A FIXED
PERIOD EXCLUSION** [on School headed paper]

CONFIDENTIAL

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Pupil's Name]** for a fixed period of **[Period of Exclusion]**. This means that **[Pupil's Name]** will not be allowed in school for this period.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been excluded for this fixed period because **[Reason for Exclusion]**.

You have the right to make representations to the School Board of Governors'. If you wish to make representations please contact the Company Secretary preferably by email to **[Co Sec email address]**, or otherwise via the School address above as soon as possible but within 30 days of the date of this letter.

[Insert following if exclusion is five days or fewer and where a public examination is not missed and where total number of exclusions in a term is not more than fifteen]. However, please note that, for this short period exclusion, governors will only consider any written representation that you wish to make but are not required to meet you and may not change the period of exclusion.

[Insert following if exclusion 5 1/2 to 15 days] You will then be invited to attend a governors' discipline panel where your representations will be considered. You may bring a friend to the panel.

[insert following if this exclusion brings total to more than 15 days in a term or a public exam would be missed] Whether or not you make representations, you will be invited to attend a governors' discipline panel where the exclusion will be considered. You may bring a friend to the panel.

You also have the right to see a copy of **[Name of Pupil]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of his school record. There may be a charge for photocopying.

You have a duty to ensure that your pupil is not present in a public place in school hours during the first 5 school days **[or specify dates if exclusion is for fewer than 5 days]** of this exclusion, that is on **[specify dates]**. I must advise you that you may be prosecuted or receive a penalty notice if your pupil is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

If you wish external advice it may be obtained from the EWO Local Education Team at Wiltshire Council (01225 718230) or the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of pupils in state maintained schools and offers information and support on state education in England and Wales, including advice on exclusion from school. They can be contacted on 0300 0115 142 or at www.ace-ed.org.uk. Advice is also available from Coram's Child Law Advice Service at childrenslegalcentre.com/get-legal-advice/education/ 0300 330 5485. Government guidance is best obtained by 'googling' "exclusion guidance"

[If exclusion less than 6 days insert the following] During the period of his exclusion work will be set for **[Name of Pupil]** on Insight or is to be collected from the relevant member of staff. Please ensure that the work is completed and brought to the reintegration meeting.

[If exclusion over 5 1/2 days, insert arrangements for pupil's education to continue]

I take a very serious view of this defiance of school rules, particularly as pupils are made well aware of them and why they apply. Should there be any further recurrence it is likely to lead to further sanctions.

Please ensure that **[Name of Pupil]** reports to **[name of member of staff]** in the **[location]** at **[time]** on **[date]** for a reintegration meeting.

Yours sincerely

[Name]

Head Master

**PROCEDURES FOR A DISCIPLINE PANEL
CONSIDERING PUPIL EXCLUSIONS OR PERMANENT EXCLUSION**

1. The Committee's procedures follow the guidelines contained in relevant DfE statutory and other guidance.
2. Appeals/ representations concerning exclusions are to be made to the Company Secretary who, in consultation with the Chair of Governors, is to convene a Discipline Panel at a time suitable to parents, governors and the LA (LA for a stated pupil only). The Company Secretary should act as secretary to the Panel. The Panel is to comprise of at least three governors, preferably including a Parent Governor. The pupil should normally attend.
3. Parents may be accompanied by a friend or otherwise represented and may submit written evidence. All evidence from parents and the School is to be sent to the Company Secretary normally at least 4 days before the hearing and he is then to distribute to all parties, normally by email, with an arrival target of at least 3 days before the hearing. These time limits may be reduced with the agreement of all parties involved.
4. **Panel Duties.** The Discipline Panel is to:
 - a. Decide, on the balance of probabilities, whether the pupil was responsible for the actions for which he was excluded.
 - b. Decide whether the exclusion was lawful, rational, reasonable, fair, proportionate and therefore merited the period of exclusion awarded.
 - c. Decide whether the Law and the relevant procedures in this Annex were correctly followed by the School.
 - d. For exclusions totalling over 5 days in a term or permanent exclusion: decide whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.
 - e. Inform the parent or pupil (if over 18) and the Head of its decision.
 - f. Report its decision to the next meeting of the Governing Body.
7. **Pupil Disciplinary Record.** The Discipline Panel is to have access to the disciplinary record of the pupil concerned.
8. **Panel Voting.** If all panel members do not agree, a decision shall be by simple majority.

9. Conduct of Meeting. The Meeting is to be as informal as possible and is to be minuted. The aim is to ensure that the views of all parties are heard in an impartial way. The governors are to take note of the parent's representations, scrutinise the School's case and then consider if the Head made the correct decision to exclude. The procedure is to follow the following general format:

Introduction of all by Chair

Chair confirms all have received Meeting papers

Chair describes format of Meeting

School Representative (Rep) describes events and reason for exclusion

Panel members may question School Rep

Parents/Rep may question School Rep

Parents/Rep present their case against exclusion

Panel members may question parents/Rep

School Rep may question parents/Rep

School Rep sums up (no new evidence)

Parents/ Rep sums up (no new evidence)

School Rep and parents/Rep leave and panel deliberates.

The Panel decision may be given verbally after deliberation but is also to be issued in writing within one day. The Minutes may be seen by any of the parties involved.

SCHOOL RULES

1. The rules which follow set out the code of conduct pupils 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 pupil 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 pupil 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 pupils, 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. Pupils are to:

- a. Wear the approved school uniform, including on journeys to and from School, in accordance with the School Dress Code.
- 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 ball games anywhere on the main school site except that basketball only may be played on the sports hall yard and football only on the back yard.
- 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. Accept the authority of all members of staff and prefects.

3. Pupils are not to:

- a. Bring to school or use or promote in school any solvent-based or tobacco products, (including any type of e-cigarette) alcohol, drugs (unless prescribed and notified to the School as required at Paragraph 22 of the Home School Liaison Agreement) or other banned substances.
- b. Bring to school or use: matches, lighters, chewing gum, weapons of any kind, any material that is inappropriate or illegal for children to have such as racist or pornographic material.
- c. Wear jewellery of any kind when involved in school activities (apart from watches).
- d. Leave money or valuables unattended at any time. In general pupils are discouraged from bringing valuable items (eg electronic devices etc) into school unless this is essential. Any such items remain the responsibility of the pupil, and the school cannot accept any responsibility for loss/breakage etc.
- e. Loiter in the changing rooms.

- f. Play gambling games or sell objects or food unless sanctioned specifically by a member of staff.
 - g. Go into the following areas unless instructed to do so by a teacher: laboratories, workshops, Sports Hall and Kitchen.
 - h. Tamper with any health and safety equipment, e.g.: fire extinguishers.
 - i. Play unsupervised ball games with hard balls.
 - j. Retrieve lost balls by climbing boundary walls, fences or roofs of buildings.
 - k. 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.
 - l. Ride bicycles, motor cycles or drive cars onto the site without permission.
 - m. Switch on mobile phones, gaming devices etc except as allowed in these rules: see Appendix 1.
4. Pupils are expected to:
- a. Conduct themselves politely at all times, both in and out of school.
 - 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. Pupils 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 Phones.

RULES FOR THE USE OF MOBILE PHONES

Definition: *'Mobile phone' refers to all portable electronic devices that can be used for communication, access to the internet, listening to music, gaming, photograph or other recording. It will be a Head of School's decision as to whether any device is a mobile phone 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. The aim of these rules is to specify how and when mobile phones (as defined above) may be used by pupils in School.
2. **Application.** This Policy applies while pupils are on the School site and to certain actions at any other times (see Paragraph 10). However, the use of mobile phones 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 two precepts:
 - a. The personal safety and security of pupils is a prime consideration and therefore pupils may carry mobile phones in order that parents are able to contact their son while he is travelling to and from School.
 - b. Significant research has shown that development is affected by excessive screen time. Additionally, the increasing use of social media has led to cyberbullying being a new challenge for schools to manage.
4. **Responsibility.** The School does not accept responsibility for any loss or damage to a pupil's mobile phone including if a pupil 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 son for urgent matters while on the School site should be via Reception.

SCHOOL RULES FOR USE OF MOBILE PHONE

6. **Years 7 to 11.** Pupils in years 7 to 11 may not switch on mobile phones on the School site except that laptops and tablets may be used under direct staff supervision. Additionally, mobile phones are to be kept out of sight while on the School site.
7. **Sixth Form.** Sixth Form pupils may use mobile phones during break times (but not in the Dining Hall) and free periods. At all other times their mobile phones are to be switched off (ie not on silent or vibrate) and kept out of sight.
8. **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.

9. **Photographs.** Pupils may not use a mobile phone (or any other device) to take photographs or videos on the School site.

10. **Misuse.** Misuse of mobile phones will not be tolerated and it is a Head of Schools decision as to whether any use of a mobile phone amounts to 'misuse'. Some examples of misuse are below and these include actions initiated outside the School site:

- 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.
- b. Bullying by text, image or email messaging (or anything similar to any of them).
- c. The use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages).
- d. Pupils 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.
- e. Making disrespectful comments, or defamatory remarks, about school staff or other pupils.
- f. Deliberately misrepresenting events.

11. **Use for Teaching and Learning.** Teachers may allow pupils to use laptops and tablets under direct supervision to aid teaching and learning eg: to access the internet for research. On such occasions the mobile phone is to be in sight of the teacher at all times. No pupil is to be disadvantaged by not having a mobile phone in school.

12. **Headphones.** Headphones are not to be worn on the School Site while outside a School building.

SANCTIONS FOR MISUSE OF MOBILE PHONES

13. Misuse of a mobile telephone 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.

14. The first time a mobile phone is confiscated parents are to be informed by email and the pupil is to serve a half hour after-school detention. The pupil may collect his mobile phone at the end of the school day from the relevant Pastoral Office.

15. Any further infringements of this Policy will result in the pupil being banned from bringing a mobile phone to School for a specified period of time. The pupil will also serve a one hour after-school detention.

SCHOOL DRESS RULES

1. Many people judge a school by the appearance of its pupils. For this reason parents are asked to co-operate in ensuring the smart appearance of their sons. Earrings and other items of jewellery are not to be worn at any time.

YEARS 7 - 11

2. 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: trainers and related styles are not allowed; white or vivid coloured socks are not acceptable.
 - g. Hair must be neat and tidy and of the pupil's natural colour: unconventional styles and facial hair are not acceptable. Hair should be no longer than collar length.

YEARS 12 - 13

3. In their appearance, as in their general behaviour, Sixth Formers have a particular responsibility in that they help to set the standard for the whole school. The Sixth Form dress code aims to promote smartness and confidence.
- a. Navy blue blazer (single or double breasted) with trousers of a grey or plain dark colour: denim jeans and corduroys are not allowed.
 - b. Suits of a grey or plain dark colour: denim and corduroy are not allowed.
 - c. Business shirts with a collar and tie should be worn. Extreme colours, designs or patterns are unacceptable. 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. Any of the School ties as appropriate (Sixth Form, Colours, Prefects, Senior Prefects or Silver Cross).
 - e. Dark-coloured V-neck pullover.
 - f. Plain black or dark brown outdoor footwear of a conventional shape and style: trainers and related styles are not allowed
 - g. Hair must be neat and tidy and of the pupil's natural colour: unconventional styles and facial hair are not acceptable. Hair should be no longer than collar length.

WINTER DRESS

4. 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.

SUMMER DRESS

5. When announced by the Headmaster, rules governing dress are modified as follows:

- a. Blazers must be worn to and from School and in assemblies, registrations and classes unless instructions are given to the contrary.
- b. Pupils may remove their blazer and leave it in their locker or other safe place while they are at School. They must wear it when they go home.
- c. When the weather becomes very hot, pupils will be told that they may leave their blazer at home and travel to and from School without it.
- d. At times when blazers are not worn pullovers are not to be worn.
- e. Ties are to be worn at all times.

SMART APPEARANCE AT ALL TIMES

6. Whatever uniform pupils are wearing they are expected to present a smart appearance. Non-school specified items are unacceptable.

PROTECTIVE CLOTHING

7. Each pupil in Years 7, 8 and 9, and those in Years 10 and 11 taking workshop courses, must have an apron for Design and Technology, Art and Cookery Classes. Plastic safety glasses are to be worn in laboratories and workshops and may be purchased from the Chemistry Department at the School.

GAMES KIT AND EQUIPMENT

8. 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).

9. *ALL GAMES KIT MUST BE CLEARLY MARKED WITH THE PUPIL'S NAME.* He is to take his games kit home after use for washing and airing and should be reminded by parents to bring it to School on games and PE days. Games kit must not be left in school.

10. Many generic items of school uniform can be purchased from most High Street stores. School uniform may also be purchased from the School Shop which is situated in the courtyard of No 11 The Close. New and second hand items of

uniform, including a school badge for blazers and sports kit such as the navy polo shirt and shorts for PE and Athletics, are for sale on Thursdays at 12.00-1.00pm. Uniform may also be purchased online – details are available from the school website at www.bws.wilts.sch.uk.

11. In cases of hardship, the School may arrange for assistance to help with the purchase of certain items of uniform.

12. Those who do not conform to the rules concerning dress and appearance are to be dealt with in accordance with the School's Discipline Procedure and may be excluded from School.

13. This dress code is reviewed annually by staff and governors.

CONDUCT IN CLASSROOMS AND DURING LESSONS

1. The following guidelines were agreed by the School Council and Leadership Team in April 2012 so that each pupil 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.** Pupils 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 phones or other digital communication equipment during lessons unless allowed by the teacher.

PASTORAL SUPPORT PROGRAMME

1. A Pastoral Support Programme (PSP) is designed to address the specific needs of the pupil and thus help him to manage his behaviour more positively. Identification of pupils for whom a PSP is needed will usually be through discussions between the School pastoral offices and the Senior Tutor but is normally to be set up for any pupil 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 pupil'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.

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 his 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 Pupil Protection and Safeguarding Policy also covers some related matters, for example peer-on-peer abuse.
2. **Content.** Four main facets of bullying are:
 - a. Indirect - excluding someone from social groups.
 - b. Verbal - name calling, insulting, 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. **Procedure.** A parent who suspects that their son is being bullied should contact a Head of School.
 - a. It is necessary for all staff and pupils to be vigilant, pro-active and sensitive to the needs of others.
 - b. Whoever discovers an act of bullying is to report it to the victim's tutor, or teacher on duty.
 - c. Where there is a suspicion of bullying, the 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 victim, the bully and any witnesses.
 - h. Parents (of both victim and perpetrator) are to be informed.
 - i. Sanctions are to be imposed in accordance with the Behaviour Policy.
 - j. Awareness of the causes and effects of bullying are to be promoted through the tutorial programme.
 - k. Heads of School are regularly to remind pupils that bullying is not acceptable in this School.
4. **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.

Appendix:

1. An Amplification of the School's Anti-Bullying Policy.

AN AMPLIFICATION OF THE SCHOOL'S ANTI-BULLYING POLICY

STATEMENT.

1. The staff, pupils and other members of the School community will not tolerate bullying in any form and pupils are to be made aware that the sternest measures will be taken against any individuals or groups of individuals who engage in such anti-social activity.

DEFINITION

2. "Bullying" may be defined as the persistent use by an individual or group of individuals of words or actions calculated to coerce, denigrate, intimidate, humiliate or harm any other individual or group of individuals.

3. Included within this definition is behaviour that is homophobic, biphobic or directed against transgender members of the school community.

4. 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.

5. 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 tutors should be treated with the greatest seriousness.

POINTS TO NOTE

6. 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 pupil who lacks the social maturity to perceive the impact of certain forms of conduct upon others. The tutor can be most effective in dealing with this type of bullying and usually little further action is required.

7. The real bully - i.e. the truly vindictive individual - is far harder to deal with. Tutors are to bear in mind that such individuals are often models of propriety when in the company of adults; thus a charge of bullying levelled against an apparently reasonable and polite pupil may NOT be as implausible as it might initially appear to the teacher.

8. Victims of bullying often suffer in silence - they already feel humiliated and it may simply be too much for them to admit to facing a situation with which they cannot cope. Some pupils accept bullying as part of school life – they need to be given strategies to reject it and to be assured that it is not acceptable.

9. It must not be assumed that the physically large pupil will be spared the bully's attentions; indeed, the larger pupil may well be victimised on account of his size, height, etc.

10. The bully is usually an individual who has a problem. Once the basic case of bullying has been dealt with the tutor is to try to address the underlying cause of the

bully's behaviour - for example, does the individual feel socially isolated? Does he find it hard to make friends? Are there problems at home etc?

ACTION

11. Prevention is better than cure: all pupils are to be made aware of the School's policy on bullying and left in no doubt that such behaviour will not be tolerated. It is to be made clear that any victim of bullying should report the matter immediately to his tutor. Pupils are to be told that they have a duty to report the bullying of others to members of staff. This is not a "sneaks' charter" but a means of encouraging pupils to care for each other. It will also present a powerful deterrent to potential bullies.

12. Vigilance: tutors should monitor their pupils and be particularly mindful of what might be going on in tutor bases during, for example, the lunch hour. The odd "drop-in" by the tutor on a regular basis during such periods will do much to deter bullies. Tutors should note any behavioural changes in their pupils and be particularly concerned if an individual appears to be morose, isolated or withdrawn.

13. 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.

14. 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.

15. Serious cases of bullying will be dealt with by the appropriate pastoral staff. Pupils are to be made aware that any act of bullying or violence directed against other pupils WILL result in a letter being sent to the parents of the perpetrator. Persistent bullies are likely to discover that their parents have been invited to come to an interview with the Head of School, or even with the Head.

16. A bully is likely to spend a great deal of time in detention and is also likely to be required to write a letter of apology to his victim(s). The sanction of exclusion may be used against the serious or persistent bully.

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 pupils.
5. Force is usually to be used either to control or restrain which can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil 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 pupils and to restrain them.
8. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
9. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils 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 pupil.
11. **Examples of Reasonable Force.** This list is not exhaustive but examples of when force might be used are:
 - a. To remove disruptive pupils from the classroom where they have refused to follow an instruction to leave.
 - b. To prevent a pupil behaving in a way that disrupts a School event or a School trip or visit.
 - c. To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - d. To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
 - e. To restrain a pupil at risk of harming themselves through physical outbursts.

PHYSICAL CONTACT

12. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. This list is not exhaustive but, for example:

- a. When comforting a distressed pupil.
- b. When a pupil 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.