

# Bloxham School



**9a**

## Promoting Positive Behaviour

ISI	Part 3. Welfare, Health and Safety of Pupils	
NMS (if applicable)	Standard 4	
Policy Owner (SLT)	LJRL	
Governor Responsible	N/A	
Next Gov Annual Review Date	N/A	
Policy Last Updated	29/11/2024	LJRL
On the Website	Yes	

Please read in conjunction with:

- Staff Code of Conduct
- Safeguarding Policy
- School Regulations
- SEN Policy
- Equality and Diversity Policy
- Anti-bullying Policy
- Sex and Relationships Education Policy
- Drugs Policy
- Alcohol Policy
- Smoking Policy
- Search Policy

## **INTRODUCTION**

Bloxham aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to treat all members of the school community with dignity, kindness and respect, and to uphold the ethos of the school. The 5 strands of a Bloxham education all seek to establish and uphold this ethos. The school aims to create a safe environment and believes that promoting the emotional well-being of all of our students is key to their development. The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. The school develops qualities of team-work and leadership through its extensive programme of broader curricular activities.

Bloxham is an inclusive community. We welcome students from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

Bloxham's community of governors, staff, parents and students adhere to an established routine and code of conduct. Bloxham sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation and all staff have a role in maintaining consistent behaviour expectations, role modelling those behaviours. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication.

Bloxham School is a community built upon mutual respect and care of one another, where we try to promote positive behaviour. This is the atmosphere in which young people can best develop their academic, social, moral and physical abilities.

**Everyone has a right to feel secure and to be treated with respect at Bloxham, particularly the vulnerable. Harassment and bullying will not be tolerated.** Our anti-bullying policy is on our website in the parents' area and on the Parent Portal. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, pregnancy or maternity, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disability.

We expect students to be ready to learn and to participate in school activities. This demands punctuality, bringing the right equipment & wearing the right uniform/kit. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects students to behave at all times in a manner that reflects the best interests of the whole community, respecting the right of all to learn.

### **1.2 INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and guardians who accept a place for their child at Bloxham undertake to uphold the school's policies and regulations, including this policy when they accept a place and thereby accept the Terms and Conditions of Bloxham School. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, broader curricular activities and homework/private study. Teachers, parents and guardians are expected to uphold this policy in their own behaviour.

The school is always happy to consider suggestions from parents and hopes that they find the school responsive and open-minded.

### **1.3. ATTENDANCE**

The school reception will telephone a day student's home on the first day of an unexplained absence and each subsequent day to make sure that your child has not suffered an accident. We aspire to maintaining our long term average of over 97% attendance and sub-95% attendance is likely to trigger contact with home .

#### **1.4 INVOLVEMENT OF STUDENTS**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students, compiling student surveys and by encouraging constructive suggestions from them, in various formats including the House, Year Group and School Councils which meets regularly.

#### **1.5 SCHOOL RULES AND REGULATIONS**

The school's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our academic and House reward systems. Sanctions help us to set boundaries and to manage challenging behaviour and are outlined in this policy. Copies of these regulations are set out in the Parent Portal and may change from time to time. Parents and guardians accepting a place at Bloxham School, undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

#### **1.6. GROUP BEHAVIOUR**

Community living is at the heart of Bloxham school. Therefore, the school places emphasis upon the need for calm, dignified, respectful and considerate behaviour in large groups. Sanctions are therefore given to individuals and to groups if these standards are not upheld in places such as assemblies, Chapel, the Dining Room, queues and other times of large assembly as well as on trips.

### **2.1. ACADEMIC REWARDS:**

A system of rewards called '**Stars**' exists to enable teachers to motivate and encourage good work and effort. Stars can be awarded to any student in the school (1<sup>st</sup> Form – 6<sup>th</sup> Form)

A star can be awarded to students for work (prep/class; written/oral; practical/artistic) which is of a noticeably good standard for that individual, there is no absolute standard. Stars are a means of recognising improvement and are earned by having made an extra effort. They might also be awarded for sporting, dramatical, musical performances, charity work or a positive contribution to the Bloxham community.

Two stars can be given where the level of improvement or the effort shown by the student is deemed significantly higher but not quite worthy of a Headmaster's star.

A star is awarded by:

- The teacher marking a star on the appropriate piece of work. Some teachers use stickers or stamps.
- Recording the award of a star to a student on iSAMS. This will automatically send an email to the student, HsM, Tutor and parents to inform them of the award.
- It is likely that the award of the star will be followed up by congratulation from the HsM and/or Tutor.

## **2.2 Headmaster's Stars**

A Headmaster's Star is awarded for a piece of work that is outstanding for the student producing it; there is no absolute standard. It is worth 3 normal Stars. Headmaster's Stars may also be awarded for a series of outstanding pieces of work in a subject over a relatively short period of time.

Outstanding effort in an Assessment Grades period may also be rewarded with a Headmaster's Star, usually for considerable improvement, at the discretion of the Tutor.

A Headmaster's star is awarded by:

- The teacher marking a Headmaster's star on the appropriate piece of work.
- The teacher recording the award of a Headmaster's star to a student on iSAMS. This will automatically send an email to the Headmaster, the Deputy Heads, the student, HsM Tutor and parents to inform them.
- The student should then take the work to the Headmaster. This must be done within a fortnight for stamping, countersigning and entry into the end of term draw. The Headmaster will normally be available in his study during Monday and Friday breaktimes or between 8.15am and 8.30am on a Wednesday morning.

At the end of term awards assembly any student that has received a validated Headmaster's star (i.e. they have seen the Headmaster) will be entered into a draw to receive a £75 voucher. Three prizes will be available each term; one prize will be available for the Lower School, one for the Middle School and one for the Upper School.

## **2.3 End of term celebration assembly and the "Stars cup"**

At the end of each term a celebration assembly is held to reward students that have performed particularly well.

An individual score will be calculated for each student (Stars – Minus marks). In each year the student achieving the highest total will receive a book voucher. If two students have the same score the prize will go to the one receiving the fewest minus marks. If it is still a tie it will go to the students with the highest number of Headmaster's stars.

The cumulative total of individual scores will be used in the House Star Cup. This is awarded to the House with the highest total score at the end of each term. All individuals in a House will count (with a correcting factor for the number of students). Thus, a minus mark will count against both the individual and their House in this competition.

There is a separate "lower school stars cup" which is awarded to either the 1<sup>st</sup> or 2<sup>nd</sup> Form.

## **3.1. OTHER SCHOOL REWARDS**

### **3.2. Houses**

In Houses, as in academic lessons, we use positive reinforcement of good behaviour as a key element of our policy. Our system of rewards includes:

- Verbal praise and written praise for good work;
- Stars and Headmaster's Stars for both effort and achievement, which are celebrated in Houses and School Assemblies.
- Termly subject/year group prizes;
- House merit awards for sporting and non-academic achievements

- Regular reporting to parents

As well as the Academic Stars system, and the Headmaster's Stars system and the award of academic prizes at the end of term, and in addition to Sports colours prizes, each House has a House Rewards system. Each is presented in the House style of the particular House and the totalled points will lead to recognition and the award of House ties or scarves, and further awards as appropriate. The following is one example of the House rewards system, outlining achievements, points awarded, and who is responsible for awarding the points.

Category	Achievement	Points
House	Commitment and participation to House (tutor time, duties, family groups, socials)	3
	Helpful to staff (comments from staff to tutor/HsM)	1-3
	Helpful in house	1-3
Activities	Good performance in activity for term (tutors)	1-3
	Participation and performance in School play	1-5
	Performing in a concert	2
	Represent house in sport	1-5
Organisation	Take on organisation of a House event (including House Dance and House Music Competition)	3-5

House Colours and House Merits are earned gradually during a school career and are earned from the various activities listed below. The following table then outlines the levels at which the various awards are achieved, and stored on House-based spreadsheets.

#### House Point Scoring Categories

House Points (sport)		Merit Points (non-sport)	
Sailing	Tennis	Drama	Induction
Golf	Athletics	Music	Founderstide
Cricket	Cross Country	Debate	House Paper
Rugby	Badminton	Dance	Matron Help
Squash	Swimming	Concert	Franchise
Fives	Netball	House Day	Chapel
Hockey		Open Day	Extra help

#### Reward Threshold with Award, Date and Amount (Boys)

##### Colours

Points	Award	Earliest Awarded	How Many
18	Socks	S 4th	90%
24	Tie	M 5th	75%
75	Tie	S U6	10%

##### Merit

Points	Award	Earliest Awarded	How Many
24	Cufflinks	M 4 <sup>th</sup>	90%
50	Tie	S 5 <sup>th</sup>	50%
80	Shirt	S U6th	10%

75 House Points + 75 Merits	Room Naming	On Leaving	5%
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## Reward Threshold with Award, Date and Amount (Girls)

Colours				Merit			
Points	Award	Earliest Awarded	How Many	Points	Award	Earliest Awarded	How Many
18	Socks	S 4th	90%	18	Badge	M 4 <sup>th</sup>	90%
24	Scarf	L 5th	80%	50	Earrings	S 5 <sup>th</sup>	80%
75	Necklace	S U6	<10%	80	Shirt	S U6th	<10%

75 House Points + 75 Merits	Room Naming	On Leaving	5%
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### 4.1 SCHOOL SANCTIONS

The Headmaster aims to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Detentions, including occasionally on Saturdays.
- withdrawal of privileges;
- suspension for a specified period, removal or exclusion.
- confiscation of property that is being used inappropriately or without consideration, and this may include material that may assist in any investigation

The school's policy on discipline and exclusions is set out on the Parent Portal, and all parents and students should be aware of the more serious sanctions, including suspension and exclusion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations are included in the Sanctions table beneath.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing students with a disability at a disadvantage compared with students who are not disabled, as detailed in the Equality Act 2010. Consideration of the particular physical, emotional, educational or cultural background of those involved will be given due weight.

Staff are responsible in the first instance for dealing with minor infringements. The academic sanctions table (below) outlines the gradated approach to infringements in lessons and activities. Some may lead to the withdrawal of privileges. A house gate may be set by the HsM.

Persistently poor academic performance may result in the Tutor, HsM, (yellow card) Head of Year (orange) or the Head (red) requiring a student's teachers to make written comments on his/her performance at the end of every lesson that he/she attends.

Every disciplinary issue will have its own circumstances and therefore every issue must be dealt with on its own merits. The following lists are a guide to expected responses, and is designed to offer consistency of approach, but it is not prescriptive.

The purpose of sanctions is to promote the welfare and well-being of both individuals and the entire school community. Bloxham School uses its sanctions policy as an opportunity for students to learn from their mistakes as well as being a means for safeguarding all students. We therefore have a variety of support systems for students in place. Academic sanctions may be accompanied by extra tuition time, peer mentoring, tutor supervision, and attendance at academic "clinics". Medical

support and advice is given both by the Health Centre and School doctor in cases of smoking, vaping, drugs, alcohol or sexual misbehaviour. Pastoral support is supplied through attention of House staff, the Chaplain, Peer Listeners, the School Counsellor or specialist outside agencies as necessary. Equally, these services are available to any students who are disadvantaged by the misbehaviour of another student.

#### **4.2. Discipline within the Classroom – some guiding principles**

It is imperative that effective strategies for managing behaviour are in place and that they encourage students to act responsibly. Individual teachers take primary responsibility for the behaviour of students in their classroom and also proactively for collective discipline around the school site. All members of staff have a duty to ensure students follow the school rules.

- Minor indiscretions are likely to be dealt with informally by the classroom teacher showing displeasure.
- More serious offences will trigger appropriate sanctions.

The following principles should guide use of sanctions:

1. Sanctions should be fair, as between student and student;
2. Sanctions should be consistent (or if there is to be a change, there should be warning: “I am fed up with people not bringing their calculators to lessons and from now on if you don’t bring your calculator I shall .....”)
3. Sanctions should be proportional to the offence and where possible purposeful. Extra work such as vocabulary lists, lists of dates etc. might be considered more appropriate, the writing of lines is not. Does the time a sanction takes reflect the gravity of the offence?
4. Sanctions should lie within the general tariff as laid down by the school.

An automatic recourse to sanction is probably not necessary. Most of the students are cooperative, most of the time, and punishing only for cases of serious bad behaviour, repeated infringement, or deliberate non-cooperation may be all that is needed.

#### **4.3 “Minus marks”**

The stars system is primarily designed to promote positive behaviour. However, there is the availability to record a “minus mark” using a similar process on iSAMS. For example, a student who misses a prep without good reason.

Minus marks are given and recorded in the following way:

- The teacher speaks to the individual student and explains why a minus mark is being given.
- The teacher records this via iSAMS. This will automatically send an email to the student, HsM and Tutor to inform them of the sanction. Awarding a minus mark means that the classroom teacher has dealt with the issue and that the sanction has already been given. However, the HsM and Tutor will be able to use the information to gain the cumulative picture.

N.B. Punishments are, of course, **not** given for bad work, simply because it is bad, but only for work that is bad as a result of idleness.-

#### **4.4. Guidance under the Children Act.**

“There should be a system of rewards (commendations, extensions of privileges etc.) as well as sanctions. In normal circumstances children should be encouraged to behave well by the frequent expression of approval by staff and by the generous use of rewards rather than by the extensive imposition of sanctions. The latter might reasonably include: temporary removal of privileges, mild or moderate verbal reprimand, additional household chores and restrictions of leisure activities. Sanctions which are unproductive, e.g. writing out lines, or which involve the use of educational activities, such as essay writing, should be avoided as a means of punishment”.

“The imposition of sanctions by prefects or teachers is permissible, providing that the punishments are reasonable. Sanctions administered or imposed should be recorded, stating clearly the nature of the transgression and the nature of the sanction, and be subject to monitoring by a senior member of staff who is concerned with the care of children within the school. The record should be available to parents”.

### 5.1 ACADEMIC SANCTIONS LIST:

Offence	Sanction	1 <sup>st</sup> escalation	2 <sup>nd</sup> escalation
Late to lesson	Reprimand or if repeated Minus & iSams report recorded	3 negative iSams events in a week = Pastoral detention	Twice in a half term = HOY detention & Tutor/HofY Card
Uniform/make up infringement	Reprimand or if repeated Minus & iSams report recorded	3 negative iSams events in a week = Pastoral detention	Twice in a half term = HOY detention & Tutor/HofY Card
Failure to bring right books/equipment	Reprimand or if repeated Minus & iSams report recorded	3 negative iSams events in a week = Pastoral detention	Twice in a half term = HOY detention & Tutor/HofY Card
Work not done/ not done satisfactorily	Catch up detention & iSams recorded	3 negative iSams events in half a term = Academic detention	Twice in half a term = Saturday Detention & HofY Card
Missing catch up detention	Academic detention & iSams recorded	3 negative iSams events in half a term = Saturday detention & HofY Card	3 in a term = DHC interview, DH Card & suitable sanction
Missing academic/pastoral detention	Saturday detention; Contact with parents	2 Saturday detentions in timeframe (SLT discretion), contact with parents and contract agreed	Escalation to the Head
Disruptive behaviour or behaviour effecting the learning of others	Department organised detention & iSams recorded	2 <sup>nd</sup> offence in half a term = Academic detention	3 <sup>rd</sup> offence in a term = DH interview, DH Card & suitable sanction
Serious misbehaviour	Academic/Saturday detention & iSams recorded	2 <sup>nd</sup> offence in a term = DH interview & Saturday detention	3 <sup>rd</sup> offence in a term = DH interview, DH Card & suitable sanction



Plagiarism including inappropriate use of AI	Academic detention & iSams recorded & report to DHC	2 <sup>nd</sup> offence in school career = Saturday detention	3 <sup>rd</sup> offence whilst at school = Headmaster interview & review of place at school
Rudeness to staff	iSams recorded. Saturday detention suspension/ expulsion	Any repeated examples to be considered by Head	
Misuse of laptops/ electronic devices	Reprimand and iSams recorded	Academic/Pastoral/Saturday detention	Saturday detention
Deliberately missing a lesson	Saturday detention; Contact with parents	Subsequent offence: suspension and communication with parents	

## 5.2. SANCTIONS LIST: Broader Curriculum

Offence	Sanction	1 <sup>st</sup> escalation	2 <sup>nd</sup> escalation
Late to activity	iSams report recorded	2 in a week = Pastoral detention	Thrice in a half term = HofY detention & Tutor Activity Card
Missing activity	Pastoral detention & iSams recorded	3 in half a term = Saturday detention	< 3 in a term = DHP interview, DH Card & suitable sanction
Disruptive behaviour	Academic detention & iSams recorded	2 <sup>nd</sup> offence in half a term = Saturday detention	3 <sup>rd</sup> offence in a term = DH interview, DH Card & suitable sanction
Serious misbehaviour	Saturday detention & iSams recorded	2 <sup>nd</sup> offence in a term = DH interview & Saturday detention	3 <sup>rd</sup> offence in a term = DH interview, DH Card & suitable sanction
Rudeness to staff	iSams recorded. Saturday detention or suspension. In very serious cases expulsion	Any repeated examples to be considered by Head	
Deliberately missing an activity	Saturday detention; Contact with parents	Subsequent offence: suspension and communication with parents	

## 5.3 SANCTIONS LIST: Houses

**NB A Pastoral detention may conducted either in House or as Tuesday 5pm Pastoral detention**

IN HOUSE SANCTIONS	
Offence	Sanction
Up late/to bed late	Early bed or breakfast report card

Misbehaviour in dorm/study room	Work in isolation in a supervised room or area
Unacceptable dress / appearance	Confiscation and detention for persistent offences
Untidiness in study/dayroom/litter etc.	Tidy area or extra duties and/or room tidy card
Chewing Gum	1 <sup>st</sup> offence: pastoral detention. Subsequent offence: refer to Deputy Head Pastoral as persistent non-compliance (see below)
Uniform/makeup/hair infringement	Reprimand and correction of the infringement
Repeat Uniform/makeup/hair infringement	Pastoral detention in House; persistent infringements refer to DHP
Late to tick in	Pastoral detention in House
Failure to register	Pastoral detention in House
Low level misbehaviour	Pastoral detention in House
Failure to do duty	Extra duty and/or community service
Misuse of phone/other mobile device/laptop/stereo etc (including handing in fake or secondary devices)  1 <sup>st</sup> – 5 <sup>th</sup> Form, 1 mobile phone and 1 school provided laptop only permitted in school. Any additional devices are not permitted. An exception for full boarders to be agreed with HsMs  Lying to staff on duty/HsM about additional device	Warning and/or confiscation If fake or secondary phone or additional device is handed in:  1 <sup>st</sup> offence: Saturday detention 2 <sup>nd</sup> offence: Refer to Deputy Head Pastoral
Sharing of school Wi-Fi password (personal to each full boarder)  Non full boarders use of a boarders' Wi-Fi password  Circumnavigating the school system for inappropriate use	1 <sup>st</sup> offence: Saturday detention 2 <sup>nd</sup> offence: Refer to Deputy Head Pastoral
Missing school meals	Meal card
Inappropriate physical contact (PDA)	After warning House gate or Pastoral detention
Smoking/vaping (and being present)	Refer to Deputy Head Pastoral
Alcohol	Refer to Deputy Head Pastoral
Breaking School bounds	Refer to Deputy Head Pastoral
Careless crossing of roads	Refer to the Deputy Head Pastoral
Misuse of facilities/equipment etc	Ban from using facility/room
Possession of dangerous or illegal artefacts	Refer to Deputy Head Pastoral
Misuse/inappropriate use of social media	Refer to Deputy Head Pastoral

Vandalism	Refer to Deputy Head Pastoral
Drugs related issues (legal & illegal drugs)	Refer to Deputy Head Pastoral
Unpleasantness to others/bullying	Refer to Deputy Head Pastoral
Fighting	Refer to Deputy Head Pastoral
Theft	Refer to Deputy Head Pastoral

#### 5.4 SANCTIONS LIST. Serious breaches of whole School Regulations

SCHOOL	
Offence	Sanction
Smoking (including vaping), snus Bringing into school tobacco, vape pens etc for personal use or use by others, will be disciplined at the 2 <sup>nd</sup> offence stage  Vaping is likely to trigger a drugs test and subsequently random drugs testing.	1 <sup>st</sup> offence: Deputy Head detention (Saturday), health education and a communication to parents 2 <sup>nd</sup> offence: Saturday detention and compulsory health education and a communication to parents 3 <sup>rd</sup> offence: suspension and a communication to parents Smoking/vaping in or near a building is antisocial & a serious safety concern and means that a first offence is punished at the level of a third offence immediately. Subsequent offence: probable exclusion
Possession of dangerous or illegal artefacts	1 <sup>st</sup> offence: suspension or exclusion depending upon item and circumstances. Communication with parents Subsequent offence: probable exclusion
Taking Drugs	All drug possession and drug taking is viewed very seriously and may result in immediate exclusion; a suspension may be given in which case there will be a communication with parents, and random drugs testing for the rest of a student's school career. Supplying drugs will result in immediate exclusion. 2 <sup>nd</sup> offence: Exclusion
Alcohol (circumstances often vary and therefore the discipline responses may vary in response to individual circumstances)	1 <sup>st</sup> offence of drinking alcohol (non-spirits): Saturday detention or suspension and a communication with parents and alcohol dangers education. 2 <sup>nd</sup> offence (non-spirits) or supplying others: probably suspension or exclusion and alcohol dangers education 3 <sup>rd</sup> offence: exclusion 1 <sup>st</sup> offence of drinking or supplying alcohol (spirits): suspension and a communication with parents & alcohol dangers education 2 <sup>nd</sup> offence (spirits) probable exclusion
Unpleasantness to others/Bullying. This encompasses any hazing/initiation rites which will be regarded as serious bullying and will therefore probably trigger at least a suspension	In very significant and serious cases a student may be excluded for a first offence. Otherwise: 1 <sup>st</sup> offence: Saturday detention, a communication with parents and anti-bullying education 2 <sup>nd</sup> offence or 1 <sup>st</sup> offence of serious bullying or persistent "low level" bullying: suspension, anti-bullying education and a communication to parents. Subsequent bullying: probable exclusion
Cyberbullying	Sanctions are as above for unpleasantness to others/bullying and will also include confiscation of devices/access as appropriate

Inappropriate use of/posting on social media NB Most responses to misuse of social media in any form, will include confiscation	In very significant and serious cases a student may be excluded for a first offence. Otherwise: 1 <sup>st</sup> offence: Saturday detention, a communication with parents and anti-bullying education 2 <sup>nd</sup> offence or 1 <sup>st</sup> offence if deemed to be malicious use: suspension, anti-bullying education and a communication to parents. Subsequent offence: probable exclusion
Rudeness to staff or other adults	In serious cases a student may be suspended or excluded for a first offence. Otherwise: 1 <sup>st</sup> offence: Saturday detention, and a communication with parents 2 <sup>nd</sup> offence: suspension, communication to parents. Subsequent offence: probable exclusion. Malicious accusations against staff have a separate tariff
Loud, undignified, disrespectful or inconsiderate group behaviour	1 <sup>st</sup> offence: Saturday detention 2 <sup>nd</sup> offence: Suspension 3 <sup>rd</sup> offence: Possible exclusion
Theft	1 <sup>st</sup> offence: suspension and communication with parents Subsequent offence: probable exclusion
Fighting or Violent Conduct	In very significant and serious cases a student may be excluded for a first offence. Otherwise: 1 <sup>st</sup> offence: Saturday detention, a communication with parents and anti-bullying education 2 <sup>nd</sup> offence or 1 <sup>st</sup> offence of serious fighting: suspension, anti-bullying education; Communication to parents. Subsequent fighting: probable exclusion
Vandalism	In very significant and serious cases a student may be excluded for a first offence. Otherwise: 1 <sup>st</sup> offence: Saturday detention; Communication with parents 2 <sup>nd</sup> offence or 1 <sup>st</sup> offence of serious vandalism: suspension, and a communication with parents. Subsequent vandalism: probable exclusion
Breaking School Bounds	1 <sup>st</sup> offence: Saturday detention and/or Week House gate depending on circumstances and communication with parents 2 <sup>nd</sup> offence: Suspension or Saturday Detention Subsequent offence: exclusion or suspension
Careless crossing of the road	1 <sup>st</sup> Offence: A suitable detention, often a Saturday detention Subsequent offence: further detention and/or gaiting or possible suspension
Driving Offences	1 <sup>st</sup> offence of breaking the "Driving only to and from school" policy and driving related regulations and policies: suspension 2 <sup>nd</sup> offence: probable exclusion
Persistent non-compliance of regulations after repeated warning	1 <sup>st</sup> offence: A suitable detention. Subsequent offences: a graded escalation of sanction to reflect both the persistence & nature of the offence.
Sexual activity between students	1 <sup>st</sup> Offence: probable exclusion
Sexual violence (as defined in the <i>Sexual Offences Act 2003</i> ) and	Any allegation will be passed to the police and social care as outlined in " <i>Sexual violence and sexual harassment between</i>

reproduced in <i>“Sexual violence and sexual harassment between children in schools and colleges” (2021) paragraph 15</i>	<i>children in schools and colleges” (2021) and KCSIE</i> . The school will enforce its own sanctions under this policy and may do so before any police action or criminal case has been completed, whilst being mindful of police advice about the balance of probabilities in any case. 1 <sup>st</sup> Offence: probable exclusion
Sexual harassment (as defined in <i>“Sexual violence and sexual harassment between children in schools and colleges” (2021) paragraph 16</i> )	Any case will be considered in relation to its position on the continuum of sexual harassment described in <i>“Sexual violence &amp; sexual harassment between children in schools/colleges” (2021)</i> . Some cases may lead to immediate expulsion. Otherwise, likely responses are: 1 <sup>st</sup> offence: Either Saturday detention & communication with parents, OR Suspension and communication with parents. 2 <sup>nd</sup> offence: Exclusion
Viewing pornography	Responses are tailored to the particular needs of any incident, with reference to the Viewing pornography section of the Sex and Relationships Education Policy.
Malicious accusation against staff	1 <sup>st</sup> offence: probable exclusion
Malicious accusation against students	A first offence may lead to exclusion. The circumstances and context of the accusation will be considered & other sanctions – suspension or Saturday detention, may be used
Acts of discrimination	Breaking any of the protective characteristics under 2010 Equalities Act will be taken very seriously and will trigger a sanction. Because circumstances, intent and severity can vary markedly a range of sanctions is given. An act of discrimination may trigger immediate exclusion and otherwise can cause any of the following to be used dependant on those factors an educational task, plus 1 <sup>st</sup> offence: Saturday detention, and a communication with parents and anti-discrimination education 2 <sup>nd</sup> offence: Suspension Subsequent offence: probable exclusion
Being untruthful	Responses to a failure to tell the truth will vary according to circumstances. However, failing to tell the truth to a teacher could trigger immediate expulsion if the Head cannot be assured that student(s) can be kept safe as a result of untruthfulness. Otherwise, the usual sanctions are: 1 <sup>st</sup> offence: Saturday Detention; Communication with parents 2 <sup>nd</sup> offence: Suspension Subsequent offence: probable exclusion

#### 6.1. FURTHER GUIDANCE

- The School remains alert to the possibility of child-on-child abuse, being especially aware of the increased dangers of such matters within a boarding environment. Many of the sanctions listed within this policy deal directly with the consequences of any such action.
- The Alcohol, drugs and smoking policies state that any student who is present whilst others are smoking or drinking alcohol or taking illegal drugs will be regarded as associating with that particular offence and will be subject to the same disciplinary tariffs as a student who has committed any of those offences.

- All confiscated items should be given to the Housemaster/mistress and be logged/recorded on confiscation and return of item.
- In Houses punishments should be discussed & authorised by the Housemaster/mistress
- All other punishments should be discussed with the Deputy Head pastoral.
- All punishments should be recorded in the House diary and on iSams.
- A House gating requires the student to be confined to school at all times other than when they have School commitments i.e. lessons, games, meal times. Students cannot go to other boarding houses or the Co op/ post office or evening social. Students will be required to sign in with House staff at additional times beyond the normal registrations.
- A School gating requires the student to be confined to the school campus at all times.
- No punishments before 7am or after bedtime may be used.
- Repeated offences could lead to escalation of sanction.
- Parental behaviour should at all times be in line with School policy and unreasonable or inappropriate parental behaviour may lead to a student being excluded from the school.
- If a student is excluded from Bloxham School then the Head will take reasonable steps to help parents/guardians in the transition of the student to a new place of education.

## **6.2. HARMFUL SEXUAL BEHAVIOUR (HSB)**

The school is mindful of the national revelations in 2021 concerning HSB in schools, colleges and Universities. The school has therefore inserted specific references to such behaviours within its sanctions section in this policy. Whilst the emphasis at Bloxham will continue to be upon education, a sanctions response is also required. The school has adopted the Government paper “Sexual violence and sexual harassment between children in schools and colleges” (2021) as its key guidance. The school has zero tolerance towards HSB. “Banter” is not acceptable at Bloxham School. Bloxham recognises the potential for HSB in any educational setting, including Bloxham, and the prevalence in wider society. It also recognises that children with SEN statements are statistically more likely to be victims of HSB and therefore any case which involved such a student at Bloxham would require the input of the school SENCO.

Bloxham School adopts as its definition of Sexual Violence that given in the Sexual Offences Act (2003) reproduced in paragraph 15 of “Sexual violence and sexual harassment between children in schools and colleges” (2021). The school adopts the definition of sexual harassment given in para 16).

## **6.3 PHYSICAL CHASTISEMENT**

**Physical chastisement, also called Corporal punishment, is illegal.**

**Physical chastisement is not to be used under any circumstances at Bloxham School.**

## **6.4 BREACHES OF DISCIPLINE OUTSIDE THE SCHOOL GROUNDS:**

The school takes the conduct of its students outside of school grounds extremely seriously. A student's misbehaviour outside of school can be damaging to the reputation of both the student and the school. Where an incident is reported to the school of a student's poor behaviour outside of the school grounds and the incident has not been witnessed by school staff, the school will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

The school will report to the police any activity which it believes may amount to a criminal activity which takes place either within the school grounds or outside of its grounds. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the school believes a student may have taken drugs then the school drugs policy will apply. Possible sexual offences will generally be reported to the Oxfordshire Safeguarding Children Board and/or the police immediately.

### **6.5 APPEALS AGAINST EXCLUSION:**

- The school will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under this Policy rather than under the school's Complaints Policy and should be made in writing to the headmaster within one week of the pupil's exclusion.
- An appeal meeting will follow within 14 working days, if practicable, at which the parent may be accompanied by a friend or relative if they wish although legal representation is not appropriate. The appeal will usually be heard by at least two of the school's governors and one person who is independent of the running of the school.
- The school will accept the appeal decision as final.

### **6.6 USE OF REASONABLE FORCE:**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. The Education and Inspections Act 2006 enables schools to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- "Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)"
- "Causing personal injury to any person (including the student themselves)"
- "Causing damage to the property of any person (including the student themselves)"

"Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the Head has authorised to have control or charge of students"

All Bloxham staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing student behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- "The chances of achieving the desired result by other means
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the headmaster, personally or via one of the Deputy Heads immediately after he/she has needed to restrain a student physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a regime for managing that individual student's behaviour.

### **6.7 SEARCHING A STUDENT**

Our Search policy is in accord with Section 550ZA-550ZD of the 1996 Education Act. Personal searches should be a last resort. However, if the student is carrying an unauthorised item such as a knife or alcohol the best approach is to ask them to turn out pockets/bag. Please do this in the presence of a second adult. If the student refuses parents can be contacted and discipline proceeding could ensue in line with the action when a student goes missing policy. If a parent is unavailable, the HsM will act as loco parentis.

Suspected possession of illegal drugs or weapons could result in the police being called if a student refuses to cooperate.

### **6.8 SEACHING A ROOM/PROPERTY**

Our Search policy is in accord with Section 550ZA-550ZD of the 1996 Education Act. Students should have the ability to lock away their possessions in accordance with NMS 9.3. However, a search may be considered if the item under search is high risk such as a knife or drugs, illegal or inappropriate for school – school property should only be searched if it is based on reasonable suspicion (“due cause”). The extent of the search should be proportionate to the likelihood of the item being found and conducted according to the School Search policy.

In regard of drugs a search could be instigated if there was suspicion of supply or manufacture of illegal drugs. Consent would initially be sought from the student but if this is not practical or another students’ welfare is at risk a search could take place in the student’s absence. If there was considerable concern regarding the item being searched for it may be necessary to call the police and at this stage, the parents should be informed. If a search is to be carried out in the absence of the student there should be consultation with a Deputy Head before starting the search. A second adult should always be present during the search.

A written record of every search should be made and include:

- The main details of the search
- Who was present
- Date
- Time
- Outcome.

### **6.9 RECORD KEEPING**

Records of matters relating to Behavioural Management are kept in House and School. Houses maintain records of House Sanctions and rewards, and student and room searches. These are monitored during regular “House Monitoring” meetings by the Deputy Head (Pastoral). The Deputy Head Pastoral maintains records of School Sanctions, and these are placed on the student central file. The Deputy Head Office maintains records of any Use of reasonable force, and any related complaints. Records that are specifically medical in nature are maintained independently by the Palmer Health Centre.

### **6.10 COMPLAINTS**

The school hopes that parents will not feel the need to complain about the operation of its behaviour management policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left the school.

### **6.11 RELEVANT GUIDANCE AND LEGISLATION**

Behaviour and Discipline in Schools (2014, updated January 2016)

ISI Handbook for the Inspection of Schools: The Regulatory Requirements & Commentary on the Regulatory Requirements (March 2023)

National Minimum Standards (Sept 2022)

KCSIE (Sept 2024)