



TSI.008 & TSIMS Behaviour Policy

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| Policy Lead | TSI Head/Assistant Head & TSIMS Head |
| Committee | |
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Contents:

Statement of Intent

1. Legal framework
2. Roles and responsibilities
3. Principles
4. Staff induction, development and support
5. School rules and regulations
6. Bullying / Child on child abuse
7. Alcohol, tobacco, nicotine and controlled substances
8. Sexual relationships
9. Social, emotional and mental health (SEMH) needs
10. Promoting positive behaviour, including rewards
11. Prevention strategies and sanctions
12. Behaviour outside of school premises and the school day
13. Monitoring and review

Appendices

- A. Specific School Rules
- B. Procedure for dealing with bullying and Child on Child abuse (incl. cyber-bullying)
- C. Advice to students on cyber-bullying
- D. Drug Testing Procedures

Statement of Intent

Taunton School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to promoting *good behaviour through:

- Promoting the school values of humility, engagement and kindness alongside self-regulation, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Adopting a zero tolerance approach to child on child abuse and challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging and building positive relationships with parents where they see the importance of being open with the school.
- Involving parents through information evenings and providing support to understanding the challenges facing young people
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

*Good behaviour is not simply the absence of poor behaviour. Good behaviour includes students wanting and aspiring to success inside and outside the classroom. The school has a culture which helps students to learn good habits of study, reasoning, interacting with adults, coping with adversity, taking on intellectual challenges and mastering skills within the co-curricular programme: good behaviour is not just 'taking part'. This is reflected in the three core values as outlined in the school's ethos: humility, engagement and kindness.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture which promotes good behaviour
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headmaster will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any issues that could be driving disruptive behaviour.

The Deputy Head Pastoral (in the role of senior mental health lead) will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the SEND Policy.

The Head of Educational Progress (SENDCO) will be responsible for:

- Collaborating with the governing board, Head Master and the mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Planning lessons to address potential areas of difficulty to ensure that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Headmaster/Principal/Head
 - Subject leader and House Parent / tutor
 - Deputy Head Pastoral & DSL
 - Assistant Head Pastoral & DDSL TSI
 - Head of Pastoral TSIMS

- As authorised by the headmaster, sanctioning students who display poor levels of behaviour.

Students will be responsible for:

- Their own behaviour both inside school, online and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child or young person in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Principles behind the behaviour policy

The policies are based on 'Behaviour in Schools', advice for headteachers and school staff and are written with the following principles:

- There is leadership of behaviour by all members of SMT and all members of SMT have aspects of good student behaviour in their job descriptions
- That a senior member of the SMT is in charge of the policy, that senior leaders have oversight of trends within the good behaviour of Taunton School students and that they can analyse fairness (for example, by considering reasonable adjustments for students with a SEND profile) and consistency in the system and any actions which might need to be taken to ensure the school aims and ethos is fully embedded.
- Ensuring that governors are made aware of trends and any actions which need to be taken to ensure that a culture of good behaviour exists
- All teachers are responsible for promoting good behaviour

The power to discipline also applies to all paid staff with responsibility for students and includes all teachers, teaching assistants, GRAs and members of staff who complete duties (for example with clubs or in the boarding house) which require that individual to take responsibility for the behaviour of students. This is covered in safeguarding training. If an adult is unsure they should seek clarification from the Deputy Head Pastoral who will liaise with the Head.

When there is poor behaviour all staff understand their role and their response should lead to:

- **Challenge:** as per the Child Protection and Safeguarding policy all 'banter' or low level behaviour is challenged and there is appropriate action
- **Deterrence:** the response should deter the individual from repeating the behaviour and if it is not, these policies are designed to move through increasing levels of response. It should also act as a deterrence to others as behaviours are framed and boundaries are established.
- **Protection:** the response should keep other students safe.
- **Improvement:** the response should enable students to understand how else they could have behaved and what 'good behaviour' would have looked like in that situation.

- **Understanding and Voice:** the response should enable students to have a voice to explain why they behaved in the way they did and how the school can support them to behave differently in the future.

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. This includes the power to discipline students even when they are not at school or in the charge of a member of staff.

All non-teaching staff are responsible for promoting good behaviour but are trained to understand the difference in their role i.e. only teachers and sports coaches can action rewards and sanctions (this links to the safeguarding and child protection policy).

Some senior students in boarding houses are responsible for promoting good behaviour: they are trained, and have job descriptions. There is supervision of this leadership and checks and balances to support them and to ensure no child on child abuse happens.

The School is legally entitled to sanction a student provided it satisfies the following:

- The decision to sanction a student is made by a person authorized to do so by the Head (and explained in this policy).
- The decision to sanction the student are made on school premises and / or the student is under the agreed supervision of the school (such as a trip).
- It does not breach any other legislation and is reasonable.

Whilst the behaviour policy aims to create awareness and understanding, consistent practice and fairness it is important that any response to good and poor behaviour takes into account the needs of the individual so that their behaviour changes as a result of any intervention by staff. Some key aspects of the behaviour policy are outline below:

- Corporal punishment is not allowed under any circumstances.
- The school is committed to work with parent / guardian and other stakeholders (such as multi agencies) to promote good behaviour in students.
- **The school has a zero tolerance approach to child on child abuse.**
- Ensuring there are multiple avenues for student voice to ensure that good behaviour is recognized and rewarded.
- Ensuring that staff and students are trained and educated in this policy and that all staff understand their roles e.g. the staff code of conduct emphasises the behaviours staff should role model to make children feel safe.
- Good behaviour is defined by the school ethos and aims: humility, engagement and kindness. Therefore, any rewards for good behaviour or sanctions for poor behaviour should be linked back to these core aims.
- Good behaviour respects inclusion especially around the characteristics outlined in the 2010 Equality Act.
- The school finds multiple ways to celebrate good behaviour so that students are aware of what good behaviour looks like.
- Time is put into induction when students transition into the senior school and tutors spend time explaining key policies.

- Students who make mistakes may need to be safeguarded, educated and not defined by this behaviour. Restorative approaches may be needed to help these students understand how to achieve good behaviour.
- Having clear routines which are followed by all teachers and therefore understood by students.
- Children and young people who are likely to be vulnerable – EAL, new students, SEND, LGBTQ+ - are given reasonable adjustments* which are fair and reflect their need.

**Reasonable means teachers need to take the individual needs of the student into account and therefore recognise that some students may make genuine mistakes. Before issuing a reward or sanction staff should take into consideration the context of particularly good or poor behaviour. For example, a student early in a transition phase (year 8 to year 9) or an International student new to the school may be given some friendly guidance before a sanction is implemented.*

- Having clear boundaries around banned items.
- The school publishing the school behaviour policy with parents and guardians and uses the policies (and related ones such as safeguarding and child protection) in PSHEE.
- Communicating with parents and guardians about L1-L3 rewards and sanctions through the reporting cycle.
- Aiming to have telephone conversations (and meetings in person) with parents and guardians about L4 and above sanctions i.e. the school recognizes the importance of working with parents especially when poor behaviour occurs.
- Safeguarding practices so that students are safe and secure e.g. the school must consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm or whether there is another unmet educational need.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Over the course of an academic year all the information pertaining to bullying - sanctions, questionnaires and investigations - are used to update staff as part of their training thus allowing staff to understand the needs of students at the school, and to enable behaviour to be managed consistently.

The School's leadership will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

5. School rules and regulations

The School Regulations apply to all age groups and at all times when the student is:

- At School or representing the School
- Travelling to or from School
- On a School field trip, visit, expedition, holiday or involved in any activity associated with the School, except where the conditions of the activity expressly state otherwise.
- Associated or identified as being with or part of the School
- The behaviour of a student impacts on students within the school or more widely, the orderly running of the school
- Misconduct of any kind outside of school will be subject to school discipline if the welfare of another student, member of the public or the culture or reputation of the school is placed at risk.

Taunton School Rules (overview)

The School Rules identified in the school's behaviour policies, will enable individuals within the school community to function happily and effectively. Rules are there to create a safe and purposeful environment which helps to inspire, challenge and nurture all students at Taunton School.

Students are encouraged to develop self-discipline; indeed this represents the main form of discipline with the Taunton School community i.e. being self-disciplined brings reward, being ill-disciplined brings sanction. Common sense is to be used in interpreting the school rules and in general behaviour; students are expected to set high standards of kindness, honesty, courtesy and appearance.

The following points underpin the spirit of the School's behaviour policy. Students are expected:

1. To cherish, promote and uphold the importance of the Taunton School community i.e. the values which 'glue' and bind us together: if we care for those around us in our community it will care for us when we need it. The spirit of Taunton School can be summarised by the following: 'work hard, aim high and look after one another'.
2. To be committed to safeguarding and promoting the welfare of children and young people within the School community and specifically the values underpinned by the 2010 Equalities Act ('protected characteristics') to ensure that child on child abuse (which includes bullying) is not tolerated: we have a 'zero tolerance' approach.
3. To value everyone as an individual and to treat one another with kindness, respect, courtesy and consideration.
4. To be self-disciplined.
5. To create an open and honest relationship with staff which is respectful and accepts their authority and in so doing, respect and uphold the classroom learning environment.
6. To be familiar with the school dress code, daily routine, acceptable use of technology policy, and fire drill. These are published on the web site and printed in all the houses.
7. To understand the rules around driving in and around school.

To understand that the following represent serious discipline issues which, along with conventions 1 and 7 may lead to an exclusion from the school. (The list is not exhaustive as other breaches could also lead to exclusion).

- Tampering with a fire or safety device or ignoring health and safety rules

- Vandalism
- Purchase or consumption of alcohol
- Gambling or betting
- Inappropriate or unpleasant misuse of communication devices
- Theft of property or identity
- Possession or misuse of fireworks, firearms, knives or other weapons
- Inappropriate sexual behaviour
- Possession, supply or misuse of drugs or substances or paraphernalia of drugs and substances

6. Bullying and child on child abuse

Bullying is known to have caused psychological damage and suicides and we take our role in preventing bullying, and acting on it, very seriously. This policy should be read in conjunction with the School Ethos statement, the Child Protection and Safeguarding Policy and specifically the sections on Child on child and the school PSHEE policy. Many aspects around good practice such as working with all stakeholders to produce a culture of respect are covered in these policies.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be defined by the victim and not by the perpetrator e.g. the perpetrator may argue that their actions were just ‘banter’ and that similar comments and actions were received and accepted by other students as such. However, if the victim has clearly pointed out that they do not like the behaviour of the perpetrator and ask them to stop but the comments and actions continue then the school may view the behaviour as bullying.

Please note, ‘banter’ can never be justified if it undermines the spirit of the Equality Act. 2010. As such, an act of bullying could take place as a ‘one off’ under these circumstances. It can take many forms including:

- A. Physical (e.g. hitting, abuse of property, initiation ceremonies)
- B. Emotional (e.g. wilful isolation or exclusion)
- C. Verbal or written abuse (e.g. name calling, prejudice-based language, text messages, emails, comments or photographs on social networking sites – see combating Cyber-bullying at Taunton School)
- D. Racist, Religious or Cultural (e.g. mocking cultures, customs, appearance)
- E. Sexual violence or sexual harassment. See Child Protection and Safeguarding policy.
- F. Sexual violence and sexual harassment can happen within a wider context of ‘harmful sexual behaviour’.
- G. Coercion, control and consent issues can happen in relationships which seem to be long term, consensual and respectful
- H. Homophobic (e.g. name calling, abusive comments, prejudice towards lesbian, gay, bisexual and transgender students).
- I. Disability related (e.g. name calling, abusive comments, mocking appearance)
- J. Health related issues e.g. name calling around mental health
- K. Special Educational Needs related
- L. Gender related

M. Because a child is adopted or is a carer

Please note that many of the forms outlined above reflect the Equality Act. (2010). Bullying could also fall into the Prevent Duty (e.g. around religion) or terror related (the attacks in Plymouth, 2021, are believed to have been related to the influence of 'INCELS' and this may be considered a terror threat in the future).

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

It is important to recognise that clear boundaries between offline behaviour and online behaviour may not exist i.e. a victim may be suffering teenage relationship abuse and controlling behaviour online but offline their relationship seems balanced and respectful. See the Safeguarding and Child Protection Policy for more information.

Taunton School recognises that some of the most recent and well documented imbalances between peers happens between boys and girls with the later the most likely to be the victim. The other two groups most likely to be victims are students who identify as LGBTQ+ or of they are on the SEND register.

Low-level disruption and the use of offensive language can also have a significant impact on its target or victim. If left unchallenged or dismissed as 'banter' or 'horseplay' it can also lead to reluctance to report other behaviour. Early intervention is crucial to ensure that boundaries are clearly set. If staff hear 'banter', they are duty bound to challenge it and report it immediately. The school has a zero tolerance approach and staff are trained in this area. Students in older year groups have been trained in safeguarding to help them be leaders in this field either formally, as trained peer mentors, or in their roles as leaders in the house or wider school community.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer 'significant harm' then a bullying incident will be treated as a child protection concern.

Bullying is not itself a criminal offence in the UK but some types of harassment (which could be defined as a hate crime: a Hate crime is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender) or threatening behaviour – or communications – could be a criminal offence. If this is the case then the school may contact the police for advice. E.g. under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or

believed to be false by the sender, could be guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. In August 2017 the CPS was given direction to treat online hate as seriously as face to face hate crime. This covers all different strands: racist and religious; disability; and homophobic, biphobic and transphobic.

Bullying which occurs outside the school premises could still lead to discipline within the school: the Education and Inspections Act 2006 state that a school disciplinary powers can be used to address student's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Action by the school would need to be seen as reasonable in this circumstance but must always be investigated whether it is inside or outside the 'school gates'.

Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

There is no need for parental consent to search through a student's phone or similar device but the member of staff must await authorisation from the Head Master. If the school believes the police need to be involved (for example, it is relevant to, contains a pornographic image of a child or extreme pornography) then images must not be deleted. The school may confiscate the device and will not return it until the police have advised the school or the school has finished its own investigation.

Prevention of bullying

1. We seek to instil the following values in all members of the School which should preclude bullying:
 - Student voice sits at the heart of the school's culture and students and staff know how to report a concern
 - These are reinforced by a PSHEE programme (a timetabled, separate lesson taught by trained teachers) which is also supported by tutors at all levels of the School: tutors are trained to understand this policy, to understand the content of the PSHEE programme and any other relevant policies so that they can spend time talking to their groups about bullying / cyber-bullying and its effects and consequences. In essence, we seek to inculcate respect for others, their property and their individuality. The above values should not only be addressed in PSHEE but should also underpin ordinary curricular lessons, assemblies, talks, tutorials, debates, the co-curricular programme and chapel services. Staff and older students should set a good example and successes should be celebrated.
 - These values also pay heed to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.

2. It is crucial to the School's success in dealing with bullying / cyber-bullying, that all members of the community are made aware that it is unacceptable and should not be tolerated at all times. It is the responsibility of all members of the community to take action if they see it happening. To remain silent is to condone the action of the bully. Staff should receive regular training and guidance in order to reduce the risk of bullying arising particularly at times or in areas where it is most likely. If necessary, external agencies will be consulted if specialist skills may be required.
3. Information and any resulting action and communication is crucial to dealing with the problem. Those who feel that they are being bullied, or who are witnesses to what they believe is bullying / cyber-bullying, should always tell a member of staff. Students seen to be supporting bullying/cyber-bullying as an accessory can expect an appropriate sanction. We want students, and their parents, to feel comfortable, and confident, in raising their concerns and they should be encouraged to approach any member of staff. Our aim is to prevent bullying at the very earliest stages. Our complaints policy sets out who you can speak to and how they can help. The school aims to ensure that all students have someone they can trust to talk to.
4. Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents. While recognising that both victim and bully need help, the School takes a very serious view of bullying and does not subscribe to the "no blame" approach. That said, the victim's voice will be listened to, respected and they will have a degree of control over what happens next. (please note the section on confidentiality in the Child Protection and Safeguarding policy).
5. The school regularly shares lists of students who are more vulnerable and therefore could be more likely to struggle in relationships and could possibly be more susceptible to bullying. Vulnerability could come about due to protected characteristics, SEND, child protection or wider pastoral concerns.

7. Alcohol, nicotine, tobacco and controlled substances

The School will respect the law around alcohol, smoking and drugs and will work with appropriate multi-agencies if the school believes the law of the land has been broken.

Guidelines on Alcohol

The Law

An individual aged under 18 commits an offence if he or she buys or attempts to buy alcohol. A person commits an offence if they buy or attempt to buy alcohol on behalf of an individual aged under 18.

But the last statement does not apply where;

- a) the relevant person is aged 18 or more,
- b) the individual is aged 16 or 17,
- c) the alcohol is beer, wine or cider,
- d) its purchase or supply is for consumption at a table meal on relevant premises, and
- e) the individual is accompanied at the meal by an individual aged 18 or over.

Principles

We aim to instil a responsible attitude to alcohol. Research has identified the following factors as important influences in societies with low rates of alcoholism:

- Parents drink moderately
- Alcohol is often taken with food
- Wine and beer are drunk at home
- Drinking is not seen as good or bad
- Drinking is not seen as being “grown-up”
- Abstinence is seen as being socially acceptable
- People socialise without alcohol

Specific guidance

- Staff should not offer alcohol to students below the 6th form
- When students join the 6th Form, the school will get specific consent (opt in, not opt out) to our stated policy.
- Between 16 and 18, students may only be sold alcohol in a properly licensed eating area with dining tables under the following conditions:
 - It is bought for them by an adult (not a student) over 18
 - An adult aged over 18 (not a student) is sitting at the table supervising its consumption
 - The alcohol is consumed with a table meal
 - The alcohol may be beer, wine or cider
- The School should not exceed our own medical advice when providing alcohol for our students.
- If we are providing alcohol free of charge to students (an event at school) we should not provide it to students below the 6th form; the school will stick to our own medical guidelines and take reasonable care over any associated risks (e.g. if students planning to drink and drive)
- Boarders
 - House Parents will spend social time with boarders in the house. For sixth formers this may involve alcohol under the following circumstances:
 - Parental permission is given
 - A table meal is served
 - Soft drinks and non-alcoholic drinks are always available
 - Weekends: town leave is given to students. If a student is 18 they are allowed to consume alcohol (as per the ‘law of the land’) in town under the following circumstances
 - They have permission from the house parent or tutor to go into town.

- They drink alcohol with a meal in a recognised restaurant for which they produce a receipt which is handed into the House Parent or Tutor on return. Failure to do so will result in a sanction.
- They drink no more than 4 units of alcohol (this is the equivalent of 2 small bottles of beer or 2 small glasses of wine) and should be limited to drinks with an alcohol content of no more than 15% i.e. spirits are not allowed.
- Students can only drink alcohol on a Saturday night (unless they have specific permission) and are not allowed to buy alcohol for another student and they are not allowed to purchase alcohol and bring it back to school.
- Housemasters and Housemistresses reserve the right to breathalyse students if they are concerned for their safety or they feel that a student has broken school rules.

School trips

School trips raise some more complicated questions: the laws are often but not always different in other countries; the students may be staying with families. The trip may be recreational, but still carries risks: the school is still “in loco parentis”.

- Any issues relating to alcohol must be cleared in advance with parents and the school, and form part of the risk assessment.
- The agreed rules and risk assessment
 - Observe the laws of the country visited
 - Hold written consent from parents
 - The staff supervise and /or agree rules which are reasonable and reflect school conventions
 - If the rules are broken, the school will apply sanctions. In serious cases the student will be sent home. Disciplinary issues must be fully reported on return to school: details will be put on the student’s file and the school will reserve the right to ban the student from future school trips for a specified period.
- If there are possible issues of “remote supervision” of alcohol consumption (e.g. students billeted with families) this should be spelled out in advance to parents with agreement in writing over such consumption.
- In any event the staff in charge of the trip will operate a continuing risk assessment and make on the spot common sense and reasonable judgements “in loco parentis” (e.g. if a billeting family are unsuitable, the member of staff must not dither).
- Being over 18 on such trips does not exempt a student from school rules (e.g. on smoking and drugs); nor does it let us out of our responsibilities for those students.
- Any inconsistencies between our management of different trips is open to challenge, whether legal or informal, and could cost the school heavily in terms of pastoral care of staff and students, reputation or insurance. Therefore any variations must be carefully explained in advance: they require explicit agreement in writing from parents and Headmaster.

All staff, especially House Staff, must be alert to the risk posed by students visiting pubs and off-licences in town, or asking older students to purchase alcohol for them. The School must be exceptionally vigilant over students bringing alcohol back on site from home, shops or pubs.

Alcohol sanctions:

- Any student who brings alcohol onto the School site (boarding house, day house or any part of the site) is liable to be suspended
- Any student who procures alcohol for another student is likely to be suspended.
- Alcohol brought on to the site as a gift (or as a prize etc) should be immediately declared and passed on to house staff for safe keeping.
- Any student who consumes alcohol on the School site (outside of a recognised School event where alcohol is being served to Sixth Form students in a controlled fashion) is likely to be suspended.
- Any student who is drinking alcohol in a public place whilst under the authority of the School is likely to be suspended.
- Any student, whilst under the authority of the School, who visits a public house or consumes alcohol in a licensed premises without permission of house staff is likely to be suspended.
- Any Sixth Former who abuses any of the strict regulations of sixth form socials (drinking alcohol 'purchased' by another / using another's ticket to 'purchase' alcohol, consuming any alcohol before a social etc.) is likely to be suspended and they may be banned from other school events e.g. In the case of an upper sixth former abusing these regulations during his/her last term, they may not be permitted to attend the Leavers' Ball.
- Any student whose action requires the intervention of the Health Centre is likely to be suspended.

Parents of boarders (6th Form) give permission for their sons/daughters to go to town on a Saturday evening. If a student abuses these rules or breaks the law of the land, the school is likely to suspend the student.

Smoking, vaping, tobacco and nicotine products

The School seeks to educate students to live a healthy life through its PSHEE programme. Part of this programme emphasises the dangers and consequences of smoking, vaping and nicotine products.

The School has a general no-smoking / no-vaping policy. Students may not smoke, vape or use tobacco or nicotine products and must not have smoking, vaping or tobacco or nicotine paraphernalia in their possession. This applies during school time on or off school premises. If a student were to refuse permission for a member of staff to search their possessions, the school is entitled to draw its own conclusions. (Please refer to the school search policy)

Smoking, vaping, tobacco and nicotine sanctions

You need to be 18 to buy cigarettes, e-cigarettes ('vapes'), tobacco and nicotine products in the UK. Given the law possession or use of either product is likely to lead to a suspension. Further guidance can be found below:

- Any student who brings cigarettes, vapes, tobacco or nicotine products onto the School site (boarding house, day house or any part of the site) is liable to receive an internal suspension
- Any student who procures cigarettes, vapes, tobacco or nicotine products for another student under the age of 18 is likely to receive an external suspension.
- If students are caught smoking inside a building the sanction may be greater due to the wider health and safety risks.

- No distinction is made between the student caught and the students found in the company of smokers or those using vapes.

Amnesty and Cessation

A student can discretely hand any smoking paraphernalia to their Housemaster/Housemistress (or Assistant Housemaster/Housemistress) without sanction. In addition, students are encouraged to speak openly to their House staff if they are using nicotine at home or school. No sanction would be applied, and the student can then work with the support of the staff to stop smoking. The student should work with their House staff to understand how best to overcome nicotine addiction. This includes regular informal meetings, where their motivations to stop and patterns of behaviour that lead to smoking are identified. Students might agree targets and would hopefully choose to inform their parents for their support.

Students would be reminded that being open about their use, does not excuse further use or possession and they would still face sanctions in line with the guidance below if found in breach of any of these rules.

It also does not allow students to hand in a device when suspected or caught to avoid sanctions. Amnesty can only be sought when unprompted by staff.

Drugs

Taunton School is committed to ensuring and promoting the health and safety of its students and, if necessary, will take action to safeguard their well-being. We recognise that all young people are at risk from drugs and make every effort to deter drug-taking. The school's Personal, Social and Health Education course includes programmes designed to educate students about the dangers associated with drug abuse and substance abuse.

It is a criminal offence to supply or to be in possession of a controlled drug, and it is illegal to allow premises to be used for the consumption of a banned substance.

Any infringement of the law is automatically against School rules. Anyone who brings drugs, substances or the paraphernalia of drugs into school, either to use or to supply (that is to sell or to give), can expect to lose the right to be in the School.

The School has a legal duty to safeguard and promote the welfare of all students in the School and this responsibility applies both to individual students and to the whole School community.

Prevention: The central aim of this policy is to keep drugs out of the School. We aim to do so by means of education, pastoral care, detection of users and a sanctions policy.

Education: We educate the students to understand that the use of drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of personal development courses and by example, by discussion and by means of lectures from people such as doctors, lawyers, the police and reformed addicts.

Pastoral care: We encourage the students to discuss their anxieties about drugs or substances with a member of staff or counsellor. Testing is seen as a supportive measure and one which promotes the welfare and safety of students. The experience and professionalism of the Medical Department and other senior staff involved in the testing procedure play a crucial role and the detection of drug abuse is considered to be part of ongoing pastoral care which benefits both the individual and the community.

Detection: Every complaint or report of involvement with drugs and substances will be followed up and investigated.

Sanction for supplying: Anyone supplying drugs must expect to be expelled immediately even if s/he is about to sit public examinations.

The school will also consult with the Police about any student who is caught in possession or supplies 'drugs and substances'.

Sanction for possession or use: Anyone possessing or using drugs must also expect to be expelled but in exceptional cases a supportive regime may be offered as an alternative to expulsion. The Headmaster is not obliged to offer a supportive regime.

Definitions:

Drugs and substances: These expressions refer to the possession, use and supply of controlled drugs and the paraphernalia of drugs or substances intended to resemble drugs, or "legal" drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids, glue and other substances held or supplied in each case for purposes of misuse. They also refer to possession, use and supply of a substance taken specifically to change mood and/or behaviour including "legal highs".

The Psychoactive Substances Act bans "any substance intended for human consumption that is capable of producing a psychoactive effect" excluding those defined in the legislation as "legitimate substances" (food, alcohol, tobacco, nicotine, caffeine, medical products and controlled drugs). The main purpose of creating a blanket ban on all psychoactive substances is to protect young people from exposure to these drugs and avoid driving the psychoactive substances market without hindering any legitimate use of psychoactive substances, such as in healthcare, research or industry. Therefore, it is now illegal to supply, produce, distribute and sell these substances.

To clarify: drugs that are already illegal, such as cocaine, ecstasy, heroin and a number of so-called "legal highs" that have already been controlled as class A, B or C drugs, are not affected by these changes to the law. It is a crime to have these drugs in your possession at all.

The Drug Testing procedures can be found in the appendix.

8. Sexual Relationships

The School encourages positive and friendly relationships between students but it has a responsibility to draw the line at sexual relationships between the students in its care. The law does not permit sexual intercourse in which one or both partners is under the age of 16. The School rules go further. Any sexual activity between students, of whatever age, either on school premises or at times when the

school has the prime responsibility for the students concerned, will be treated as a serious offence. It is likely that the parents of those involved will be invited to find an alternative school for their son/daughter.

Signing In and Signing Out (see also registration) and Town Leave

Students may visit town at the weekends provided they sign in and sign out in their houses with a member of the House Team. They will explain where they will be going and when they expect to return.

Failure to follow the above will be sanctioned.

9. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school aims to create a safe environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of students is promoted through the informal curriculum, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing, specifically in PSHEE but in many other subjects too.
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. A student concern list is compiled and access given to teaching staff so they have the necessary knowledge to support students with SEMH needs. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

10. Promoting positive behaviour, including rewards

Relationships at Taunton School should be fostered to generate a sense of kindness, warmth and mutual respect based on the over-riding school aims: 'as a community we are united by three core values for staff and students: humility, engagement and kindness'.

The boundaries which govern behaviour (i.e. rewards and sanctions) are there to support, promote positive behaviour and build the school ethos and culture. Students and Staff will experience this in the following manner:

- We encourage students to be kind and curious and to make the most of the many and varied opportunities at on offer at Taunton School. This allows students to discover their defining interests, find where their talents lie and learn how best to develop them in collaboration with passionate staff and with supportive parents. As a result there may be moments when they

‘fail’ or struggle: this should be embraced as students will learn the importance of determination and grit to achieve.

- Curiosity and resilience will lead to hard work and also to a belief that they can change their own outcomes (an idea popularly called ‘Growth Mindset’) which the school will capture, praise and ultimately nurture through an extensive set of rewards.
- Working with others to achieve is a key part of the school culture whether this is through students working with other students or with staff. Crucially this process is enhanced through the House and tutorial system in which individuals can learn about themselves and about how they tackle the challenges before them with optimism and common purpose.
- The tutor system extends beyond the School because good behaviour is promoted through open and clear partnerships between parents, students and the school in which the House (through the Housemaster / Housemistress and Tutor) form the vital bond between school and home: by working together students will learn what good behaviour is and will realize that it lies at the heart of every successful individual.

It is also important for students to be interested and proud of the School’s Christian Foundation, heritage and renown as one of the leading independent schools in the South West.

The following behaviours are considered essential in building an inclusive, kind and supportive culture at Taunton School:

We give students the chance to mould their culture

Student leaders meet regularly with key members of staff and are able to give feedback on their school experience and offer suggestions for improvement.

We respect the law, we promote inclusion and equality

Since 2010 it is illegal for anyone to be discriminated against because of their Age, Disability, Gender, Gender Identity, Pregnancy, Race, Nationality, Religion or Sexual Orientation. These are called protected characteristics.

We also uphold fundamental British Values: Democracy, Rule of law, Individual liberty, Mutual respect and Tolerance.

We respect boundaries

Just because we think it is ok for someone else to do something to us does not mean we can do it to everyone else. If a person asks you to stop doing something then you have to respect it. If you do not and you carry on then you are in danger of being accused of bullying: bullying is defined by the victim and not by the perpetrator.

We respect personal strength

It takes courage to stand up for yourself: we should all respect that inner courage rather than demeaning others – ‘snitches get stitches’. Stand up for your friends and peers; break the mould and be proud of your inner strength and the moral courage of others.

We don’t just pass things off as ‘banter’

Humour is wonderful; humour makes our community sing and bounce; humour brings people into friendship groups and gives people a voice and sense of fun. When humour goes wrong it can hurt; when humour goes wrong it can ostracise, alienate and cause personal distress. If it goes wrong never justify your actions as 'banter': take responsibility, respect the other person, apologise and respect their boundaries in the future.

We give pupils a voice

We give numerous opportunities for students to spend time with like-minded individuals in their houses, in social spaces, in clubs and societies. Through effective peer mentoring and buddy systems younger pupils are able to talk through issues with older and supportive students as well as having one to one tutorials with their tutor. The health centre also offers huge levels of one to one medical, pastoral and mental health support. Pupils are aware of external bodies who can also help them.

Rewards are used to support good behaviour, kindness, ambition, effort and self-discipline in all aspects of school life. Rewards can be broken down into 4 areas of school life:

1. Academic
2. Informal, social times at school including travelling to school, break and lunch times
3. House rewards can be both formal (recognition for excellent participation in a house competition) or informal (recognition of their behaviour in house)
4. Co-curricular

A full breakdown of rewards and sanctions can be found in the appendices.

11. Prevention strategies and sanctions

This section outlines the School's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future. Throughout this process we hope that students see this as part of their learning and are honest and then able to adapt, change and improve their behaviour. Therefore, the objective of any external discipline imposed by staff is that it should lead to help students discover the value of self-discipline, good behaviour and mutual respect. If necessary and helpful the school adopts and embraces Restorative Justice to support this process. It is vital that students are educated to understand that the sanctions behaviour and not the person as this will help them to grow as individuals.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. House Parents will ensure relevant members of the SMT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil.

Positive teacher-student relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions

A teacher may ask a student to leave the classroom for a short period of time for the following reasons:

- Following disruptive behaviour which is having a negative impact on the learning of others
- To allow the student to regain focus after a short break from the classroom
- To allow an opportunity for the teacher to speak to the student on a 1:1 basis

Behaviour outside of school premises and the school day

Taunton School students are expected to represent the School in a positive manner and as such, the School Regulations apply to all age groups and at all times when the student is:

- Representing the School
- Travelling to or from School
- On a School trip or involved in any activity associated with the School
- Associated or in any way identifiable as being a student of the School

- The behaviour of a student impacts on students within the school (including online) or more widely, the orderly running of the school

Misconduct of any kind outside of school or online will be amenable to school discipline if the welfare of another student, member of the public or the culture or reputation of the school is placed at risk.

12. Monitoring and review

The school will collect data from the following sources to allow for effective monitoring and review of this policy:

- Behaviour incident data, including trends for serious sanctions and differences between boarding and day student data
- Attendance, exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the SMT and the Governing Body.

Appendix A: Specific Rules

Absence through Illness (see also Missing Lessons)

On the first day of any absence parents (for boarders, Housemaster or Housemistress) should telephone Reception (01823 703200) before 8.30am. A medical certificate should be provided for absence of more than 7 consecutive days. Parents are required to inform the School immediately if a student develops, or is in contact with, an infectious disease.

Absence with Permission

Except in the case of illness, no student should be absent without prior permission. Parents should write in advance: routine medical or dental appointments to the House Staff; requests relating to absence or more than one day should go to the Head, including absence for religious reasons.

Banned Products (see also 'No Medicines' policy)

There are products which legally students are allowed to buy but the school bans (unless agreed within the 'no medicines' policy). The following list is not exhaustive but gives guidance. If a student is not sure they should ask their House Staff.

- Cannabis confectionary e.g. cannabis chocolate
- Stimulant drinks e.g. cannabis drinks, taurine and caffeine based drinks such as 'Red Bull', 'Monster', 'Prime' and similar.
- Food supplements or food replacement products e.g. protein based shakes, creatine based supplements, slimming pills
- High caffeine based supplements e.g. Pro plus
- Chewing gum

Bicycles

- All students riding bicycles are recommended to take the cycling proficiency test and to wear fluorescent marking. Bicycles should be kept in good repair (including lights), padlocked while in School and named, preferably with the name punched on the metal.
- Boarders: need to let their Housemaster / Housemistress know they have a bicycle in school and agree where it will be stored.
- Anyone riding a bike onto school must wear a helmet. If a boarder rides their bike during school time they must wear their helmet at all times both on and off the school site.

Chapel

All students attend Chapel services. School uniform must be worn and students should be seated quietly five minutes before the service is due to start. Each House takes a service annually and there is often the opportunity to listen to choral, orchestral and solo performances during the service.

Chewing Gum

Chewing gum is not allowed on school premises.

Cyberbullying

Cyberbullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately and over a period of time, to upset someone else'. It can be an extension of face-to-face bullying, a form of child on child abuse, and will not be tolerated (The School Policy on Bullying / Cyberbullying is available from the School web-site).

Devices Policy (see also Mobile Phones)

The school has clear rules which govern the use of mobile phones and devices to support learning.

The key tenants of this policy are below:

- Years 9-11: mobile phones are not allowed in school. If mobile phones they are brought into school they must be handed in to the house staff and collected at the end of the day. Boarders will have similar rules.
- 6th form: should be role models. Mobile phones should not be on public display from 8:20am until 5pm (the beginning and end of the school day)
- 'Bring Your Own Device': all students are expected to have a device which supports their learning and follows the expected device specifications.

Dining Hall

Food and drink should be consumed only in the dining room (or in the 6th form social area and Houses with permission of the staff responsible) or on the benches which are provided around the school. Students are expected to use courtesy over the use of the dining hall. Any day student wishing to stay in school for supper should book whilst queuing at lunch time. There is a charge unless the school has required attendance. The dining hall is a mobile free zone.

Dress

TSIMS Juniors (Years 8 and below)

- Hair styles: hair should not be dyed, bleached or artificially coloured in any way. Hair should be off the collar and should not impair vision. Gel and wax are not permitted. Hair over the collar should be tied back in a low ponytail with a navy or black hairband.
- Make up is not permitted.
- Jewellery: no piercings except ear lobes. Only one pair of small plain gold or silver stud earrings may be worn with the skirt uniform. No other jewellery is permitted.

Middle School (Years 9, 10, 11)

- Hair styles: Natural colour and it should be neither shaved, sculpted and should not impair vision. It should be neat and tidy and not draw attention to the person. Faces should be clean shaven.
- Make up: if worn it should be natural and understated in appearance.

- A smart, dark coat may be worn when appropriate.

Trouser Uniform

- School blazer, grey trousers, white shirt, school jumper (optional), dark coloured socks, school tie, black polishable shoes.
- Jewellery: no piercings or other jewellery may be worn.

Skirt Uniform

- School blazer, school skirt, white shirt, school tie, school jumper (optional), black tights, black polishable shoes.
- Jewellery: no piercings except ear lobes; only one pair of discrete stud earrings; one chain necklace and one bracelet.

Sixth Form Uniform (Years 12 & 13)

- Members of the sixth form are required to wear formal tailored clothes and expected to take pride in their appearance appropriate for the work place
- Suits may be plain, discreetly pin-striped, discreetly textured or discreetly patterned
- Different coloured jackets and trouser are permitted (eg chinos) as long as they are smart and business like (bright colours are not permitted)
- A smart, dark coat may be worn when appropriate. Any logos must be discrete and puffer jackets are not allowed
- Faces should be clean shaven and if make-up is worn, it must be natural and understated in appearance
- Hair styles should be neat and tidy. Hair should not be shaved or impair vision and should be a natural colour. Hair should not attract undue attention.

Trouser Uniform

- A collared shirt and tie must be worn. The shirt may be subtly striped or patterned but must not be ostentatious.
- A jumper may be worn as long as it is of a single colour and made of a lightweight knit.
- Shoes must be polishable (no suede) and smart in appearance.
- Jewellery: no piercings. Other jewellery should be discrete and in keeping with the formality of the school day.

Skirt Uniform

- A dress, trouser or skirt suit is permitted – it must be tailored and not be tight-fitting or bodycon (this means the fabric should not cling to the body). Knitted skirts or dresses are not permitted.
- The length of the skirt/ dress must be longer than the fingers tips when hands are placed outstretched by the side. Please check that the skirt correctly fits so it does not ride up when walking.
- A smart collar or collarless shirt is acceptable provided the shoulders are covered. A smart jumper of a plain and lightweight knit may be worn. Over tight, over large, untidy or revealing clothing is inappropriate and unacceptable.

- Tights should be natural or plain dark colour.
- Shoes/boots should be polishable with extremes of fashion (stilettos, flip flops, platforms, Dr Martens boots, over knee boots etc.) not allowed. A small heel is permitted but it should be practical for moving around the campus.
- Ear piercings and jewellery are permitted but should be in keeping with the formality of the day (as a guide, two sets of earrings worn in the ear lobe and a cartilage piercing)

Above all a smart appearance is vital and any clothing that is deemed unsuitable by House Staff is unacceptable

Sport: Students must wear school sport's kit as directed by the sports teachers.

NB: Nose, lip, tongue, eyebrow or any other body piercings or tattoos are not allowed at any time.

Drugs

Drugs are forbidden and students are not allowed to self-medicate. Authorised staff (eg House Staff will check with a member of senior management to see if they have reasonable grounds to search and a collective decision is made with reference to the school policy) have the legal power to search a student or their personal space without a student's consent if there are reasonable grounds to suspect that they are in possession of illegal drugs including 'legal highs'.

Electrical Safety in Houses

Students may not bring equipment on School premises which runs off mains electricity without permission of House Staff. Rules around this are explained during induction but if students are unsure they must talk to House Staff to ensure their devices are appropriate and safe. All devices are PAT tested.

Equal Opportunities (as defined by the 2010 Equalities Act)

Taunton School is an Equal Opportunities School and is committed to ensuring that it provides equality of educational opportunities that are free from unlawful or unfair discrimination, victimisation or harassment and in particular on the grounds of race, colour, nationality, ethnic origin, cultural background, religious beliefs, linguistic background, gender, sexual orientation, gender reassignment, pregnancy/maternity, disability, special educational needs and academic or sporting ability.

As a result each student shall be regarded as an individual of equal worth and importance. Good relations between all students with or without shared characteristics will be fostered.

We shall strive to ensure that Equal Opportunities are evident in

1. the formal curriculum of the school e.g. lessons
2. the informal curriculum of the school e.g. co-extracurricular events.
3. the 'hidden' curriculum of the school e.g. the ethos of the school.

We shall ensure that the students of the school are made aware of and understand this policy and it should be read in conjunction with the Student Equal Opportunities Policy.

Exeats (Boarders)

'Exeats' are permissions to be away from School on a Saturday evening and/or all day on a Sunday. Boarders may, except on the first and last weekend of the academic year, ask their House staff for this permission. It will be given if parents or guardians have agreed, and the student is staying either with parents, guardians, relations or a friend approved by the House staff. Boarders must return by 9.30pm on Sunday or, by special arrangement with the House Staff, by 8.00am Monday. Leave from School at any other time requires the Head's permission.

Please note: Taunton School is always open during term time and there are no exeats whereby the school closes for students.

Fire and Fire Drill

Students may not have any naked flames in their room (matches, candles, lighters, etc) because of the risk of fire.

Fire drills are carried out on a regular basis. Details of action to take are displayed around the School.

Games

All students who are fit and well are expected to fulfil the games commitments that are required of them, which are detailed on 'SOCS': an app the school uses for all co-curricular activities. Games is a core part of the school curriculum and treated as such.

Year 9, 10 and 11 students who are 'off games' must attend a supervised 'off games room' and use the time constructively. Students who are Year 8 and below who cannot attend games will be supervised appropriately at TSIMS. Students selected for School teams are expected to honour that commitment as a priority over private social arrangements. Absence from Saturday Games requires the Director of Sport's permission.

Guardians (for Boarders)

All boarders must have a Guardian if parents are not within close distance to the school. Please ask admissions for further information.

Health Centre (medical centre)

All Boarders are automatically under the care of the School Doctors based at French Weir Health Centre. The Health Centre is open '24-7' to all students. During the day, 8am-6pm, students can access the health centre with the permission of their teacher. Students at TSIMS can request a visit to the Health Centre and this will be arranged at a suitable time. From 6pm until 8am boarders need to ensure they have permission of their House Staff. Permission must be obtained from the Nurse on duty before visiting a patient. The school runs a 'no medicines' policy so any self-medication needs to be agreed by the health centre staff.

Internet

Students will be provided with guidelines on the use of the computer network and internet. They will be given their own account and password, which they must keep secret. By logging on to the school system and school platforms such as Teams, students agree to abide by the school rules and guidelines relating to computer use, including the use of personal devices/ laptops and mobile devices in School.

Students will be expected to sign an 'Acceptable Use Policy'. For further details please see the separate Online Safety and Acceptable Use of Technology Policy which is available on the School website.

Litter

Students are expected to be selfless and to think of others. We are proud of our beautiful site and are aware of how hard the domestic and grounds staff work to maintain this.

Malicious Allegations

Any students found to have made a malicious allegation against a member of staff or any student can expect a severe sanction. S/he can expect to be suspended and may be asked to leave the school.

Mobile Phones (see 'Devices')

This policy aims to balance the educational and social benefits of modern technology against the need to safeguard our students. The guiding principles:

- We need to educate students to use technology in a responsible manner which safeguards them and those around them;
- We aim to build self-discipline and healthy minds through clear boundaries;
- All students are allowed to bring a device to school to support their learning and personal organization.

Addiction: Addictive behaviour can result from excessive use of devices. This can affect concentration, relationships and learning. The school makes expectations in this area clear – 'the 2 hour rule' – and students are expected to be open with parents, teachers and house staff about their consumption: Apps like 'Moments' help to track device usage.

Relationships: Devices (online life) have a huge impact on healthy relationships both in a positive manner (being able to stay in touch with friends and family) but also in a negative manner through bullying, sexual violence and sexual harassment and by leaving young people vulnerable to child sexual exploitation and child criminal exploitation. The school has a comprehensive PSHEE programme to help educate students to be safe. This is then supported through the tutorial programme.

Mental Health: Devices and social media can lead to upset, anxiety and isolation. We want people to respect one another and show tolerance and kindness. However, the school recognises that some apps support good mental health e.g. Kooth, Wysa, Head Space (please see separate section on 'Worries and Complaints – A Student's Guide'). Furthermore, being able to contact friends and family is crucial and students must talk to their House Staff if they are struggling to do this.

Sleep: The health benefits of a 'device free' bedroom are clear and need to be observed. Internet shut down is staggered to reflect the different bed times for boarders. No student should go to bed with devices. They should use a traditional alarm clock / watch instead.

Money and Valuables

All boarding students have access to a lockable area. At TSIMS day students can store valuables in a lockable area in the school office. Students should have in School no more money than they require for

that day's expenses. Valuable documents or large sums of money should be lodged with House Staff. Credit cards (whether 'plastic' or linked to a phone) should be guarded and the PIN numbers should never be given to anyone else. Parents should insure devices, musical instruments and bicycles. Other valuable items, should not be brought to School or taken on School visits – except for agreed educational purposes. Money and keys should be kept in their locked area or about the student's person. On the rare occasions, when this is unavoidable, they should hand valuables to House Staff for safe keeping.

The School insurance provision does not cover cash, mobile phones, laptops or personal possessions. Please contact the Finance Office if you wish to discuss students' personal property insurance or refer to this policy on the website.

Students are advised to have all their belongings marked and identifiable.

Mouthguards

The wearing of mouthguards for rugby, hockey and other designated 'contact sports' is mandatory for all students under 18. A student may be excused from wearing a mouthguard if the parent sends to the Headmaster a written disclaimer stating that they have been advised in writing that a mouthguard should be worn, along with the reasons for this policy; that they have read and understand the information about the purpose and value of wearing a mouthguard; and that the parent accepts full responsibility and liability in the case of accident where a mouthguard could have prevented or reduced any injury sustained.

No Medicines Policy

The school has no a medicines policy i.e. students cannot self-medicate unless they have been deemed competent to do so by the health centre. If a student comes into school with any form of medication (prescribed or otherwise) they must take it to the health centre and consult with a nurse.

Out of Bounds

Rules on 'School Bounds' are published in Houses. The following are important extracts from these rules:

- Boys may not visit girls' Houses, nor girls visit boys' Houses, except when on Saturday evenings boarders rec rooms may be opened to visitors from all other Houses.
- The School buildings and grounds should not be used during half terms and holidays unless the student has permission.
- Betting shops and amusement arcades are out of bounds. Recognised Public Houses and licensed premises may be visited only by Sixth Formers who are legally entitled to do so, and who have House Staff permission.
- Within School, students must not visit the TPS grounds, workshops, the Science laboratories or the Theatre and lighting gallery, except when authorised.
- Students are told not to use Chip Lane and not to walk to town on their own if this can be avoided. It is strictly forbidden to climb over fences or gates around the School site.

- Greenway Road and Staplegrove Road: because of the weight of traffic these roads are not easy road to cross. Senior school students are not supervised when crossing this road and must use the pedestrian crossings.

Outside Commitments

Parents are asked to consult with House Staff before a student takes a job or commitment which is likely to make heavy demands during term time. The School reserves the right to review the matter should it become apparent that the student's progress is being compromised. Under no circumstances should a job interfere with School commitments.

Outside School: when does the behaviour policy apply?

- The School Regulations apply to all age groups and at all times when the student is:
- At School or representing the School
- Travelling to or from School
- On a School field trip, visit, expedition, holiday or involved in any activity associated with the School, except where the conditions of the activity expressly state otherwise.
- Associated or identified as being with or part of the School
- The behaviour of a student impacts on students within the school or more widely, the orderly running of the school

Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another student, member of the public or the culture or reputation of the school is placed at risk.

Parents' Residence

All students are required, throughout their time in School, to reside with a parent, or a guardian nominated by both parents to act 'in loco parentis' and whose name and address are supplied as part of the parent contract.

Parents should inform their child's House Staff well in advance of the arrangements they have made for him/her if they are away from home. It is necessary for the School to have details of the person taking responsibility for the boy/girl in case of absence or illness.

Parties

We would prefer that all parties take place in school holidays because of the impact that a heavy social life outside of school can have on students and their development.

If Parents wish to have parties and they propose to invite boarders they are requested to write to the Head of Boarding (Emily.Tait@tauntonschool.co.uk) with full details, including a list of invitees, timings, alcohol provision, level of supervision and transport arrangements. There should be adult supervision if boarders are to obtain permission to attend. Boarders below the Sixth Form are not normally given leave of absence to attend parties. Sixth Form boarders may not normally attend parties on weekdays. Those on exeat are the responsibility of parents or guardians.

Parties and 'gatherings' can be difficult for parents to navigate! The School is happy to chat to parents about how best to arrange these parties (we have plenty of experience about how and when they go wrong).

Prep

All students are expected to complete Prep in a punctual manner.

Public displays of affection

Public displays of affection include physical contact such as intimate touching, cuddling, kissing, and other similar actions. This behaviour is not permitted on the school grounds or when representing the school, e.g. in a fixture and students can expect to receive a sanction if they do not heed warnings from staff.

Punctuality

Students are expected to be punctual when attending any school commitment, whether it be a lesson or a co-curricular activity.

Registration

All students at TSI are registered at 8:50am and 1:40pm. At TSIMS they are registered at 08:30am in tutor time and at the beginning of the lesson after lunch.

If a student is away ill, the parent or guardian should ring the House staff or Reception. If the student arrives late, they must let Reception and House Staff know they have arrived.

Safety and Sense

There are certain areas of the School where special safety rules apply – for example laboratories, workshops, the Sports Hall, the Swimming Pool, the Theatre and the Library. These rules are prominently displayed in each particular area and teachers in these areas of the school will brief students to ensure they understand their responsibilities.

Furthermore:

- Students are not permitted to pierce or tattoo themselves or others, or to bring into school equipment designed for this purpose.
- Ball games on the Parade Ground and on Densham Green are forbidden.
- Mountain biking, roller-blading and skate boarding are forbidden on the school site.
- Use the pedestrian crossings which are clearly marked

Trips

A range of trips are organised during the term and holidays. Unless these are regular School fixtures (marked in the online calendar) parents should expect to receive a letter from staff organising the trip requesting their consent for their son/daughter to participate, with an indication of activities involved, cost and timing. It will help the school if the standard request for medical update (sent out annually by

the Health Centre) is returned promptly: we use this vital information to plan for any risks associated with the school trips.

Vandalism

Any student caught vandalising any school building, property or any property belonging to anyone else is likely to be given a serious sanction and the repair of any damage or replacement of any property will be charged to the student's school bill.

Appendix B: Rewards

First, and perhaps most valuable, is the private word of thanks or congratulation for effort or success in any area.

At Taunton School International, achievement or effort are recognised in a number of official ways:

Merits

Merits are given out for good behaviour, including such things as speaking English outside the classroom, having a positive attitude to school life, showing consideration to others, politeness, helpfulness, tidiness and good organisation. The categories of Merits reinforce the student expectations to be Engaged, Positive, Healthy, Trustworthy and Respectful. Certificates are issued depending on the number of merits recorded on 3Sys.

Level 2 Commendation Certificates (TSIMS only)

These certificates are given to students who have shown: outstanding behaviour outlined in the TSIMS Charter in school and in boarding time; excellent attainment and effort in academic work; and leadership qualities.

Level 3 Commendations (TSIMS only)

These awards are for: Head's Commendation for outstanding work or effort; Student of the Week; Merit Certificates; Student leaders' awards and Enrichments awards. Students who accrue five L2 Commendations will be awarded a prize by the Head of Middle School.

Level 4 Awards (TSIMS only)

These are for end of term subject awards.

Green Cards

These are issued to any student who deserves to be rewarded for something that demonstrates a significant act of community service. This might include going out of their way to help others, displaying a particularly positive attitude or showing leadership. When a student is awarded a Green Card, they are able to enjoy a midweek lie in and special breakfast in house.

Student of the Week

Each week, one student is selected as the student of the week. The certificate, which is handed out at Assembly on a [Monday morning](#) / [Friday afternoon](#), is given for many differing reasons, e.g. outstanding work in more than one subject, exam results, effort, sporting or musical success as well as any personal achievement.

Student Leaders

At TSI there are Academic, Pastoral and Enrichment student leaders chosen by staff each half term or term. At TSIMS each tutor group has a Tutor Group Leader, who also have either an Academic, Pastoral or Enrichment responsibility. There are also Boarding Leaders at TSIMS and younger students and day students are also given some leadership responsibilities. All Student Leaders have roles of responsibility and leadership within the student body within their area. They are involved in strategy, planning and organising and are seen as exemplary students. They meet with the relevant lead member of staff to discuss progress in their roles.

Other ways to recognise achievement and effort are by:

- Positive marking of work
- Positive Report writing
- Referral to [Head of TSI](#)/[Head of Middle School](#) with individual pieces of work
- Mentions in Assembly
- Exclusive outings or activities

Appendix C: Sanctions

De-merits

For minor breaches of our expectations, a de-merit is put against the student's name. [At TSI, the overall balance of merits and de-merits leads to possible loss of privileges such as the loss of a set amount of Saturday town time or the right to have their mobile phones overnight.](#)

[At TSIMS students who receive a de-merit \(level 1\) are placed in either a Daily Behaviour Detention \(DBD\) or Work Catch up \(WCU\). These will be held at 4pm each day. If a merit is received for incidents during boarding time then students will receive a sanction such as loss of free time or handing in electronics early.](#)

Yellow cards-Level 2 (TSIMS)

[Yellow cards are issued for one-off incidents of unacceptable behaviour such as unkindness to others or for repeated poor behaviour/academic work. Students will receive a School Detention held by the Head of Pastoral. If a yellow card is received for a more serious offence or a repeated offence in boarding time students may lose their electronics.](#)

Red cards- Level 3(TSIMS)

[Red cards are issued for more serious breakages of School rules or repeated poor behaviour. A red card will result in a more serious sanction, determined by the reason for the red card. Such sanctions may include a Head's Detention/loss of town or phone time on a Saturday afternoon.](#)

Removal of Town Leave

Where it is considered appropriate or necessary, after-school and/or weekend town leave can be removed for a short period of time.

Cleaning Duty (Domestic Duties)

Students who are caught littering, chewing gum or defacing School property, may be required to carry out cleaning duty in common areas. This act of community service is also the sanction for failing to maintain their bedrooms to a suitable standard, or for being late to callovers.

Work Catch-Up (TSI)

If a student fails to satisfactorily complete prep or classwork, they should be placed in the next available lunchtime Work Catch-Up session. Failure to attend or complete the outstanding prep or classwork to a satisfactory standard will result in the issuing of a Head's detention on Friday.

If a student receives a number of Work Catch-Up sessions, parents will be notified and students will be required to carry out all future prep under supervised conditions. If a student receives five prep detentions in a term, he/she will be required to explain their actions to the Head of TSI. The student's parents will be informed, the student will be placed on Prep Report and will be required to undergo supervised prep for at least the rest of that term.

School Detention (TSI)

An hour's detention may be given when a student behaves inappropriately. The student will be told clearly the reason for the detention and will be expected to check their portal to know the details of the sanction and when the 'Detention' will happen. Students are given a task to complete that involves answering restorative style questions, linked to our pastoral pathway as well as a positive self-reflection task designed to build self-esteem.

Head's Detention (TSI)

For failing to attend or satisfactorily complete a school detention, and/or for more serious breakages of school rules, students will be required to attend an hour and 20 minute detention.

School Report

This system will be implemented for monitoring students whose behaviour and/or academic performance persistently gives cause for concern. Parents of any student put on School Report will be sent a letter and details of the system.

Students will be placed on School Report for a minimum of one week. Each lesson must be signed off by the subject teacher, each day must be signed off by the tutor and the week is signed off by the Head of TSI or Head of Middle School.

Removal of Personal Equipment

Where laptops, mobile phones, iPads and other electrical equipment is used inappropriately, students may have such items confiscated for a period of time to be determined by the House Parents, Head/Assistant Head of TSI or Head of Middle School or Head of Pastoral.

Gatings

Being issued with a gating means that students must remain within the school campus for a period and lose usual privileges. This is a serious punishment and if the conditions are not followed exactly, students may be suspended. Only the [Head/Assistant Head of TSI](#) or [Head of Middle School](#) can issue such a punishment. Parents/guardians will be informed if a gating is given.

Letters to Parents/Guardians/Agents

Where it is deemed necessary, the [Head or Assistant Head](#) or [Head of Middle School](#) will write to parents, guardians and/or agents to inform them of any discipline issues and what action is expected in order to improve things.

Suspensions and Internal Suspensions

Some breaches of School Rules necessitate the use of an external suspension from School. This option will be used when an offence merits a period of reflection away from School, and might include any offence where the safety of other students has been compromised.

Other serious breaches of School Rules will result in an internal suspension. Students will attend all lessons and academic commitments. Restrictions on personal freedom will be put in place, including reporting to a member of the Senior Management Team at the beginning and end of the School day, staff supervision during all breaks, confiscation of mobile phones and laptops and community service (where possible). Over a weekend, internal suspensions result in the loss of free time.

There will be no official tariff for the length of internal or external suspensions – each case will be considered by the [Head or Assistant Head of TSI](#) or [Head of Middle School](#) on a case by case basis.

Exclusions

For the most serious breakages of School rules, or where all other forms of punishment have failed to improve the behaviour and/or effort of students to a level that is deemed appropriate by the Senior Management Team, permanent removal of the student may result. Only the Principal has authority to exclude a student from the school.

Appendix D: Procedure for dealing with bullying and child on child abuse (incl. cyber-bullying)

The School gives the utmost priority to investigating allegations of bullying / cyber-bullying. We deal with them as swiftly and as comprehensively as can reasonably be expected and at a speed determined by the voice of the victim who has to feel a sense of control following a disclosure (but please note confidentiality and the need to safeguard others: see the school's safeguarding and child protection policy).

These are the procedures which will generally be followed, though it is recognised that each case is different. Our aim is to protect those who may be the victims of bullying and, through effective sanctions, and the Child Protection and Safeguarding Policy, to educate the bully about the consequences of their inappropriate behaviour. We do not subscribe to the "no blame" approach to bullying, though we recognise that cases are frequently complex and that the victim will sometimes be

guilty of inappropriate behaviour as well as the bully. Except for those extremely rare cases in which the bullying / violence is so severe that students are required to leave, it is hoped that all students involved in the matter will learn from the experience and that relationships will be rebuilt positively. When students are placed in detention or excluded temporarily, worthwhile tasks will be set, which may include a combination of letters of apology (to be placed on files) and academic work / counselling.

Procedure

The school will use the balance of probability to determine the outcome of an investigation into bullying i.e. 'based on the balance of probability does the school believe that the alleged perpetrator has contravened the spirit of the school behaviour or bullying policy'.

1. Information about bullying comes from a variety of sources, including parents, students, staff and members of the public. In all cases we assure the person making the allegation that we shall be taking immediate action to stop the bullying / cyber-bullying and will pursue information so as to identify the bully. Parents are informed as soon as possible, though sometimes some leeway may be required in order for investigations to be completed.
2. The school will use impact statements to help establish the balance of probability. These can be used to support any concerns raised but are particularly important when supporting an investigation into online behaviour when 'evidence' is often hard to substantiate.
3. Depending on the nature of the allegation, the case will be taken up either by the tutor, house staff, a deputy head or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff. If there is a Child Protection implication, i.e. if there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm then the Designated Safeguarding Lead must be informed.
4. Initially Interviews will be conducted fairly within Houses, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues. In all cases, students will be warned not to do or say anything that may prejudice their position vis-à-vis the student who has been bullied. (No revenge / stirring up support among friends, not taking the law into their own hands.)

Please note, a student will not be allowed to have their parent or guardian present until the matter has reached a resolution and the school has decided a way forward.

5. Except for the most straightforward cases, in which truth has been established and the matter has been resolved swiftly, an interview will be conducted with the young person's pastoral lead. This will enable a record to be kept of the interview and what is said to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on files with cross referencing where appropriate. Notes will be retained by the Deputy Head Pastoral which will enable patterns to be identified and also kept to evaluate the effectiveness of the approach adopted. The victims' voice will be heard throughout and the resulting speed of the resolution will be driven by their voice.

6. Communication with parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made to support including restorative justice, visiting the Health Centre and counselling.
7. At the conclusion of the investigation, if appropriate, one of the members of staff involved (in almost all cases, the HM) will contact parents of all students directly involved and inform them of action taken. The identity of where the information has come from does not need to be disclosed.
8. In practice, the sanctions applied range from a verbal warning or a ban on use of the School's computer network, to temporary or permanent exclusion, depending on the gravity of the offence and the student's previous record with reference to bullying. Crucially, the perpetrator must understand that their behaviour is wrong, contravenes the school policy and school ethos.
9. As per the School's Child Protection and Safeguarding procedures, if cyberbullying may have caused 'significant harm'; or the law may have been broken or there is concern for the perpetrators behaviour, the DSL will follow the procedures laid down by Somerset Children Social Services.
10. Inevitably, the focus of care will fall to the victim. However, it is important for the school to consider why the perpetrator acted in such a manner and that they may need help themselves.

Restorative Justice

The School aims to use Restorative Justice Practices to help if relationships break down. This is not just to support the victim but also the perpetrator. As the DFE Guidance (2014) states: 'It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.' Furthermore (and as stated in the School's Child Protection and Safeguarding Policy) children who engage in bullying behaviour may need support of external agencies because they may be subject to difficult and exploitative relationships.

Record keeping and Review

Any sanctions associated with bullying will be recorded.

The school will aim to use these records to discuss, review to evaluate whether behaviour has changed both with individuals and within the wider school culture.

The Deputy Head Pastoral will discuss the behaviour of the students involved after a time period (usually after two weeks) and a formal review takes place between the Housemaster / Housemistress and the students concerned. If good practice comes from this review then it will occur on a 'no-names basis'.

Appendix E: Advice to students on cyber-bullying

Anti-Cyber-bullying Code

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

This code plus the broader educational structures in place (PSHEE, Horizons lectures, Assemblies and Chapel) help to bring an awareness of this issue, the School's robust approach and tries to build resilience for the individual.

1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.

2. Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents or future employer to see that photo?

3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4. Be safe

In your PSHEE lessons there is plenty of advice around how to keep yourself safe online but also how to filter content and keep your account safe. Do not give out personal details and make sure your personal email and school email are separate and used for separate things. Finally, if you think it might be a scam then it probably is.

5. Think about the future

Your posts today can come back to haunt you tomorrow. Employers will search for you on-line.

6. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

7. Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

8. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

9. Make sure you tell

You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust who can help you to report it to the right place, or call a helpline like ChildLine on 0800 1111 in confidence.
- Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.
- Tell your school. Your tutor, Housemaster / Housemistress or any member of staff will support you and can discipline the person bullying you.

Please remember, you do not need to 'prove' this has happened, the impact on you is enough for the school to enact its policies and sanctions. Secondly, the investigation will move forward at your pace as you are in control.

10. Relationships

It is easier to tell people if you have open relationships at home and at school about your on-line life.

Finally, don't just stand there. If you see cyber-bullying (or any bullying) going on, support the victim.

Appendix F: Drug Testing Procedures

There will be no random tests of students for drug abuse. However, if the School has reason to suspect that a particular student may have been misusing drugs, the Headmaster has the right to require that a test be carried out.

If a student who has tested positive, or who has admitted being involved with drugs, is permitted to remain at School, the Headmaster reserves the right to make it a condition that there is repeat testing of the student in the future at intervals determined by the School. This may include the random testing of the student concerned. Any further positive test is likely to lead to permanent expulsion. There will be a requirement for the student to receive support and further education from qualified staff in the Health Centre.

With regard to positive tests arising from drug use outside school time (holidays /weekends) the same rules apply on the grounds that drug abuse at any time is an issue for the School.

Testing procedures

Testing procedures will be in accordance with standard good practice.

- Confidentiality: Records of the testing will not be used for any other purpose and will be destroyed when the student concerned leaves the school.
- A Deputy Head, or a senior member of staff, will be present during the testing procedure.
- The written consent of the student will be obtained before the test is conducted. If a student refuses to give consent to be tested, s/he will be asked to say why s/he has refused. The School will be entitled to draw inferences from his/her response and general demeanour and the Police may be informed.
- Any samples collected for the purposes of drug testing will be collected using recognised procedures to ensure that samples are genuine and not interfered with in any way.
- Under normal circumstances, the school may inform the Police of possession, consumption or supplying of drugs.
- The School will regularly review and update the range of tests used.
- The testing will be done at the School's expense. If further tests are required, either at parents' request or if the school deems it appropriate, then costs are likely to be met by parents.

Notifying parents: Reasonable endeavours will be made, before a drugs test is conducted, to notify a parent, guardian or education guardian of the requirement for a drugs test and the reasons for that requirement.

Subsequent action

- Procedure: The School will treat a positive test, although not infallible, as evidence that the student has been using drugs. A meeting will be arranged at which:
- The student will be asked to meet with the Headmaster (or, in his absence, the Deputy Head) with his/her parents and/or his/her Housemaster/mistress to assist him/her.
- The evidence of the positive sample and all other relevant evidence will be put to the student and s/he will be invited to respond.
- His/her response will be heard and considered and further enquiries will be made if necessary.
- The Headmaster will make a finding of fact based on the evidence and supported by reasons.
- Sanction: If the Headmaster's decision is that the student has been using drugs, the Headmaster will outline the range of sanctions he is considering and will then, or at a later meeting if requested, hear mitigating circumstances and consider the student's academic and disciplinary record before deciding on the sanction.
- Review: If the student is expelled or required to leave, s/he and his/her parents will be offered a Governors' Review which will normally take place under a separate procedure, within ten days and his/her suspension may be continued in the interim. Please see separate policy on expulsion, removal and withdrawal.

Changes in the procedure

It may be necessary to change the testing procedure from time to time. Any changes shall be authorised only by the Headmaster and shall come into force on the date designated by him (which may be immediate). Significant amendments to the procedure will be published as soon as is practical.