



## **DAME ALICE OWEN'S SCHOOL**

### **PASTORAL CARE POLICY PACKAGE May 2017**

Agreed by the Governing Body Curriculum Committee  
To be reviewed  
(reviewed annually)

May 2017  
Summer 2018

To be monitored by Dr Dave Mitchell, Assistant Head Pastoral, the Pastoral Team and the SLT

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- PASTORAL STRUCTURE
- BEHAVIOUR AND DISCIPLINE POLICY
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- ATTENDANCE POLICY
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- ANTI-BULLYING POLICY
- POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE UNABLE TO ATTEND SCHOOL FOR MEDICAL REASONS AND LOOKED AFTER CHILDREN (CSF)
- POLICY ON THE USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN STUDENTS

#### **THE PASTORAL STRUCTURE:**

An Assistant Head is supported by Pastoral Director and Pastoral Manager for each Key Stage.

The Form Tutors and Pastoral Managers are the everyday face of pastoral care and guidance. Form Tutors see their Form Group 3 days per week for Form time. The Form time follows a structured program of activities, these activities follow a PHSE program and allow the form tutor to cover other topics of interest - current affairs etc

Pastoral care operates on both a social and a learning perspective. Matters that affect social and emotional well-being - bereavement, ill-health, family breakdown, child protection - are all supported through school. In addition to this very important role, pastoral care and guidance provides vital learning support. The pastoral teams closely



track and assist the academic objectives of all students - through a system of reporting formally to parents and students, target grades, and where greater support is needed, monitor students with Report Cards, Individual Learning Plans and Pastoral Support Plans.

### **Glossary:**

**AH:** Assistant Head teacher

**PD:** Pastoral Director

**PM:** Pastoral Manager

**AIO:** Attendance Improvement Officer - employed by CSF.

**CAF:** The Common Assessment Framework for identifying the needs of a young person and fulfilling the statutory obligations to them

**CEOP:** Child Exploitation On Line Protection Service

**CSF:** Children, Schools and Families. The organisation of children's services provided by Hertfordshire County Council

**DCSF:** The Department of Children, Schools and Families responsible for national policy

**DSP:** Designated Senior person for Child protection in the school

**KS:** Key Stage - National Curriculum phases for formal testing: in secondary school there are three Key Stages: KS3; KS4 and KS5.

## **BEHAVIOUR AND DISCIPLINE**

### **School Jurisdiction:**

This policy applies when students are travelling to and from school, when they are representing the school, when they are on school premises, while students are on visits, at school events or other occasions related to the school and on any occasions when students are the responsibility of staff. These conditions apply to all students.

### **REWARDS: *How we aim to encourage good behaviour:***

We believe that consistent and varied praise, supported by a wide range of reward mechanisms is a key means of promoting positive behaviour in our school community. Every teacher is encouraged to use a mixture of private and public praise towards all students.

#### ***Visitation:***

There are two prize giving sessions; one for Yr7-9, the second for Yr10-13.

#### **School Rewards:**

- (i) Departmental policies - including stickers and other motivating devices
- (ii) Merits
- (iii) Congratulatory Postcards

The Pastoral Team are responsible for the administration of School Prizes for Visitation and the School Reward System.

### **Departments:**

Every Department has its own praise mechanisms.



### **Merits and Congratulatory Postcards**

Staff are encouraged to give out Merits as an instant reward for pupil's work in lessons or at home. A pupil can acquire up to 10 levels of Merit Certificate: 3 Bronze, 3 Silver, 3 Gold and a final Platinum Certificate (Twelve Merits is the tariff for each certificate) and these go across all KS3. Certificates are presented by the pastoral teams. Merits are more suited to KS 3 Students and Postcards to KS4

These are recorded by teachers using the "quick click" process in their SIMS.net electronic register.

### ***Records and Monitoring:***

All formal rewards are recorded individually on Sims.net Achievement Log by the Administrative Team. They are monitored by the Pastoral Staff through preparation of the School Self-Evaluation Form.

### ***OTHER POSITIVE BEHAVIOUR STRATEGIES***

#### ***Parents' Evenings:***

There is a Parents' Evening for each Year Group. These are very well attended by both parents and the students. They provide an opportunity to discuss progress and identify any further action, issues or requests for support.

#### ***Student Planners:***

These are provided by the school for students to log their homework and also publish the school rules, Minimum Expectations in Lessons, and act as a Contact Book generally.

#### ***Classroom Guidance:***

Each classroom has a Poster which carries the Minimum Expectations of Conduct in Lessons

#### ***Counselling:***

We use both a Drama Therapist and a 'talking' counsellor. They are used when the need arises; the referral comes through the pastoral team.

The Park ESC: We have one day per week of a behaviour management expert who sees referred students on a one to one basis.

#### ***The Connexions Service:***

The School has a Partnership Agreement with the Connexions Service and this offers Personal Advisors and support in Careers Guidance

#### ***Personalised Curriculum:***

Some students will already be receiving Learning Support to help with their special need. It may also be appropriate to refine the curriculum in terms of the number of



subjects studied and also offer varied provision such as College and work related learning.

**Peer Support:**

There are Sixth Formers attached to Forms in KS3 and 4. Other sixth form students can be used as and when required

**Student Leadership:** There is a School Council that provides an important opportunity for student Year representatives to have an impact upon decision-making in the school. Students are always included in Staff Appointment panels.

### Use of Sanctions to Deter Poor Behaviour

The school rules are attached as Appendix 1.

We believe that young people should learn self-discipline and responsibility and be given every opportunity to think about their behaviour and its impact upon others

Roles and Responsibilities.

Dealing with minor misdemeanours is the responsibility of the classroom teacher with support from the HoD Department sanctions (detentions/lesson exclusions) need to be logged by the appropriate admin support. A range of sanctions are open to staff within departments, these are made clear within each Dept behaviour policy.

Low level disruption of lessons can be tackled using standard classroom management strategies, if these fail then there are a number of sanctions that are open to staff.

### Detentions

1. **By Subject Teachers:** After school detentions can be set, notification should be sent to parents via email or SIMs InTouch. This should be recorded in the students' behaviour log on SIMs. Detentions for a whole group/form of pupils are not regarded as good practice. Teachers may automatically detain a student for part of break and lunchtime; it is good practice to log this on SIMs behaviour record.
2. **By HODs:** Departments have their own arrangements for detentions. The recommendation would be use Head of Department detentions in support of staff within the department.
3. There is a formal “**School Detention**” which involves an email sent to parents and logged onto the behaviour record on SIMs. **This is issued by a member of SLT.** This detention lasts for one hour after school on Fridays and is operated by Staff in rotation. It is used for such things as persistent uniform and punctuality issues as well as poor language, aggressive conduct and theft. Failure to attend will result in the detention being reissued, or an internal inclusion being issued.

### SLT Call-out:



Where a student is removed from a lesson by a member of the Senior Leadership Team/Pastoral Team, an email is sent home for the student and parents to complete, explaining the specific lesson conduct that led to the call-out. A School detention will normally be imposed or another more serious sanction if this is warranted. While the student is excluded from the lesson, s/he will also be asked to complete a “*Thinking about My Behaviour*” Form which is based upon a restorative justice approach.

### **Report Cards**

Pastoral Team use individual Report Cards to highlight specific targets: poor general behaviour and attitude, poor academic progress, homework not done or done badly or infrequently, lateness/poor attendance for School or lessons.

### **Internal Inclusion**

Where a student’s behaviour has deteriorated significantly or in cases of serious breaches of discipline, we have an Internal Inclusion. In this case the student will be taken off timetable but given their lesson work and remain in School under staff supervision. Once again, there is a formal email is sent to parents.

### **Fixed Period Exclusion**

In situations where there has been a serious breach of discipline, the use of a **fixed period exclusion**. Individual letters are prepared by the Head - copies of which are on file and also sent to the Chairman of Governors. Work should be sent home by the school for exclusion of five days thereafter alternative arrangements need to be made eg student is sent to a pupil referral unit.

### **Permanent Exclusion**

In very serious breaches of conduct or persistent cases of misconduct, the School may recommend the permanent exclusion of a student. Permanent exclusion is however, very rarely considered and used, with the option of a “managed move” seen as a much more positive strategy.

The basis for exclusion provided by Children, Schools and Families is as follows:

#### **History of persistent disruptive behaviour**

Well documented

Full range of inclusion strategies has been attempted

#### **First or “one off” offence (list not exhaustive)**

Serious actual or threatened violence

Sexual abuse or assault

Supplying an illegal drug

Carrying an offensive weapon

It is very important to pay close attention to any exceptional cases:  
Special Educational Needs; Race Relations and any other Equality considerations.



## ATTENDANCE POLICY

### INTRODUCTION

The School aims to encourage and assist all young people to reach outstanding levels of attendance and punctuality. Underpinning this commitment is the belief that only if children attend school regularly and punctually will they be able to take full advantage of the educational opportunities available to them.

Attendance patterns can help pastoral staff target individual students encountering problems in their school lives. It will also help the School to fulfil the statutory duties required and as documented in the Children's Services Local Authority Policy on School Attendance.

### RIGHTS AND RESPONSIBILITIES

#### School

The School will work closely with parents to achieve its attendance policy. It will keep records of student attendance and punctuality. It is the responsibility of the school to decide whether or not to authorise absences.

#### Parents

Parents whose children are registered at school are responsible for ensuring that their children attend and stay at school.

#### REGISTRATION:

Registration takes place promptly and in silence at 8.50 am. All forms are registered using SIMS.net electronic system. Form Tutors will call the register, and enter the appropriate code for their students

Registration closes at 9.10 am. When the reason for a student's absence cannot be established at the beginning of the session, the absence should be recorded as unauthorised and any subsequent correction to the register made as soon as practicable after the reason for the absence has been established. Where a student arrives after the registration has closed a reason of explanation must be provided by parents (unless their bus arrives late)

On Assembly mornings, late arrivals will go to the school office to sign in and then join the assembly

The second registration of the day is during the beginning of lesson 4. The register will stay open from 1.40 pm until 1.50 pm.

Members of the Year 12 and Year 13 should have their own signing in system with their Form Tutor in order to take account of Prefect duties and their other



commitments around school. Students in Year 13 have their own “thumb print” electronic registration system

The school recognises its responsibility to keep accurate and detailed registers which may be required for statutory and court procedures

Post-registration truancy is monitored by all members of staff and this is enhanced by the use of SIMS.net electronic registration.

## REGISTRATION CATEGORIES:

1. **Present:**  
Student is on school premises at time of registration
  
2. **Approved Educational Activity:**  
Student is engaged in an approved educational activity, e.g.
  - + Off-site supervised educational activity approved by the school and where measures have been taken to safeguard students e.g. link course, whereby students attend an FE college for part of the time
  - + Dual registration, when a student is scheduled to attend the other school at which they are registered
  - + Attending an interview with prospective employers or another educational establishment
  - + Sporting activities approved by the school
  - + Educational visits or trips, in this country and overseas, including residential
  - Work experience placements

Absence on approved educational activities is counted as being present for statistical purposes.

3. **Authorised Absence**  
The school must receive parental communication for all absences. It will then decide whether or not it will authorise the absence. Typical examples of *authorised* absences are:
  - + Leave of absence authorised by the school in exceptional circumstances such as bereavement or student is taking part in an approved public performance with the agreement of the Head Teacher



- + Student is excluded but no other provision is in place
- + Student is ill or hospitalised. In some circumstances, school may require medical confirmation in order to authorise the absence
- + Unavoidable medical/dental appointments (please try to make all appointments outside school times)
- + Religious observance
- + Study leave during public examinations (for Year 11 students only and parents are informed of the dates by the school)
- When Traveller children are accompanying their parents who are travelling for occupational purposes

#### 4 **Unauthorised Absence**

Some instances of *unauthorised* absence are:

- + Holiday during term time which has not been authorised, or the child is away for longer than agreed
- + Absent from school without authorisation, or no reason yet provided

#### **SCHOOL PROCEDURES:**

##### **Parents:**

- + Will inform the School Office by telephone or email by 9 a.m. on the first day of their child's absence from school and where an absence goes beyond the day, will keep the school up to date
- + Will ensure that a medical certificate/letter is provided where illness goes beyond one school week.
- + Will inform the front office in advance of medical appointments

##### **Main Office:**

- + Will ensure that for very short-term absence/late notification from parents is directly recorded. The reason for the absence needs to be recorded on the students register
- + Will pass on messages to Form Tutors/Pastoral Team - by email, pigeon holes or telephone call - where an absence is going to be longer than one day
- + First aid/School Attendance Officer



- # Will carry out a “First Day Response” on selected students whose attendance is a concern
- # Will monitor ‘in school’ visits to see First Aid by students and inform Pastoral Team of a significant number of visits of particular student over a period of time. This may flag problems that can lead to attendance issues
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- # Will monitor all students with persistent poor attendance (below 90%)
- # Will request that in individual circumstances parents be contacted for an interview, and if no improvement is seen a letter is sent home

Monitor attendance and work with Pastoral Team on case work for poor attendance.

Work with the county AIO when needed

- # Will prepare registers and statistical returns with attendance certificates for regular review by SLT members and Pastoral Team
- # Will administer all letters to Parents regarding attendance issues and medical confirmation
- # With relevant members of Pastoral Team will authorise all forms of holiday or leave of absence or leave of absence requests from parents which are under two days duration

#### **Pastoral Administrator:**

- # Will oversee the recording by staff of punctuality and administer the ‘warning letters’ to parents after three punctuality concerns are recorded
- # Will issue the School Detention sanction letters where a further three punctuality concerns are given in that term

#### **Assistant Head Teacher:**

- # Will authorise all forms of holiday request or leave of absence requests from parents which are beyond two days duration

#### **Patterns of attendance concern:**

- # Significant number of individual days
- # Several blocks of days
- # Often missing same day(s)
- # Frequently arriving late after the register has closed

#### **Truancy:**

Where a student decides not to attend a lesson or school, they are normally issued with a School Detention by a School Detention in the first instance. Thereafter, it will be subject to further discussion

**Punctuality:**

Punctuality is recorded by all staff issue for lateness and after three records a warning letter is sent and a further three records will result in a School Detention

**Reports:**

All school reports formally publish an individual attendance summary

***School Procedures for letters requesting permission for legal absence***

1. Routine dentist and medical appointments should be made outside of school time, but where this is impossible a written request should be made and presented to the front office
2. Events by external organisations (sporting competitions, musical events); personal reasons (weddings, funerals, religious festivals). Action will be agreed by Pastoral Directors and Assistant Heads. In all the above cases, a careful check of background and with appropriate staff is necessary, e.g. any likely clashes with school commitments
3. Holidays should be taken outside of school term times. Such leave of absence should be requested in advance, in writing, specifying the exceptional circumstances. The decision whether or not to grant a leave of absence is the Head Teacher's, who will also determine the number of days a student can be away from school. Granting a leave of absence is entirely at the Head Teacher's discretion.

**HOMEWORK POLICY**

It is the belief of the School that the use of Homework is an intrinsically valuable practice in promoting student self-discipline in learning and thereby contributing to the high-achieving ethos.

Teachers are expected to set homework according to the published timetable. To assist in the organisation of homework all pupils in Years 7 to 11 are given a Student Planner

**Year 7** - normally two homeworks for English, Mathematics and Science and one homework for other subjects per week, lasting 20 minutes each. There are typically three subjects most nights and four subjects two nights.

**Year 8** - Two homeworks for Maths, English and the two languages. Other subjects have one each. Each homework should be for 20 minutes.

**Year 9** - As Year 8.

**Year 10 - 11** - Two homeworks for English, Mathematics and Science and two homeworks for each Option Line per week and lasting 35 minutes each in Year 10 and 40 minutes in Year 11. Typically, there will be three homeworks per evening. At GCSE level the courseworks often last over a set of homework sessions which makes individual time



planning essential. In Key Stage 4 a final record of coursework deadlines is published on the school's website.

**Years 12 and 13** - will be appropriate to level of study. The amount of homework time which a student should expect to spend on each A Level subject is in the region of 5 hours per week. This will consist of specific homework tasks backed by individual research and reading more widely around the subject. Study periods will enable a certain amount of this to be done at school.

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## **ANTI- BULLYING POLICY**

### **Definition of Bullying**

**“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.”**

This can range from physical, verbal, cyber bullying, indirect (spreading rumours, social exclusion). This also includes racial and homophobic bullying

### **Signs and Symptoms that may indicate bullying**

- frightened or unwilling to come to school
- asking to be driven to school
- becoming withdrawn
- beginning to perform poorly in school
- display personality changes
- complaining of being unwell
- refusal to say what is wrong

### **The Strategy for dealing with incidents**

- Address bullying in PSHE, citizenship and Drama
- Tutor time and assemblies
- Peer support -
- Recording incidents of bullying in sufficient depth for analysis and evaluation
- Active listening and use of the school counsellor
- Consulting the School Council
- Checking out vulnerable areas of the school during duties
- With regard to cyber bullying, it is important to remember that Service providers are under an obligation to deal with issues. There is also a special online protection agency.
- Use of notice email address to allow for students to report incidents

### **Roles and Responsibilities**

#### **Pastoral Team**

- Discuss best course of action.



- Make it clear to victim and the family the course of action and how the victim will be supported
- Regularly check with victim.
- Record incident in the bullying file on the Pastoral shared area

### **Staff**

- Be alert on duty - especially play areas, toilets, corridors and inaccessible areas
- Model the key values and conduct: no unacceptable language, no rudeness, no aggression, no behaving in a racist, sexist or homophobic manner
- Be vigilant in lessons for possible signs of bullying

### **Parents**

- Should discourage their child from using bullying behaviour at home or elsewhere
- Watch out for signs that your child is being bullied or is bullying others (families are often the first to notice changes in behaviour)
- Contact the school (Form tutor &/or member of Pastoral Team) if there is concern that their child is bullying or being bullied

### **Students**

- Must be given the confidence to tell adults about bullying behaviour they observe or experience
- Students should report bullying concerns in an appropriate way
- Model the key values and conduct: no unacceptable language, no rudeness, no aggression, no behaving in a racist, sexist or homophobic manner

### **Sanctions**

- Email communication to all parents
- Detentions.
- Internal Inclusion
- Exclusions (fixed Period)
- Withholding participation in extra-curricular life
- Support must be offered to the bully as well as the victim

### **Restorative Justice:**

The school is committed to using a restorative justice approach in certain types of bullying where it is considered to be beneficial and there is consent from all parties to go down this route.



## **POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE UNABLE TO ATTEND SCHOOL FOR MEDICAL REASONS**

### **Rationale**

Children and young people with temporary or recurring medical or mental health needs are valued as full and participating members of Dame Alice Owen's School. The school will do its utmost to ensure that such children are supported through their period of absence from school and sensitively reintegrated once they are well enough to attend.

Children with medical needs will not be disadvantaged regarding admissions to this school. Every application will be considered according to the published admissions criteria as required by law.

The aim is to minimise the interruption and disruption to the pupil's schooling by continuing education as normally as the child's condition permits, and working towards their reintegration into school as soon as possible.

The designated teacher who is responsible for ensuring that the needs of all pupils with medical needs are met will be Dr D. Mitchell.

The school will at all times aim to work in partnership with parents/ carers and relevant outside agencies to ensure the best possible outcomes and a return to school as soon as possible. For reintegration we will look at the curriculum and modify it in such a way that enables the student a successful reintegration.

The school will implement procedures for ensuring that pupils who are unable to attend school for medical reasons have access to public examinations, possibly as external candidates, and applications for special arrangements will be made to the awarding bodies where appropriate.

We will refer pregnant girls at any age to HHE in order to make sure appropriate support (e.g. teaching, childcare) is available if needed.

The pupil will remain in school for at least 24 weeks and longer if she is fit and able to do so. If it is agreed that an alternative short term placement out of school is required this will be supported in the same way as a child with medical needs.

For Post 16 students, we will ensure that all young people who are absent from school for medical reasons will be referred to the Connexions Hertfordshire service at the earliest opportunity. They will have access to advice and guidance from the Connexions Hertfordshire service to help them prepare for their next steps in education and work to overcome any barriers to participation. One of our aims will be to give intensive support to pupils facing complex problems.

Where a young person has had their education significantly disrupted for medical reasons, we will work with ESTMA to ensure that they are able to complete their statutory education.

### **CHILDREN LOOKED AFTER**

A copy of the CSF policy for Children Looked After is available in school and there is also a Handbook for the Guidance of the school's Co-ordinator for Children Looked



After (Mrs M Lloyd). A key aspect of this policy is the school maintenance of a Personal Education Plan (PEP) for any young person in Local Authority Care.

## ***THE USE OF FORCE TO CONTROL AND RESTRAIN STUDENTS***

### **Use of Force to Restrain Students**

Staff are recommended not to use force on students.

**Wherever practicable, staff will issue a warning to a student that force may have to be used before using it.**

#### **Staff authorised to use force**

All teachers and members of staff, who have the Head's authorisation to be in control of or take charge of students, automatically have the power to use force.

#### **Deciding when to use force**

Staff can 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
- b. Causing personal injury to, or damage to the property of, any person (including the student himself); or
- c. Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Any force used must be in proportion to the consequences it is intended to prevent.

The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified:

- Student attack on staff or student
- Students fighting
- Damage to property
- Rough play
- Use of dangerous objects
- Absconding if likely to involve safety
- Persistent refusal to leave a classroom
- Serious lesson/event disruption



### **Using force**

Wherever possible, staff should tell the student to stop and be calm and measured. They should not give the impression of acting out of anger, frustration or punishment. *Force should cease quickly.* Examples include: standing between students, leading by the arm, hand on the centre of the back and finally, appropriate restrictive holds.

***The degree of force used should be the minimum needed to achieve the desired result.***

Reasonable force may also be used to search students without their consent for weapons. The DCSF strongly advises schools not to search students where resistance is expected, but rather to call the police.

Always avoid touching or restraining in such a way that could be interpreted as sexually inappropriate conduct.

Sometimes physical contact may be proper or necessary - such as sport and first aid. Touching may also be appropriate where a student is being congratulated or praised, or where the student is in distress and needs comforting.

### **Staff training**

There may be particular needs for staff that work closely with students with additional needs or disability; however, training will be offered to all staff.

Staff should be made aware of this policy and procedures during their induction

### **Recording and reporting incidents**

Systematic records of any serious incident are kept using the specific form available in LS

It is very important to have *a witness* to what happened.

After any recordable incident, parents should always be informed - (telephone first and then confirm in writing).

### **Dealing with complaints and allegations**

Parents and students have a right to complain about actions taken by school staff and should contact the Headteacher.

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## Appendix 1

### SCHOOL RULES

For the guidance of parents and students

- 1. General Appearance, Conduct and Attendance:** in accepting the offer of a place at this school, parents agree to accept the requirements of the school for their sons and daughters. These include the wearing of the correct school uniform, a smart and acceptable general appearance, including conventional haircuts, orderly behaviour to and from school, and sensible and co-operative conduct at all times. Full attendance is expected and holidays must be taken in school holiday time.
- 2. School Uniform:** must be correctly worn at all times unless prior permission has been given to the contrary (e.g. on a Field Studies Visit). Uniform details are given elsewhere. All items of uniform and games equipment must be clearly labelled with the student's name. Outdoor clothing should be left in students' lockers.
- 3. Access to the School:** all students should enter the school site via the Main Gate (unless advised otherwise) and either remain in the Main Playground or go to their Year Areas. Only students in the Sixth Form are allowed to use the Main Entrance to the school. All other students should use the Playground Entrance. Staff are on duty from 8.30 am each morning. Breakfasts are available from **8:00 am** in the Sixth Form dining room. Students carrying musical instruments should go directly to the Music Centre.
- 4. Punctuality and Attendance:** Registration is at 8.50 a.m. each day. The end of the school day for all students is at 3.45 p.m. There are five 1-hour lessons each day and lunch is from 12.35 to 1.40 p.m. Students who are late for school or lessons on 3 or more occasions in a term will be required to serve a one hour school detention. Students not present for registration, on arriving after 8.50 a.m., check in at the School Office. Registration closes at **9:10 a.m.**
- 5. School Lunches:**  
Food may not be eaten on the school premises other than in the Dining Hall or in designated areas out-of-doors. Chewing gum is forbidden at all times and must not be brought on to the school premises.
- 6. Motor Cycles, Cars:** Students are not allowed to park on the school site during the school day.
- 7. Illness at School:** students taken ill during lessons should request permission to report to reception where they will be seen by the First Aid Officer on duty at that time. On no account should students telephone their parents requesting that they be collected from school because they are unwell. The School First Aid Officer will decide if a student should go home, in which case she will contact the parents to arrange this.



## 8. Discipline and Sanctions:

(a) **Staff Detention** - students may be detained for part of their lunch time on any school day. For any detention which is after school time, parents should be notified using email or SIMs InTouch, twenty-four hours beforehand,.

(b) **Uniform Detention** - where students are regularly not conforming to uniform regulations they will be placed in a lunch-time detention. Persistent offenders will be placed in school detention.

(c) **School Detention** - is for serious offences and parents are always notified in advance. This is held one evening each week (if necessary) for at least one hour after school.

(d) **On Report** - for poor effort, progress or conduct, students may be placed "On Report", involving a daily assessment by subject teachers. The Head of Student Progress issues an 'On Report' card which must be taken home each evening and signed by parents. Students remain 'On Report' until some evident improvement is noted or a further assessment takes place.

(f) **Senior Leadership Team call-out** - if a student disrupts a lesson a member of the Senior Leadership Team may be summoned to remove the student for the remainder of the lesson. A letter will then be sent to parents and the student will be asked to complete a series of questions about their behaviour which is based upon a restorative justice approach.

(g) **Internal Exclusion** - where students are causing continuous problems they may be subject to a departmental exclusion e.g. go the Head of Department or they may be kept by pastoral staff for all lessons over a set period as co-ordinated by the Pastoral Committee.

(h) **Fixed Period Exclusion** - for varying periods of time, depending upon particular circumstances.

(i) **Permanent Exclusion** - may be considered in extreme cases.

9. **In bound - out of bounds:** if the weather is fine, at Break and Lunchtime, the main Playground, the Tennis Courts (if not in use) and all other hard surface areas are In Bounds, **except those at the front of the school** or those from time to time excluded for safety or other reasons.

**Grass Areas** - most grass areas, other than marked pitches and grids, are In Bounds if the weather is fine. The paths and wooded area around the lake are in bounds so long as the ground is suitably dry. **The grass areas at the front of the School are Out of Bounds at all times**

10. **Movement through the School:** students are not to run in any part of the school, especially along corridors or up or down stairs. Books should be collected from



lockers or desks at the beginning of the morning, for the rest of the morning, and at lunchtime for the rest of the day. Fire Doors should be used only in an emergency.

11. **School Buildings and Equipment:** the buildings, furniture, equipment, books and other items should be carefully looked after at all times. Any instance of deliberate vandalism will be regarded as a very serious offence and parents will be required to contribute towards the cost of repair or replacement. Windows (and curtains and blinds) are not to be opened or closed by students at any time, unless at the request of a teacher.

12. **Litter:** all students are asked to do their best to keep the school site looking attractive, tidy and pleasant. Any student seen depositing litter casually (other than into the Litter Bins provided) on or near the school site will be placed on "Litter Duty", losing free time.

13. **Smoking:** is not permitted at any time, either on the school premises or whilst travelling or walking to and from school or indeed at any time when a student is in school uniform.

14. **Fireworks:** are not permitted at any time, either on school premises or whilst travelling or walking to and from school.

15. **Chewing gum:** is banned from the school at all times. Sweets, whilst discouraged, may be eaten only during Break or Lunchtime, and not during lessons.

16. **Personal property:** The Governors cannot accept responsibility for lost or damaged possessions, and parents are advised to insure any items of value (watches, i-pods, mobiles, calculators, etc.). Any sums of money which students may have to bring to school should be taken immediately to the School Office for safe keeping. Enquiries regarding lost property should be directed to the School Office in the first instance.

17. **Badges and other items:** inconspicuous badges (Scouts, Swimming Awards, etc.) may be worn but not larger motto badges.

18. **Jewellery and Ornamentation** of any kind is not to be worn. Such items have proved to be dangerous for school wear and are expensive to replace if lost. See Uniform Regulations

19. **Mobile telephones and personal music listening devices** must be switched off throughout all school activities unless instructed otherwise by a member of staff. Where a mobile is rung or text messaging occurs, the mobile will be confiscated and deposited safely with the School Office. Parents will be notified in writing and will have to collect the mobile for the student concerned.

20. **Weapons:** the carrying of any offensive weapon (or any object which may be construed as such) is strictly forbidden and parents will be notified immediately should this occur.



21. **Illegal substances:** Any activity involving illegal substances will result in the school contacting the police and parents will be informed immediately.

22. Drugs of any type are not allowed in school unless for medical purposes, and these should be in the care of the First Aid Officer (unless the student needs to be the person to self-medicate). This includes any type of recreational drug that is deemed legal eg alcohol.

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