

## **BEHAVIOUR POLICY**

### **Aims**

- To promote good behaviour, self-discipline and respect so that the school is a place where effective teaching and learning can take place and all members of the school community can benefit from all the opportunities offered at the school and can feel safe and appreciated.
- To ensure that students understand and embrace the principles that underpin the Equality Act 2010
- To encourage the personal and moral development of students in line with the school ethos and mission statement and the code of conduct written and agreed by the school community in 2023 (see appendix 1)
- To prevent bullying (see also Anti-Bullying policy)
- To ensure that students complete assigned work.
- To provide an outline of the rewards for appropriate behaviour and actions and sanctions for inappropriate behaviour.
- To set out the systems that support students in adopting appropriate behaviour.

### **Scope of this policy**

The Behaviour policy applies in school, on school related or school organised activities, school buses, and anywhere that a student can be identified as belonging to the school and at any time where a student could pose a danger to others, have repercussions for the orderly running of the school or adversely affect the reputation of the school. All staff in the school whether teaching or support/administrative staff have a responsibility to require students to uphold the behaviour expected of them. This responsibility also extends to any volunteer or person who the Headmistress has temporarily put in charge of students. They have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.<sup>1</sup> Underpinning the School's Behaviour policy is the requirement that all members of the school must obey the laws of the land. Failure to do so may endanger a student's place at the school. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs and/or disability (SEND).

This policy follows advice given in Behaviour in schools: Advice for headteachers and school staff (September 2022), Searching, screening and confiscation (2022), The Equality Act and Schools (2014) and Use of reasonable force in schools (2013) Mental health and behaviour in schools (2018).

Other relevant policies: anti-bullying policy, equal opportunities policy, safeguarding-online safety, safeguarding-child protection, drug and substance misuse policy for students, exclusion policy, pastoral care policy.

Other relevant documents: Section handbooks, student planners, any temporary procedures introduced in light of prevailing circumstances e.g. pandemic, emergency school closure.

### **Key expectations of Behaviour**

Students are expected to:

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<sup>1</sup> Section 90 and 91 of the Education and Inspections Act 2006)

- be kind and respectful to all members of the school community
- be helpful and responsible
- act in a safe manner and promote safety
- respect difference
- be punctual to lessons and bring all necessary equipment
- put their best effort into their learning, handing work in on time
- not interfere with others' learning
- wear uniform or apply the dress code correctly
- treat their own and others' property with respect
- treat the school site/facilities with respect
- adhere to all of the relevant policies and protocols e.g. anti-bullying policy, acceptable IT use policy, drugs and substance abuse policy.

## **Bullying**

All forms of bullying as defined in the School's Anti-Bullying Policy are unacceptable and will be dealt with as set out in the Anti-Bullying Policy. Violence towards other members of the school community, staff and students, is not tolerated.

## **Key principles in managing behaviour**

We seek to recognise and praise good behaviour. Where behaviour needs addressing, staff are encouraged to listen and support a student in understanding the implications of their behaviour in order to create lasting positive change. We aim to treat students as individuals and take into account individual needs without compromising the welfare of other members of the school community. Sanctions should be applied as outlined in appendix 4 and the level of sanction explained to the student.

Staff are expected to act at all times in accordance with the staff code of conduct, this includes:

- recognising and rewarding positive behaviour
- setting clear expectations of behaviour in their classrooms and around school.
- expecting high standards of behaviour from students and where students fall short, acting to address issues.
- being consistent and fair, using the policy for guidance and consulting as needed.
- working with students, other colleagues and parents as needed to support the students to behave to the standards expected.

## **SYSTEMS TO PROMOTE GOOD BEHAVIOUR**

### **1. Rewards** (see appendices 2 and 3 for further detail)

In addition to personal praise the school has the following mechanisms for rewarding good behaviour (see appendix for further detail)

- House Points, awarded for positive behaviour in a wide range of contexts
- Departmental praise: awarded by subjects for helpful behaviour, progress, effort or achievement e.g. a postcard sent home
- Excellence book: read out in assembly by the Headmistress and then signed in her office
- Commendations: (Middle School only) meeting with the Headmistress and a letter sent home.
- School colours: academic, school and extra-curricular.

In addition, achievements both within and the beyond the school are recognised weekly in assembly.

### **2. Sanctions** (see appendix 4 for further detail)

Where behaviour is of concern a teacher should inform the Form Tutor and Head of Section of the nature of concern and the action taken. This should be done through CPOMS. This in itself is not a sanction.

Most misbehaviour will be explored through a detailed conversation with a student. Thereafter the following actions and sanctions may be employed, as appropriate.

- restorative justice e.g. letters of apology, personal apologies
- 'making good' e.g. clearing up after themselves, restoring natural hair colour, removing nail varnish
- confiscation
- withdrawing permission e.g. use of a room, use of Joint Bus Service, early afternoons (Sixth Form)
- going 'On Report', targeted to address the specific behaviour issue
- behaviour contract
- detention (in accordance with level of seriousness of offence)
- withdrawal from a lesson to a place of supervision
- formal letter on student file
- exclusion (See Exclusion policy)

Students attending residential trips sign an additional code of conduct that they have to abide by which has further sanctions e.g. being sent home at parents' expense.

The school has a Serious sanctions book, kept in the Headmistress' office which records the sanctions imposed for serious misbehaviour.

Where a student has engaged in a malicious accusation against a member of staff the school will treat this as serious misbehaviour and sanction accordingly. The procedure for disciplinary action against students who are found to have made malicious accusations against school staff is contained in the Safeguarding Policy (Child Protection).

### **Searching, screening and confiscation**

The Headmistress and/or staff authorised by her have the right to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

### **Reasonable force and restraint<sup>2</sup>**

All members of school staff have a legal power to use reasonable force. Reasonable force could be used to prevent a student from hurting themselves or others, from damaging property, or from causing disorder. 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:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

In the unlikely circumstances of reasonable force or restraint being used, the member of staff should immediately inform the Headmistress and record the event. The School would then contact the parents of the student concerned.

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<sup>2</sup> Section 93, Education and Inspections Act 2006

The School rejects the use of corporal punishment and under no circumstances will any form of corporal punishment be used.

### **3. Effective communication**

Staff can report concerns through CPOMS. Regular meetings both in departments and pastoral section meetings ensure that students are discussed, good practice is shared and common clear expectations set.

### **4. Effective pastoral support**

Students who are struggling have a range of people to talk to-this is outlined in their planners and explained in assemblies and form time. The structure of the school into sections supports this. (see pastoral care policy)

### **5. Use of student voice**

All students have the opportunity to contribute to the Code of Conduct through School Council. The sixth form agree their dress code.

### **6. Partnership with parents and outside agencies**

The school sees a close working relationship with parents as being key. This is particularly important if a student is struggling to behave in an acceptable manner. Phone calls, emails and meetings with parents form a key part of the support network for a student who has misbehaved. Where appropriate the school either engages in support or responds to outside agencies e.g. CAMHS, LCSS or individual medical support/therapy.

### **7. Transition**

The school seeks to ensure that they have clear information from feeder schools so that they can support a student as they make the transition to St Helen's. For most students there are either induction or intake session where the behaviour requirements are part of the induction process.

### **8. Induction of staff**

This policy is given to staff joining the school and referred to during the induction training.

### **Dissemination**

A copy of this policy is available on the Student and Parent area of the school website and students, parents, staff and governors are made aware of this. It is also available in the staff handbook. All new teaching and non-teaching staff and supply teachers will be made aware of the policy during induction.

### **Governor scrutiny of implementation**

This takes place through Governor visits to school, including lesson visits and events, and the annual review of this policy. The Safeguarding Governor regularly checks the serious sanctions file.

Policy last reviewed  
Next review date  
Person responsible for review  
Audience

Trinity 2023  
Trinity 2024  
Director of Students  
Governors/staff/parents/students

## **Appendix 1: Code of Conduct**

- Prioritise being kind to everyone and yourself.
- Treat everyone with equal respect and respect difference.
- Be honest with yourself and others.
- Take responsibility for yourself and learn from your mistakes.
- If you make a commitment to something, stick to it.
- Persevere and try your best with work.
- Be courageous in your learning and challenge yourself.
- Aim to maintain a balanced perspective.
- Never give up on yourself, others, or the school.
- Look after your possessions, respect other people's possessions and the school environment.
- Take responsibility for your own environmental impact.
- If you are worried about something or someone do not feel you have to carry the burden alone – share it with an adult.
- Be open to change and be open-minded.

**Reviewed by School Council Trinity 2023**

## **Appendix 2: Rewards**

### **Praise**

We recognise achievements in effort and progress, focusing praise on the process rather than the end product. Individual discussions between subject teachers and students and positive comments in marking and feedback are aimed at highlighting strengths as well as areas for improvement. Grades, short and long reports and report reading with tutors provide another means of giving students positive feedback. Students are encouraged to attend Parents' Meetings (except in the Junior Department) and can hear positive comments made about their work and progress. Departments have different means by which they recognise students' effort and achievement e.g. Sports personality of the month; geography 'Star of the week' award, MFL star of the month (Middle School), excellent work sent to Head of Department for individual praise, postcards sent home to parents or students to congratulate a student on exceptional or consistently excellent achievement, attitude to work, effort and progress. The Headmistress writes to many students involved in a variety of activities throughout the school.

### **House Points**

House Points provide the opportunity for all students to achieve recognition for their effort and achievement. They are a way of rewarding growth mindset, the business of being a good learner and the processes of learning across all year groups.

Each term, the students in each year who have been awarded the most House Points will sign the House Honour Book.

Over the course of the year, House Points will contribute to the total for the House Cup.

### **Formal/Public Recognition**

**Excellence Book:** Nominations for the Excellence Book are made for excellent work, initiative, creativity, effort and/or contribution to school, such as acts of kindness. Students' names and achievements are announced in whole School assembly weekly, a letter sent home to parents and the book signed in Headmistress's office.

**Certificate presentation in assembly and special ceremonies:** Students who have achieved success in academic studies and external competitions have their certificates and trophies presented in school assembly. There is a certificate presentation ceremony for A level for students and parents after they have left.

**Prize Giving and Celebration Assemblies:** The School Prize Giving and Section Celebration Assemblies give an opportunity to recognise students' achievement, attitude to work, effort and progress. Subject prizes are awarded to U6 in all subjects at Prize Giving in July.

**Colours:** Colours are awarded for outstanding contribution, exceptional performance and commitment to the school, in academic work, and in drama, music and sport, as outlined in Appendix 3.

**Commendations (Middle School):** Two students per tutor group commended by their tutor each term for particular achievements associated with extracurricular activities in or out of school. A letter is sent home to parents and a certificate outlining the reason presented by the Headmistress.

## **Appendix 3: Awarding Colours**

### **Academic colours**

Academic colours are awarded in the Trinity term using the following criteria:

1. To be awarded to students who show real flair and with reference to subject more able criteria NOT just for effort/exam results.
2. Students could receive colours from multiple subjects
3. Up to 10% from each department for each year in Years 9 – L6. In subjects with small numbers please use judgement in reference to point above (To be awarded to students who show real flair and with reference to subject more able criteria NOT just for effort/exam results).
4. There is an expectation that all departments award to students in all years unless subject numbers are so small it is inappropriate.
5. Presented at end of year just before prize giving and Year 11 when they return from study leave. Staff should take account of prize giving awards in their decisions.

### **Extracurricular and School Colours**

Extracurricular colours are awarded for:

- Drama (Lent and Trinity terms)
- Sport (Lent and Trinity terms)
- Music (Trinity term)

School colours are awarded in Lent and Trinity terms for contributions such as:

- Debating
- Public Speaking
- Assistance with clubs and activities
- Community Service
- Charity fundraising and/or co-ordination
- Contribution to Tycoon entrepreneur award
- Contribution to Duke of Edinburgh's Award
- Tour guiding
- Contribution to the smooth running of school

Extracurricular and School colours are awarded using the following criteria. As a guideline they should be awarded for exceptional performance and commitment.

1. Encouraging others and leading by example.
2. Showing initiative and focus in rehearsals/practices and responding eagerly to direction.
3. Demonstrating that progress has been made.
4. Being reliable in timing and attendance.
5. Attending every rehearsal/practice possible, giving apologies for being unable to attend or having to leave early.
6. Demonstrating willingness and initiative to support the smooth running of the activity (e.g. being proactive in setting up and clearing away)
7. Meeting commitments in school in addition to those for extracurricular activities.

## Appendix 4: Consequences/ Sanctions and Actions taken by Staff

Below are generic examples of behaviours and the consequences applied/actions taken. Any teacher unsure of how to respond to unacceptable behaviour should talk to their Head of Department or Head of Section. Individual circumstance may affect the action taken and each case will be treated individually. Teachers will always try to understand the reasons behind behaviour and support the student in managing more appropriate behaviour. Flexibility and understanding of the individual, including any special educational needs, is key, as is communication between subject and pastoral staff. It is expected that all staff concerned about any misbehaviour should record it using CPOMS in addition to other communication or actions taken; CPOMS is a communication tool for informing the Form Tutor and Head of Section - it is not in itself a sanction and must not be used as such.

### Examples of sanctions/actions

- Restorative action: letters of apology, meetings to facilitate personal apologies
- 'Making good': clearing up, restoring natural hair colour, removing nail varnish. Form Tutors and HoS have wipes, HoS have standard letters to address uniform issues
- Confiscation: jewellery should go in a named/dated envelope to HoS for return at end of half term. Jewellery and non-uniform items not collected by the end of the school year will be disposed of. More than three instances of confiscated property may result in an after-school detention by HoS.
- Email/contact home to ensure all parties are working together to support the student in changing behaviour.
- Withdrawing permission e.g. use of a room, use of Joint Bus Service, early afternoons (sixth form)
- 'Going on report': targeted report cards to address the specific behaviour issue
- Behaviour contracts: failure to comply with a contract will count as a serious misbehaviour and may lead to exclusion.
- Breaktime detention: may be given by subject teachers, form tutor, HoDs, HoS or Dir of Students. Other members of staff should consult HoS before awarding a breaktime detention.
- Withdrawal from a lesson to a place of supervision & formal letter on student file
- Headmistress detention & formal letter on student file
- Exclusion – fixed term or permanent (See Exclusion policy)

Low level	Action may include	Notes/ example
Appearance: uniform/dress code	Make good  confiscation  Verbal instruction  Letter/email home	Re-dye hair to natural colour. Remove make-up. Jewellery in envelope to HoS  To amend for following day/agreed deadline  To require better fitting skirt
Inappropriate behaviour around school e.g. talking in Chapel, missing Chapel	Verbal instruction Restorative action	Apology required
Inappropriate behaviour in class e.g. talking out of turn	Subject teacher verbal instruction, Classroom management	Move student in seating plan
lateness	Verbal instruction	
Not honouring commitment	Verbal instruction Restorative action	Apology required
Late/missing homework/ poor homework	Subject teacher to discuss	New deadline set Re-do poor work



Littering/eating in classroom, leaving possessions lying around	Make good Confiscation Withdrawal of permission	Clean up Food to go in the bin Locked out of classroom
Lack of equipment	Verbal instruction	
Mobile phone not submitted in the morning (Y5-10)	Hand in to HoS for a period of time	

<b>Moderate</b>	Action may include	Notes/examples
Persistence in any of the issue outlined in low level	Form tutor to talk to student and inform HoS/ HoS/HoD interview. For organisation: Form Tutor to do check of scale of issue. Contacting parents Use of reports/contracts Confiscation Detention Permission withdrawal	If one subject: department strategy.  Targeted to address issue e.g. daily hand in of phone; removal of 'early' afternoons
Missing a lesson	Detention Parents informed Permission withdrawal Extra supervision	e.g. in library or outside Dir of Students' office
Rudeness to a member of staff	Interview with HoS Contact with parents Apology Withdrawal Behaviour report or contract	
Tampering with health and safety equipment (minor)	Interview with HoS Detention Letter on student file	
Cheating/plagiarism in school tests/exams	Interview with HoS Parents contacted 'Making good'/restorative action	Work re-done
		Apology to teacher
Misbehaviour on school buses	Interview with HoS or Dir of St. Contact home Withdrawal of permission All sanctions that apply to bullying and endangering health and safety.	No right to travel for a period of time
Disobedience to a reasonable request (may also be treated as serious)	Interview with HoS Parents contacted Withdrawal from lesson detention	

<b>Serious</b>	Action may include	Notes/examples
Bullying/violence/aggression against another member of the school community.  Tampering with Health and Safety equipment.	Interview with HoS and Dir of Students Interview with Headmistress meeting with parent Letter on file Behaviour contract Restorative action/'make good' Withdrawal of permission	Likely to be in addition to other pastoral support measures e.g. counselling

<p>Endangering the safety and /or wellbeing of others.</p> <p>Repeated/serious misbehaviour in any context linked to the school.</p> <p>Damaging of school property.</p> <p>Negatively affecting the reputation of the school.</p> <p>Any behaviour that contravenes the AntiBullying policy and Drugs and Substances policy.</p>	<p>Headmistress detention Exclusion</p> <p>In line with legal and/or safeguarding requirements the school may need to inform relevant authorities about the student's actions e.g the Police</p>	
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## **Appendix 5: Rules and Expectations**

### **Rules: Junior, Lower and Middle School and Sixth Form (in Planners)**

We have very few rules, and those we do have are there for a reason and support the school values: kindness, respect, honesty, confidence and perseverance. In addition, we expect you to consider both your safety and the safety of others a priority. We expect that all members of the school obey the laws of the land, and any form of law-breaking may put your place at the school at risk. We also expect you to respect the authority of all staff members equally: teachers, support staff and all other adults who are part of the school community. We have a Code of Conduct which sets out the behaviour expected of all members of the school, written by you. These rules are intended to provide practical guidance and clarity. There are consequences to unacceptable behaviour and these are outlined in the School Behaviour Policy.

### **The School Day**

You should aim to arrive at school in time to be in your form rooms by 8.30am, although we understand that many of you come into school on school buses which may not arrive that early; please do not arrive before 8am. You are not to enter school buildings before 8am unless it is for a pre-arranged meeting e.g., music lesson. You should listen out for the 'warning bell' at 8.35am so you can be ready for registration. It is important that you are silent when the register is taken at the beginning and the end of the day; in the morning you are expected to sit on your seat in correct uniform and dress code (no coat or hoody on), with your bag on the floor. If you arrive after the end of registration (8.50am and 4.10pm), you must register at Reception. Junior, Lower and Middle School students are expected to remain on school premises during the school day. If you need to leave school during the school day for medical appointments, you must sign out at Reception and sign back in if you return later that day.

You are expected to be punctual and prepared for registration, lessons, and all school activities. If a teacher has not arrived after five minutes of a lesson, a student from the class should report this to Reception or another teacher. You should wait quietly, engaged in something useful, and be ready to start your lesson. If you are late without a satisfactory explanation, your teacher will record this and if you are late repeatedly, your teacher will keep you in at break or lunchtime to make up the lost time. If you deliberately miss a lesson, you will be put in detention and expected to apologise, verbally or in writing to the teacher concerned. Sixth form students may lose their permission to an early afternoon.

After school, you may stay in school in the library/café until 5.30pm, or in organised activities. Sixth Formers may stay in the Benedict Building until 5.30pm. If you are going home on the late bus, you are expected to be in school, signed into the library or in an organised activity until you catch the shuttle bus to Abingdon School. You should not be in other areas of the school, like form rooms, unsupervised.

### **Homework**

We expect you to spend the set time on homework tasks and hand work in on time. Y5-9 have a homework timetable to help them plan and should use their planner to organise homework. Y10-11 should spend 1 hour on homework for each subject per week. Lower Sixth students should spend 5 hours per week studying for each subject in Lower Sixth and Upper Sixth 6 hours per week per subject. If you are having difficulty with homework and deadlines, please speak to your teacher and/or your form tutor. Your teacher can choose to keep you in at break or lunchtime to complete work.

## Uniform dress code Y5-11

We have a uniform, and all students in Junior, Lower and Middle School are expected to wear the correct uniform as stipulated on the published list; we want you to wear your uniform with pride, looking smart, because when you wear St Helen's uniform you are representing the school. Please see the uniform list.

The correct dress code must be followed by all students as detailed on the uniform list, except in exceptional circumstances where permission has been given by the Head of Section.

We expect your uniform to be clean and in a state of good repair, e.g., students with holes in their jumpers or tights will be asked to replace them. You must wear your uniform correctly; for example, you should not roll up your skirt. Shirts may be worn outside the skirt/trousers. You should not tie your jumper around your waist or wear a visible vest.

Shoes must be low heeled and black leather; they should be well fitting and suitable for school. No flip-flops, backless sandals, ballet pumps or boots should be worn. High heels are not allowed. Shoelaces should be black and properly fastened. Black or white ankle/trainer socks or opaque plain black or natural tights must be worn.

Alongside a neat clothing appearance, you should ensure your hair is tied back (Lower School) and off your face. Hair should look a natural colour for you and be all one colour. Hair accessories should be either uniform colour or a natural hair colour.

The correct uniform must be worn in School and on all journeys to and from School; PE tracksuits may be worn to and from fixtures. PE kit should not be worn in lessons without the permission of the Head of PE, in consultation with the Director of Students.

Outdoor clothes, including scarves and hats should not be worn in School. During cold weather, students must travel to school in the branded ¼ zip mid-layer storm jacket, team jacket or a plain smart coat. Sweatshirts and hoodies are not permitted.

You are permitted to wear a discreet Confirmation cross and chain or other religious symbol, a wristwatch and one pair of small discreet plain stud earrings. No other body piercing is permitted. Any other jewellery is not allowed and may be confiscated. Confiscated items may be collected before the end of the term.

You should not wear makeup or nail varnish; students will be asked to remove any that is worn. No tattoos are allowed, including temporary ones. The law states that under 18s should not be given tattoos.

At school we are proud of our uniform – please wear it with pride.

The Headmistress has the final say in all matters related to uniform, dress and appearance.

On school trips and other occasions when home clothes may be worn, including non-uniform days, you should follow the guidance given by your teachers and adhere to the Sixth Form dress code for appropriate clothing choice.

Sixth Form students must adhere to the Sixth Form dress code and don't wear uniform.

## Sixth form dress code and 'own clothes' dress code for 'mufti' days

Two principles underline our dress guidelines:

1. Students should be neat and presentable at School such that should a student be asked to meet an external visitor they would be dressed appropriately.

2. Others should not be able to see up, down or through a student's clothing at any time.

- Jeans (and denim skirts) may be worn provided they are not torn, patched, ragged, frayed or written on.
- Skirts should be mid-thigh or longer, even when sat down.
- Tops or dresses should not be low cut, reveal cleavage or expanses of bare flesh. Midriffs should be covered at all times. Bandeau, halterneck and off-the-shoulder tops are not acceptable.
- No hoodies should be worn
- Shorts and playsuits to mid-thigh are acceptable but short shorts, cut-offs and hotpants are not.
- Outdoor coats and jackets should be removed before assemblies, chapel and during lessons.
- Sheer clothing is not permitted.
- Hats, hoods and other head coverings may not be worn in lesson or for assemblies unless special permission has been obtained from the Headmistress. Hijabs are permitted on cultural grounds provided that Health and Safety is not compromised. They should be shoulder length and scarves must not drape freely when students are in laboratories, playing sport or during other practical activities. In these instances the hijab is to be tucked into either a laboratory coat or tracksuit, or a clip used to ensure safety. Should the hijab be deemed as unsafe by the teacher on grounds of Health and Safety, the student will be discreetly asked to step back from the activity. All steps will then be taken to support participation going forward. Note that for swimming lessons, those students who observe cultural dress are expected to participate and wear suitable attire such as a burkini or wetsuit with hat.
- Clothing worn for sport should not be worn around school afterwards and students should change into suitable clean clothing when the activity has finished. Tracksuit bottoms should only be worn whilst participating in sport or a trip where appropriate to the activity and are not suitable for the school day.
- Body-piercing, other than for ears, is unacceptable. Any student presenting at school with unauthorised body-piercings will be required to remove the stud/ring irrespective of when the piercing was carried out or cover with a medicated dressing.
- Any tattoos (henna or other) should not be visible. NB it is an offence to tattoo anyone under the age of 18.
- Hair should be natural in colour and all the same colour.
- For safety reasons, open-toed shoes and flipflops cannot be worn for lessons in science laboratories, Food and Nutrition area or 3D Design building.

### **Smart dress: Sixth form and for Lower and Middle School as requested**

All students must have one smart set of formal clothes. This should be a mid-thigh length or longer skirt or dress, or **tailored** trousers with a shirt, sweater, jacket or equivalent and shoes appropriate to the occasion. No denim or black jeans please.

Smart dress will be required on the following occasions:

- Open Day
- Sixth Form Open Afternoon and Evening
- Practice Interviews
- Radley Conference
- Prize Giving
- St Helen's Church Eucharist service
- Any out of school visits or trips if requested by staff
- Other formal occasions as informed

Staff will ask students to change or cover up if it is considered that their dress or appearance is in any way inappropriate for the working school day.

## **Where to eat**

No food should be eaten in any classrooms in breaks or lunchtime. Food, including cookies or other food and drinks bought in the refectory in morning break, may be eaten in the refectory area or outside if the weather is suitable. Chewing gum and food containing nuts are not allowed in school or on school trips/visits.

At lunchtime, you should go to lunch at the time specified for you on the rota.

**Use of the café:** before and after school the café is open to all students; you must not visit the café between the end of period 8 and afternoon registration. Food should be consumed in the café or on the patio in suitable weather. No food or drink should be taken out of the café area. Sixth form students have their own café and opening times.

## **Birthdays**

You'll understand that some people have allergies that might cause serious illness or even worse. Please do not bring in cakes or sweets. Singing Happy Birthday very loudly in form time is encouraged!

## **Classrooms**

You are expected to respect the fabric of the school. Classrooms should be left tidy as set out in the 'Rules of Classroom Tidiness' agreed at School Council in 2020:

1. Respect the learning space-do not leave your PE bags in there and put your books in your locker space so that others can use the classroom easily.
2. Do not eat in the classroom. Make sure your water bottle has a non-spill sports cap.
3. If you create litter, clear up after yourself. Put paper in the re-cycling bin.
4. Do not write on desks.
5. Do not use the whiteboard without permission from a teacher.
6. If you move the desks, move them back to how they were originally.
7. Put the chairs behind desks at end of lessons and on the desks at the end of the day.
8. Generally, leave the classroom as you would like to find it.

## **Using the library**

Upstairs in the library is for silent work. There is a bookable room for small group work. Downstairs the working environment is more informal; talking is permitted, behaviour should be sensible. No food or drink is allowed in the library, apart from water bottles. Sixth Form may listen to quiet music using headphones in the Sixth Form Study Room.

## **Personal property**

You are responsible for your own belongings. Bags should be kept in the permitted areas and may be confiscated if left elsewhere. Sports bags are to be kept only in sports lockers and not left in form rooms or any other places in the school; this will keep them safe and stop them getting in everyone's way. Generally, school bags should not be left in form rooms during lesson time; if permission is granted for this, they must not be left on desks or windowsills, or in any place which might be an obstacle to any users of the room. Musical instruments should be kept in the Music Department. Everything must be named; un-named uniform will go to second hand uniform and un-named items to charity.

### **Mobile telephones and electronic equipment**

It is accepted that mobile phones are important for safety, particularly on the journey to and from school. However, once in school, they are not required and are more likely to detract from real conversation with your peers and cause distraction.

It is a Sixth Form privilege that phones and personal electronic equipment can be used in the Benedict Building and in the Sixth Form area of the library. We cannot take responsibility for the safety of this equipment if you do bring it to School.

Students in Lower School and Middle School hand their phones in every morning and collect them at the end of the day.

### **Bring Your Own Device (BYOD)**

Students in Years 11-U6 may bring any laptop/tablet into school in support of their studies, subject to completing a sign-up process with their parents, which is communicated at the beginning of the year and can be found on SharePoint in the Section areas.

Students in Year 9 will need to bring in their school managed iPad daily and they need to ensure that it and the stylus are fully charged before their arrival in school.

Students in Years 11-U6 may bring any laptop/tablet into school in support of their studies, subject to completing a sign-up process with their parents, which is communicated at the beginning of the year and can be found on SharePoint in the Section areas.

All students bringing their own device will be expected to abide by the relevant year group terms of use and by the school's ICT acceptable use policy (students).

Staying Safe on the Internet:

1. Keep personal stuff private and think about what you say and do online.
  - Don't share usernames or passwords and don't try to use other peoples.
  - Don't post personal information about yourself or others – you may trust your friends, but do you know theirs? It takes a second to post, but once it's out there it can be shared with everyone you know.
2. Block people who send unpleasant messages and don't open unknown links and attachments which might contain viruses.
  - If you receive an unpleasant message, stay calm, don't reply, but keep it until you have reported it to an adult.
3. Immediately report any messages or internet content that is inappropriate or upsetting.
  - Being bullied is not your fault. Tell an adult: a teacher or parent or call an advice line and use the report abuse button for CEOP.

### **Some guidance for moving around school**

1. Be aware of those around you e.g., hold doors open, avoid walking in large groups.
2. Keep to the left on corridors and stairs and do not run.
3. When lining up to go into a classroom, stay in single file close to the wall as much as possible.
4. Please look out for and obey signs requesting silence for exams.
5. Areas out of bounds:
  - a. The third floor of the original school building, including the stairs going up to it.
  - b. Under the stage in YPH.

- c. The staff common room, corridor, and offices.
- d. Science classrooms, IT rooms and LLC, unless you are accompanied by a member of staff.
- e. Junior Outdoor Play Area to anyone except Y5 and 6 and the Benedict building to Y5-11 unless invited.
- f. Please observe the signs around the school alerting students to other areas which may be out of bounds.
- g. Outside the front of school and in the car parks

### **Sixth form cars and parking**

Many of you will become car drivers during your time at School. Please note that while **driving tests** can be taken during School time, **driving lessons** should be arranged out of School hours or during the lunch hour and not during study periods.

Unfortunately, we will not be able to provide parking for students on site. Sixth Form students are allowed to park at Wantage House. Please make sure you park so that you utilise the space. Please avoid parking in Harding Road as much as possible, which causes great inconvenience to our neighbours. We strongly recommend that you use the Joint Bus Service.

Students who have lessons at Abingdon School should note that they are not permitted to drive cars onto the Abingdon School site and that parking round Albert Park is restricted to residents. Similarly, Abingdon boys are not permitted to bring their cars onto the St Helen's site.

If you carry passengers in your car, you must take responsibility to ensure that your insurance cover is appropriate. You should check that any Sixth Form student intending to travel with you has her parents' permission to do so. Any student in Year 11 or below intending to travel with you **must carry a note giving written permission** from her parents to do so.