



Wycliffe

Expectations and Standards

2024

DRAFT

Background

This 'Expectations and Standards' document operates in accordance with relevant legislation and the guidance given by the Department for Education in 'Behaviour in Schools' and in compliance with the requirements for children with Special Educational Needs or Disabilities given the Equality Act 2010. Further details can also be found in various other documents e.g. the Behaviour Policy, Parent Guide to Academic Life, ICT Acceptable Use Policy and the Pupil and House Handbooks.

At Wycliffe ('the School'), we aim to create an inclusive, safe and stimulating environment which is conducive to learning and to promote high standards of achievement and behaviour. We recognise that pupils learn best in a safe, compassionate and ordered environment.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School aims for all pupils to:

- Achieve their full academic, spiritual, physical and creative potential.
- Behave with 'unassuming confidence'* , showing generosity of spirit, respect for others and appreciation of diversity.
- Cultivate social and environmental awareness and an understanding of their role as global citizens.
- Develop skills, self-knowledge and resilience to face positively all future challenges.
- Exhibit creativity, innovation and independence in their approach to learning and to life.
- Feel happy and secure.

*This was a comment made by the Inspection team during the 2016 ISI visit when seeking to describe the Wycliffe pupils they had met.

Wycliffe's Purpose and Vision

Purpose:

Inspire and educate every individual in mind, body and soul.

Vision:

Wycliffe will promote a pioneering spirit and encourage individuals to flourish and embrace their futures as global citizens.

The **School motto** is: 'Bold & Loyal'

The School's policies seek to reflect the highest moral standards. In particular, bullying, discrimination, and other anti-social behaviour will not be tolerated. This is set out in detail in the School's Anti-Bullying Policy. As a School founded on Christian principles, the School recognises that pupils make mistakes and that pupils who do so should be able to make reparation where reasonably possible. The School understands that problems are likely to have underlying causes and the School will seek to take account of these and help address any underlying issues.

Whole-School Approach to Behaviour

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this document is central to an effective whole-school approach to behaviour.

Parents' Involvement

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's

policies and regulations, including the Expectations and Standards, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School expects all parents to have read through this booklet with their children and expects them to work with the School in the interests of all pupils to encourage strict adherence to these Expectations and Standards.

1. Academic Expectations and Standards

The prime responsibility for the behaviour of pupils in class lies with the pupils themselves, followed closely by that of the teacher. The most successful behaviour management methods rely on strong relationships and effective communications between pupils, parents and teachers. In a relatively small school with small set sizes, overly-formalised systems can be counter-productive. The most meaningful and beneficial work will be developed through an individualised approach involving all concerned from Wycliffe's academic and pastoral staff, middle and senior managers, parents and (where applicable) guardians and agents.

There will be occasions when some pupils do not respond appropriately, despite the school's best efforts. If there is a repeated pattern of:

- disrupting others,
- failure to comply with reasonable instructions, or
- persistent low-level misbehaviour.

The initial actions should be taken in departments. The teacher must discuss the situation with the Head of Department, Tutors and House staff, and the Head of Sixth Form / Lower School / DY / Learning Support as appropriate.

The Tutor will write to parents outlining explicitly the behaviours causing the concern, the actions to be taken and seek explicit support in addressing the unwanted behaviour. Disruptive pupils could be required to work independently at the back of the HoD's class for a short period.

If on return to the original set, this does not help resolve the situation, the next step is to discuss the matter further with the Head of Sixth Form / Lower School / DY / Learning Support as appropriate, who will write to parents adding gravitas to the warning. For a short period, the pupil will be required to work under the supervision of a member of SMT adjacent to the Academic Leadership office.

Equipment

Pupils are expected to arrive at each lesson with all their equipment. Whilst we understand there may be an occasional blip, repeated failure to bring the correct equipment will lead to a departmental detention.

Being fully equipped represents a clear statement of intent in preparing for lessons and helps develop the right mindset for learning. As well as any subject-specific requirements, the minimum expectation is that pupils arrive ready to learn with the following:

- A4 lined paper
- Pens
- Pencils
- 30cm ruler
- Fully-charged IT device
- Ring binders and files for that subject
- Text books for that subject
- Calculator and set of Mathematical instruments (for Maths and Science lessons).

2. Dress and Appearance

All pupils must look smart and be appropriately turned out at all times. Pupils represent the School whenever they wear the uniform. We expect pupils to take pride in being members of the School and to be fully committed to their academic and extra-curricular activities; one of the ways that they can show this pride is by taking great care with regard to their appearance.

Uniform

The School uniform, as listed, must be adhered to.

School uniform should be worn to and from School each day. As an exception, pupils may travel home in a full School games kit including tracksuit if they have just completed a sporting activity. Pupils should not travel to or from School dressed in their CCF uniform.

Uniform standards apply at all times, including in classrooms and when pupils leave the classroom for any reason during a lesson (e.g., blazers/jackets must be worn if leaving the room). The only place where uniform standards may be relaxed is when pupils are in House or during free time.

As a Sixth Form pupil at Wycliffe College, we want to encourage the development of an individual style whilst conforming to clothing that would be considered '**professional working dress**' in the outside environment.

SCHOOL UNIFORM – SIXTH FORM – Years 12 and 13	
SIXTH FORM BOYS	SIXTH FORM GIRLS
<p>Professional business attire: A formal, classic, dark business suit - black, grey or navy. Jacket/Trousers must be of same matching material. Suit jacket to be worn during the timetabled day and on all formal occasions.</p> <p>Trousers must have a crease, must not be tight or jean style & must be worn with waistband at waist, not hips.</p> <p>Tie or bow tie of own choice: (or Purple/Silver School Tie) Top shirt button done up, tie done up to cover it; tie of acceptable length.</p> <p>Plain or striped shirt of own choice: A white shirt is required for formal occasions. Shirts to be buttoned, with a collar. Long-sleeved shirt (sleeves rolled down, cuffs buttoned) or short-sleeved shirt, with tie. Shirts must be tucked in.</p> <p>Jumper: When worn, plain black, grey or navy blue V-neck jumper (or other plain colour V-neck to complement their suit) to be worn under a jacket, but not instead of a jacket. No logos on jumpers.</p>	<p>Jackets: Should be worn at all times unless a tailored outer coat is worn in winter. Can be part of a suit or co-ordinate with a skirt/ pair of trousers or shift dress. Colours and patterns should be suitable to be part of a professional wardrobe and co-ordinate with other garments (Navy, grey, black or other dark base colour).</p> <p>Skirts: Must be at least 3/4 of the way down the upper leg when walking and NOT overly tight fitting. Slits must not be higher than 2/3 up the upper leg. Can match a jacket or be part of a co-ordinating outfit. Subtle patterns such as jacquard or tweed/tartan must co-ordinate with the rest of the outfit worn. Lined skirts not lycra/bodycon type material.</p> <p>Trousers: Can vary in style but must NOT be overly tight fitting. No shorter than the top of the ankle bone. Can match a jacket or be part of a co-ordinating outfit. Subtle patterns such as jacquard or tweed/tartan must co-ordinate with the rest of the outfit worn. Not lycra/bodycon or denim type material.</p> <p>Dresses: At least 3/4 of the way down the upper leg when walking. Slits must not be height than 2/3 up the upper leg. Can vary in style but must NOT be overly tight fitting. Can match a jacket or be part of a co-ordinating outfit. Subtle patterns such as jacquard or tweed/tartan must co-ordinate with the rest of the outfit worn. Lined dresses not lycra/bodycon or sheer type material.</p>

	<p>Shirts, blouses, jumpers, tops: Any pattern or colour as long as it co-ordinates with the outfit. Polo necks, round neck, shallow v neck with or without buttons as long as it co-ordinates with the overall outfit and is sufficiently smart. Not clingy or gaping at the front. No t-shirts or large logos or slogans. No fluorescent colours. Thin, smart sweaters may be worn under jackets without a shirt.</p>
<p>Jewellery: A signet ring may be worn. Up to two pairs of stud earrings. No visible chains. A health alert bracelet or necklace may be worn if required.</p>	<p>Jewellery: Up to two pairs of stud earrings. Gold or silver bracelet or bangle on each wrist. Two gold/silver necklaces, one with a small pendant. Leather only for religious pendants. A health alert bracelet or necklace may be worn if required. No other jewellery is permitted.</p>
<p>Shoes: Black or brown leather. Plain, formal, polished, leather - not suede or boots. Must be clean and in good repair. No colour or logos.</p>	<p>Shoes: Black or brown. Suede or leather. Heel no larger than 2.5cm. Knee length boots in winter (not over the knee). Smart ankle boots with trousers.</p>
<p>Socks: White sport socks should be avoided</p>	<p>Tights: Plain black, grey or natural (sheer or opaque) No patterned tights.</p> <p>Socks: White sport socks should be avoided</p>
<p>Coat: A formal/traditional full length, or ¾ length overcoat may be worn instead of a jacket/blazer. Other coats/jackets must be worn in addition to the blazer/jacket. NB. Casual wear (bomber jackets, sportswear, hoodies, logos or mixed colours) are not allowed with uniform. Scarves should be dark colours.</p>	<p>Coat: Dark or neutral solid colour or small check/dark tartan. Any coat should cover the bottom of the jacket beneath.</p> <p>A smart tailored coat can take the place of a jacket in winter. Other coats/jackets must be worn in addition to the blazer/jacket. No fleeces or oversized puffa jackets. Scarves should be dark colours.</p>

Prefects/Heads of House: May wear coats of their own choice in any plain/single, colour. Shoes of any suitable plain colour that complement the suit may be worn - heel height must be as previously stated; not high or stiletto etc.

SCHOOL UNIFORM – Years 9, 10,11 and the Development Year	
<p>JUNIOR BOYS</p> <p>School purple blazer: All must have a blazer and must wear it during the time-tabled day and on all formal occasions.</p> <p>Charcoal grey trousers: School pattern & colour. Trousers must have a crease & must be worn with waistband at waist, not hips.</p> <p>White school shirt: Long sleeved shirt (sleeves rolled down, cuffs buttoned) or short- sleeved shirt, with tie. Shirts must be tucked in.</p>	<p>JUNIOR GIRLS</p> <p>School purple jacket: All must have a jacket and must wear it during the time-tabled day and on all formal occasions.</p> <p>School skirt: School purple/grey tartan kilt. Skirts must be worn as tailored –they must not be rolled, and must be at least ¾ of the way down the upper leg.</p> <p>White blouse: School fitted blouse to be worn tucked inside kilt.</p>

<p>School tie: (Purple/Silver) Top shirt button done up, tie done up to cover it; tie of acceptable length.</p>	<p>Tights: Plain black, grey or natural (sheer or opaque) No patterned tights.</p>
<p>School grey v-neck jumper with purple stripe: Optional. May be worn under a blazer, but not instead of a blazer.</p>	<p>School grey v-neck jumper with purple stripe: Optional. May be worn under a jacket, but not instead of a jacket. Blouse to be tucked inside skirt when jumper is worn.</p>
<p>Shoes: Black leather. Plain, formal, polished, leather - not suede, or boots. Must be clean and in good repair. No colour or logos.</p>	<p>Shoes: Black leather. Plain, formal, polished, leather - not suede, or boots. Must be clean and in good repair. Shoes must have sensible low heels (no higher than 2.5 inches or 6cms). No stilettos, kitten heels or ballet slippers.</p>

JUNIOR BOYS	JUNIOR GIRLS
<p>Coat: Plain black or dark grey, long enough to cover the blazer. The coat may only be worn on top of a school blazer, not instead of a blazer. NB. Casual wear (bomber jackets, sportswear, hoodies, logos or mixed colours) are not allowed with uniform.</p>	<p>Coat: Plain black or dark grey, long enough to cover the blazer. The coat may only be worn on top of a school blazer, not instead of a blazer. NB. Casual wear (bomber jackets, sportswear, hoodies, logos or mixed colours) are not allowed with uniform.</p>
<p>Socks: Dark socks should be worn. White socks are not permitted.</p>	<p>Socks: Dark socks should be worn. White socks are not permitted.</p>
<p>Scarf: School purple/black/ silver striped scarf.</p>	<p>Scarf: School purple/black/ silver striped scarf.</p>
DY BOYS ONLY	DY GIRLS ONLY
<p>PLUS - A dark business suit, shirt & tie of their choice for formal occasions. Jacket & trousers of the same material – black, dark grey or navy. Trousers must have a crease, must not be tight or jean style & must be worn with waistband at waist, not hips.</p>	<p>PLUS - A dark business suit (skirt/jacket) and blouse of their choice for formal occasions. Jacket and skirt of the same material – black, dark grey or navy. Skirts must be tailored (not tight or clinging) – ¾ way down the leg or longer.</p>
<p>Optional: Dinner suit/bow-tie for formal occasions.</p>	

Boots

Senior girls (Y11/DY – Y13) may wear boots in extremely cold weather or when it snows between Autumn half term (November) and half term in the Spring half term (February). Boots must be FLAT, black polishable leather to the knee. Heels must be flat & no higher than one inch (2.5 cms). NO UGG boots, suede boots, ankle boots or other fashion statement boots will be allowed with uniform at any time since boots must be sensible for cold and inclement weather and be smart in order to be worn with uniform. They are only to be worn in winter weather and not on warmer days that we have throughout our winters, when boots are deemed unnecessary.

Items must be purchased online from the School outfitters 'School Blazer' www.schoolblazer.com

Hair

Pupils' hair must be worn in an acceptable style and moderate enough to avoid attracting undue

attention. Pupils must not colour their hair or have highlights in unnatural or sharply contrasting hair colours so as to attract undue attention.

Pupils who come to School with an inappropriate hairstyle will be required to have it recut and/or recoloured and may be required to stay at home until it has been restored to its natural style or colour.

Shaving

All boys must be cleanly shaven each day. The only exceptions are on religious or health grounds at the Head's discretion. Parents must write directly to the Head to request this.

Boys who have failed to shave appropriately may also be required to shave that morning.

Makeup and Jewellery

Whilst in uniform, Sixth Form pupils, and Junior girls may wear discreet makeup. Junior boys may not wear makeup at any time. Unacceptable makeup will need to be removed before attending lessons.

Sixth Form girls are permitted to wear clear or pale (but not dark coloured) nail varnish. Boys may not wear nail varnish at any time.

The Head may grant a dispensation on individual application made by a parent giving grounds based on race, religion or health and safety.

The School reserves the right for the Head and members of staff to require a pupil to remove body jewellery if they consider it inappropriate or unsuitable for use on School premises.

Junior girls may wear 1 pair of earrings (small stud), 1 bracelet and 1 necklace. No other jewellery is permitted.

Pupils are not allowed to pierce other pupils' ears.

The School does not accept responsibility nor liability for injury to a pupil wearing body jewellery of any description.

No visible tattoos are allowed. If a pupil has a tattoo prior to their arrival at Wycliffe, it must be covered if it is likely to be seen on limbs for example.

If training shoes have to be worn for health reasons, pupils must carry a note from the Health Centre/House Staff giving authorisation. During free time pupils may change into casual clothes. Casual clothes must be clean, in good repair and with no offensive logos.

3. Respect for Property and the Environment

Wycliffe takes its environmental responsibilities very seriously. It is therefore expected that every pupil will play their individual part in this which includes a commitment to refraining from dropping litter, picking litter up when they see it around the site, and not wasting food and energy.

Vandalism / graffiti / litter

Vandalism and graffiti-writing on School premises and elsewhere are regarded as serious breaches of School discipline and will be dealt with in line with the Behaviour Policy; pupils can also expect to bear the costs of appropriate repairs. Other unsociable behaviours such as spitting and chewing gum are also prohibited.

Damage to Property and Theft

Theft of property belonging to anyone else (either to the School, fellow pupils or other organisations and individuals) is viewed as a very serious offence and pupils involved in theft should expect to receive a serious sanction as detailed in the Behaviour Policy. The School's definition of 'theft' is:

'..the taking of another person's property without that person's freely-given consent'. This definition

may also be extended to include impersonating another individual either on-line or in person and/or using their identity to pay for goods or services. Depending on the seriousness and scale of the theft, the police may well be consulted and asked to investigate. In addition, the possession of fake ID is illegal and will be treated with the utmost seriousness by the School.

4. Attendance and Punctuality

Being a member of the Wycliffe community brings with it an obligation for pupils to arrive at school on time, properly dressed and ready to learn for the day ahead. It requires them to be punctual at all times. All pupils are required to remain at school until all their commitments have been satisfactorily met. In the case of day pupils, there must be a clear indication that they have officially left the campus (through a process of signing out) and that there has been parental communication if the normal routine is altered. Pupils are registered in the morning (08:15) and afternoon (13:35)

If a Day Pupil is absent, the School (either House Staff or matrons or the School Office) must be contacted before 8.15 a.m. to explain the reason. The school office can be contacted on 01453 827634.

Regular attendance is essential in ensuring that pupils make good progress and enjoy learning. The Government guidelines set 96% as the minimum satisfactory attendance rate for pupils.

If absence is persistent or suspicious, contact will be made with parents/carers outlining the importance of good attendance and offering support.

If attendance dips below the following thresholds the necessary protocols will be followed. Attendance below 95%: Communication home regarding attendance from Housemasters and Housemistresses. Close monitoring of future attendance. Attendance below 90% is classified as persistent absence: Parents/ carers, and other professionals, will be invited to a meeting with school, to establish support to improve attendance.

Persistent absence or 10 days unauthorised absence: The School has statutory reporting obligations if a pupil fails to regularly attend. The School must report persistent absence, and unauthorised absences for a continuous period of 10 days or more to the local authority.

If a Day Pupil needs to miss a sporting commitment, parental communication should be sent to his or her Housemistress/Housemaster giving details.

Missing a compulsory games session without a credible excuse will result in a weekly games detention.

Any pupil feeling ill at School should, in the first instance, report to the House matron on duty who may then recommend a visit to the Health Centre. Depending on the diagnosis, a sick pupil may then be allowed to rest in House and miss lessons or, in the case of Day Pupils, be allowed to go home.

5. The School Rules (Expectations and Standards)

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met and uses sanctions as required where rules/expectations and standards are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and Expectations and Standards and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

Alcohol

No pupil may purchase alcohol, bring alcohol onto the School campus, supply other pupils with alcohol nor arrive at a School function having consumed alcohol. Alcohol may only be consumed by Sixth Form pupils at a School event or when on a School trip in the following specific circumstances: when eating a formal table meal under staff supervision where specific permission has been given for limited consumption (no more than two standard glasses of wine or beer).

Pupils may not, whilst under the School's care and control, consume spirits (including fortified wines such as sherry or port). Pubs are out of bounds to all pupils when under the School's care and control. Random alcohol testing may be performed prior to or following a social event or if there are strong suspicions that a pupil has consumed alcohol to determine how much has been consumed. Appropriate sanctions will be applied in line with the Behaviour Policy.

Bullying

The School has a separate Anti-Bullying Policy which can be accessed via the School website. The School is committed to taking a very firm stand against bullying of any sort. Appropriate sanctions alongside educational conversations will be applied.

Chewing gum

Chewing gum is not permitted.

Drugs

The policy on drugs is contained within the School's Behaviour Policy and is available on the School website. However, in summary, no pupil may bring drugs or banned substances onto School campus for any reason nor may they consume classified drugs or banned substances. Pupils and parents should be explicitly aware that supply, or intent to supply classified drugs or banned substances, whether on or off of the School campus, are actions that will be treated with particular seriousness and are likely to lead to permanent exclusion.

Gambling

Any form of gambling is prohibited whether it be – for example – playing cards for money or using online platforms to gamble. High Street bookmakers –Ladbrokes in Stonehouse for instance – are also out of bounds.

Sexual Behaviour

No pupil is to indulge in sexual relations with another person on the School campus. Pupils

caught in contravention of this rule are likely to be issued a fixed-term exclusion, or permanent exclusion, in line with the Behaviour Policy. With the exception of pupils who share a Boarding dorm, pupils are not permitted to meet in pairs in locked rooms or spaces. Serious sanctions are likely to be imposed if pupils are found to contravene this expectation.

Smoking/vaping/nicotine products

No pupil may smoke/vape/use nicotine products on or off the School campus (whilst under the care of the School), bring cigarettes/vapes or related paraphernalia such as lighters or cigarette papers, vaping equipment, or nicotine products onto the School campus. Pupils are not allowed to smoke/vape during their journey to School, e on a School trip or in the village or when visiting local towns etc., nor supply cigarettes or vaping paraphernalia to other pupils. Please see our Behaviour Policy for more information.

Other Prohibitions

Fireworks or other explosives, dangerous weapons (e.g. pellet guns, knives etc.), dangerous substances (e.g. solvents, glue products etc.), pornographic material and/or any items that common sense would suggest are not acceptable in a school environment (e.g. e-cigarettes) must never be brought into School.

Technology

The School seeks to embrace all the benefits that modern technology provides for the education of its pupils whilst recognising the potential that exists for technology to be abused and/or misused. The School has various policies covering 'BYORD (Bring Your Own Recommended Device)', 'GDPR/Data Protection', 'Use of School Computers, Email and Access to the Internet', 'Use of Social Media', 'Password Security', 'Internet Filtering' etc. All pupils have to sign an 'ICT Acceptable Use Policy', before they are given access to the School network and ICT services and should be adhered to at all times. Pupils should find all the technology and ICT related policies on the School academic portal Firefly.

The brief summary provided below is intended to set down clear guidelines concerning the acceptable use of technology, including personal computers/laptops, mobile telephones, iPads etc., without providing the comprehensive level of detail contained in the above- mentioned policies.

Although not exhaustive, the following is a list of the potential problems that can be caused by the range of electronic equipment that pupils might bring into School:

- Items can be valuable and might render a pupil vulnerable to theft.
- Even when apparently silent, the use of mobile telephones and smart phones for texting purposes may be potentially undermining classroom discipline
- Use of mobile telephones especially the latest smart phones with integrated cameras may lead to child protection/ data protection and/or invasion of privacy issues with regard to inappropriate capture, use or distribution of images.
- Apparent 'anonymous' sending of text messages, placing of postings on social networking sites and/or sharing/distributing of images can all prove hurtful and upsetting to others.

Mobile phones

Mobile phones are not permitted during lessons; they must be set to 'silent' and handed in at the start of each lesson. Phones should not be used nor be visible during the five minute 'travel time' between lessons. Likewise, headphones or ear buds should not be on display around campus. Phone use is not allowed in Wycliffe Hall during meal times and should not be visible whilst eating. No camera nor video functionality should be used without explicit permission from a member of staff. Inappropriate use of a mobile phone will lead, in the first instance, to the confiscation of the phone and it being passed onto the Senior Deputy Head for safekeeping for a 24-hour period. Subsequent offences of a similar nature may lead to the period of confiscation being extended and/ or additional sanctions being issued. Text messages, e-mails, social media postings or similar communications must not be sent nor posted if they might be considered to be intrusive, distressing, hurtful or offensive -

in short, the same guidelines apply as would apply to face-to-face communication.

The existence of such equipment in any environment raises issues of security and personal responsibility, not only in terms of its appropriate use but also for its safe keeping. In this context the School does not accept responsibility for, nor is insured against the theft, loss or damage of any pupil's personal property, including electronic devices. Pupils/Parents are expected to have their own insurance in place to cover any eventualities.

The School does not allow the use of mobile phones in classrooms, or where they may cause annoyance, humiliation, or distress to others, and does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas.

BYORD (Bring Your Own Recommended Device)

Year 9 and above pupils will be part of the BYORD (Bring Your Own Recommended Device) initiative and need to have a device in School. As part of our ongoing Digital Strategy, our BYORD (Bring Your Own Recommended Device) plans for students in Year 9 and above has been amended and our recommended device is now a Microsoft Surface (Surface Go 3, Surface Pro 8 etc.) or any Windows device with a touch screen and stylus/pen with digital inking capability (key requirements). We firmly believe that students having consistent devices like our teachers, integrating seamlessly with our Office365- driven systems, will allow them to work seamlessly together in school or at home, focus on learning rather than solving technical issues, will put them in the driving seat in terms of adapting their learning and enabling them to face the future with confidence. You do not have to purchase your device from a particular supplier. However, we do recommend that you purchase from a retailer that offers good warranty and insurance packages and have someone available to speak to face-to-face regarding any claims or repairs. Normal School rules apply in the use of these devices around School, Boarding Houses and in lessons.

Misuse of photographs/filmed material/media

Using photographic or filmed material of any kind to bully, harass, distress or intimidate others will not be tolerated and will constitute a serious breach of discipline. In line with search procedures detailed in the Behaviour Policy, staff may request to search electronic devices. Pupils should not take photographs of others or record them. As with mobile phones (mentioned above), pupils must not send images/videos/media to others (nor show images to others) if they might cause upset or hurt to a third party.

Social networking sites

Posting any material (e.g., written comments, photographic images, cartoons) which in the reasonable opinion of the Head is considered to be offensive or upsetting, and/or is intended to bully, harass, cause upset or intimidate others on websites or apps is a serious breach of discipline and will be subject to disciplinary procedures, whatever the source of the material. This is the position whether the device is used on Wycliffe property or operated elsewhere, including the pupil's home or pupil's own device.

Boarding and Technology

Boarding pupils will be expected to comply with additional guidelines regarding use of electronic equipment within their Boarding Houses:

For example, Year 9, 10 and 11 pupils will be expected to hand in their electronic devices before bedtime each night and more senior pupils should not be online after 'lights out'.

Online safety

It is suggested that pupils should visit an online safety site with their parents so that all concerned are fully aware of online safety recommendations www.thinkuknow.co.uk/www.childnet.com. All pupils have online safety lessons as part of their Life Skills programme.

'Out of Bounds'

'Out of Bounds' (OOB) refers to those places where pupils may go, those to which they may not, and those where they may go only with permission from their Housemaster/ mistress. The reason why this rule exists is so the School can ensure pupils are safe and that their whereabouts are known by those members of staff who are responsible for them. Pupils will be told from the outset where and when they can/cannot go. A map is also posted on House noticeboards to illustrate Stonehouse High Street boundaries; there is no legitimate reason for pupils to go anywhere else and any pupil caught OOB will be deemed to be acting suspiciously and questioned as to why they felt it necessary to be OOB.

When off-site pupils must be considerate of members of the public, be courteous and respectful especially when in local shops.

At weekends, with permissions in place and prior knowledge of their destination, pupils in Year 10 and above are allowed to venture further afield to Stroud, Gloucester or Cheltenham.

The usual sanction for being OOB, off-site, is a Saturday Detention.

In addition, no pupil can invite a current non-Wycliffe person onto campus unless permission has been sought beforehand from the relevant authorities.

Transport

Day Pupils may drive to School but only on completion of the 'Application to Drive' form which is available from the Senior Deputy Head who will also brief the pupil on the conditional permission to be allowed to drive and leave a car on campus during the School day. There is a similar process for any pupil seeking to travel to School on a motorbike. Permission may be revoked if pupils do not adhere to expectations detailed on the Application to Drive form.

Permission to be a passenger in a car belonging to another pupil is also subject to written permission (usually an email) from the parents of both pupils involved to be sent to the relevant House Staff.

Car keys must be handed in each morning by the pupils' to their Housemistress/Housemaster. Permission for Boarding pupils to have a car on campus is only allowed in exceptional circumstances and is given by the Senior Deputy Head on request from parents.

Parents dropping off Day pupils should normally use the car park by the Ward's tennis courts in front of the Head's House. They should enter via Gate 1 and exit via Gate 2. Parents (and pupils) must observe the 5mph speed limit and be fully aware of the pedestrianised areas.

Pupils should always be impeccably behaved and mindful of other passengers whenever travelling on School transport whether it be on a hired coach or a School minibus.

Permission to have a bicycle, skateboard or scooter on site needs to be sought from Housemistress/Housemaster.

Games and Extra-curricular

All pupils need to be aware that priority is given to certain games and activities at specific times of the week. This works as follows:

- All pupils in Years 9 and 10 have a compulsory Games session on Monday afternoons (P6 and 7).
- All pupils in Years 11, the Development Year and Sixth Form have a compulsory Games session on Tuesday afternoons (P6 and 7).
- On Thursday afternoon from lunchtime onwards, all pupils will be engaged in a sporting activity of some sort; many pupils will be representing the School in fixtures.
- On Saturday afternoon from lunchtime onwards, all pupils are expected to participate in a Games activity except Sixth Formers not selected to represent a team.

Activities normally take place every evening of the week (except at weekends) from 4.30pm to 5.30pm. Some take place at lunchtimes. Pupils in Years 9 and 10 must sign up to at least two activities and more senior pupils are strongly encouraged to participate in as many as possible. The

activities are 'launched' at the annual 'Activity Fair' at the start of the year and a schedule is widely publicised and circulated.

What is vital is that each individual pupil (with guidance from their tutor) embarks on a programme that is manageable and enables them to balance their academic and extra-curricular activities whilst making the most of the opportunities Wycliffe has to offer.

Permission to miss a Games session – especially on Saturday – must be sought from the pupil's Housemistress/Housemaster by a pupil's parent. This is especially the case when a pupil may wish to miss a fixture and permission will only be given in exceptional circumstances (e.g. attend a wedding, significant birthday, etc.). As much notice – at least 72 hours – should be given. Permission should also be sought from the member of Games staff.

6. Promoting Good Behaviour

The College believes that acknowledging good behaviour encourages repetition and communicates the College's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

Pupils are rewarded for their efforts in a variety of ways, including;

- Merit awards – big accumulators to be recognised by Head
- Wycliffe 'commendations'
- Academic effort prizes – awarded throughout the year
- Highlighted in assemblies
- Recognition in national competitions
- Sporting colours
- Non-academic awards – Loosley, Sibly & Honours Awards
- Public performances, platforms in assemblies & Chapel presentations
- Use of media to highlight excellence
- Quiet praise from tutors, teaching staff & members of SMT

Rewards

There are a range of ways in which a pupil's effort and achievement is recognised and rewarded across the full spread of school activities (academic, sport, creative, community, leadership etc.).

Verbal Praise

The most frequent (and often the most valuable) form of reward is verbal praise and encouragement in individual lessons, activities or in House and Tutor groups.

Assemblies

Whole School assemblies are held each Monday morning and provide a platform to highlight and celebrate individual and collective successes. House meetings, each alternate Friday, also provide an opportunity for in-house celebration of pupil achievement. At the end of each term, there is a Final Assembly when a variety of awards are made ranging from House competition winners to Sports colours, Duke of Edinburgh certificates and Sibly and Loosley Awards (given to pupils who have made an outstanding contribution to Wycliffe in several areas).

Learning Engagement grades

At different assessment points during the year pupils receive grades for each of their subjects based on their learning engagement and performance.

Direct Communication with Parents

On an occasional basis, Housemistresses/Housemasters, Academic Heads and/or members of the Senior Management Team send letter, emails or make phone calls to parents to recognise and praise particular pupil achievements (e.g. in response to the period or effort and achievement grades being published).

Merits

Merits can be awarded by any teacher for performance, achievement, attainment or effort which is beyond the level normally expected for pupils, or for any significant contribution to the School community, or for performance that is notably relevant to the individual pupil.

Display

Noteworthy pieces of creative work are displayed in public spaces around the school (Art in the Atrium for example), and examples of the best academic work are displayed on the 'Wall of Fame' in the main School House. Pupils are encouraged to display their talents, in celebration assemblies throughout the term, whether based on achievement in the classroom or on the sports field or demonstrating excellence in performance and in any other area of School life.

Individual commendation prizes and inter-house learning engagement cup

In each Year Group, pupils gaining the highest average Learning Engagement Grade may be recognised in end-of-term Assemblies with an individual Commendation. All grades contribute to a termly inter-House prize which is awarded to the House that has secured the highest average Learning Engagement Grade across all pupils.

Wycliffian Commendations

Exceptional effort or achievement in a particular field can be recognised with a Wycliffian Commendation; this involves an invitation to meet individually with the Head, in his Study, an opportunity to discuss the specific achievement that has been made and the chance to sign the Wycliffe Commendation book.

7. Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules, Expectations and Standards, at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School, whether because they fail to follow a School rule or an instruction by a member of staff. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Examples of sanctions that may be used in the School include:

- Removal from the group/ class/ a particular lesson
- Verbal warning and reminder of the expectations of behaviour from a member of staff
- Withdrawal of break or lunchtime privileges
- Gating
- Detention
- Withholding participation in educational visits or sports events, when these are not essential to the curriculum
- Being placed 'on report'
- Behaviour Support Plan
- Being placed on a 'contract'
- Completion of work or extra work
- Fixed-term and/ or Permanent Exclusion
- Confiscation of property that is being used inappropriately or without consideration.
- School based service or imposition of a task, under the supervision of a member of staff.
- Assistance with domestic tasks.
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring.

Possible sanctions (non-exhaustive)

Department Detention	School Detention	Saturday Detention (evening)	Fixed-Term Exclusion	Permanent Exclusion
Time identified by the department	4.25pm- 5.25pm	5.00pm – 7.00pm		
Up to 30 minutes	1 hour	2 hours		
No homework, poor behaviour in class, poor attitude to work	Poor behaviour in or outside of lessons; persistently poor attitude to work. Repeatedly failing to submit homework; lateness to lessons; persistent breaches of dress code; persistent breach of school rules despite warning	Serious offences: Out of Bounds; smoking or vaping (first offence); missing a lesson; racist, sexist homophobic, transphobic, or any other discriminatory behaviour; failure to adhere to reasonable requests from staff; persistent failure to meet basic school expectations	Serious offences: Alcohol; smoking or vaping repeat offence; racist, sexist homophobic or transphobic abuse; physical assault; sexual harassment; theft; failure to modify behaviour despite prior warnings or sanctions	Serious offences: Alcohol; smoking or vaping repeat offence; racist, sexist homophobic or transphobic abuse; physical assault; sexual harassment; sexual misconduct; sexual assault; substance misuse; theft; threatening behaviour; use, or threat of use, of an offensive weapon or prohibited item; failure to modify behaviour despite prior warnings or sanctions

Report Cards

The majority of pupils at the School are capable of organising their work effectively and behaving in a manner which is conducive to good learning. Occasionally, however, a pupil may have adopted some poor habits which are detrimental to their own learning, and which may well be having a negative impact on the learning of others. Normally, this pattern of behaviour will have become apparent over a period of time through the number of 'causes for concern' sent to pastoral staff or the frequency with which teaching staff refer to the pupil's poor behaviour in conversation with the member of pastoral staff.

If this is the case, the Tutor may, often in consultation with relevant teaching staff, Head of Sixth Form/ Head of Lower School or Housemistress/Housemaster, choose to put the pupil 'on report'. This requires the following action:

- The identification of the areas in which the pupil's behaviour is having a negative effect on their learning.
- A discussion of these areas with the pupil and the establishment of targets which will lead to improvement.
- Contact with the parents to explain what is going on. It is recommended that the initial contact is made by phone or e-mail and then the targets/ protocol/ sanctions are confirmed in a letter.
- The pupil to present their report card to teaching staff at the start of each lesson; for this card to be filled in at the end of each lesson; the tutor will then check the card on a daily basis. In some circumstances, the card may also be overseen by a member of SMT.
- This process to end at an agreed time (usually a week) or when sufficient progress has been noticed on a consistent basis to suggest that a change in the pupil's attitude has occurred.

The card is an acknowledgement that the pupil needs greater support from staff to ensure that they can properly manage their behaviour.

Academic Restriction

If, after a period of academic support, concerns persist this will escalate to a period of academic restriction. This will include being on 'report' but will also include the removal of certain privileges. For example, having to report to House at break and lunch times, or 'supervised study' in the library for Sixth Form pupils.

Sending pupils out of the classroom

In certain circumstances, it may be necessary for a teacher to ask a pupil to 'leave the room'. For example, a pupil may need time to 'cool down' if they find them in a cycle of behaviour which it is difficult to break or if the chronic misbehaviour and disruptive influence of one individual is stopping other pupils from learning, this course of action may be appropriate. Nonetheless, this must be a serious sanction which is only used when other strategies (such as reminders, redirection and clarification of consequence) have failed.

If a pupil is sent out from the lesson, they will be told where to report to. In the first instance this is likely to be a short period outside the classroom in an area overseen by that particular teacher or member of staff. Depending on the severity of the incident, it might be necessary to send the pupil to another available teacher, the Head of Department or indeed a member of SMT if the misdemeanour is felt serious enough.

Removal From Classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this (which is set out above).

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

The School's arrangements when a pupil is removed from the classroom include.

- Send the pupil to the school office, where appropriate supervision will be arranged.
- SMT will consider if the support of the SENDCO, pupil's Housemistress/Housemaster, or Health Centre, is required to support the pupil.
- A reflective conversation will take place with the individual pupil prior to reintegration to lessons to ensure that it is appropriate and safe to do so.
- Typically, a removal would be for the length of one lesson up to half a day, unless it was deemed unsafe or inappropriate for the pupil to return at that point.

Punctuality and Attendance

Punctual attendance at School and to lessons is crucial. Teaching staff should log the number of minutes a pupil is late for a lesson and record it on iSAMS. Lateness to lessons is monitored weekly by the Housemistress/Housemaster; an accumulation of 10 minutes lateness will result in a 'lateness Detention'.

Members of the Sixth Form who are repeatedly late should expect to be given a Saturday morning Detention.

All absence from lessons must be explained and unexplained absence will be followed up by relevant staff in accordance with the Missing Pupil Policy. Pupils who miss a lesson without permission, or valid reason, can expect to be issued with a Saturday Detention.

Detentions

Pupils who are required to attend a Detention will be given **24 hour notice before a Detention is due to be served**. These will take place from 4.30pm to 5.25pm in a set venue (currently Room 16) by the Teacher on Duty (ToD). Occasionally, Detentions may be postponed for a small period of time taking into account key commitments a pupil may have (a sports fixture for example or a school concert) or, if the pupil is a day pupil, travel arrangements. The pupil must not postpone their Detention unilaterally – it must be done with good reason and one that is clearly explained to the teacher, the pupil's Tutor or the Senior Deputy Head. Confirmation from a parent may also be sought – especially in the case of day pupils.

All School Detentions are recorded and communicated using iSAMS. Once a pupil is entered electronically, a message is automatically sent to the pupil (to remind them) and to their Housemistress/Housemaster and tutor. A parent may also access their child's Detention record via the parent portal. A teacher will set work of at least an hour's duration, place it in the ToD box; the ToD then returns the completed work at the end of the Detention. During the Detention, pupils will not be allowed to talk, should be in uniform and punctual. Pupils are not allowed to use electronic devices but may be allowed the use of a laptop/Surface if felt necessary.

The Senior Deputy Head follows up any unexplained absence from Detention. A failure to attend Detention, without permission, will likely result in the Detention being doubled.

Departmental Detention: Members of staff may require pupils to complete work or do extra work outside of the timetabled lesson, such as at break or lunch times for one-off or occasional misdemeanours. These may be recorded in the pupil's mark book. Where such Detentions become regular, however, the pupil's Tutor will be informed.

Saturday Morning Detention: For Sixth Formers (who do not have formal lessons on Saturday morning), they may be required to attend a Detention on Saturday morning. Saturday morning Detentions may be used where a Sixth Former has failed to attend an earlier ordinary daily Detention, missed a lesson without explanation or left early for an exeat or half-term without prior permission. Saturday morning Detentions may also be used to support a pupil who has fallen behind with their work. They usually last for part of the morning – from 8.30am to 10.05am – take place in the Library and are overseen by the Senior Deputy Head and/or the Head of Sixth Form.

Saturday Evening Detention: An unacceptable accumulation of Detentions (4 Detentions in one half term) will lead to a Saturday evening Detention. In addition, any pupil causing concern with regard to their attitude or behaviour may also be placed in this Detention. The final decision as to whether this is an appropriate sanction will be made by the Senior Deputy Head. In the week leading up to the Detention, the pupils are informed of the sanction and parents are contacted. The Detention lasts for two hours from 5.00–6.45pm. Laptops/Surfaces are allowed but other electronic equipment is not. Pupils must be in uniform and remain silent throughout. For the week following the Detention, the pupil is also placed 'on Report' and this will be monitored by the Tutor.

Gating Card

Issued by Housemistress/Housemaster for specific issues. Pupils will be required to report to staff at designated times during the day for a set period. Limitations on free time may also be imposed. Further information may be found in the Behaviour Policy.

Behaviour Support Plan

Where concerns about behaviour in lessons exist, a Behaviour Support Plan may be considered to help support staff and the individual pupil to rectify the unsatisfactory behaviour.

Fixed-Term Exclusion

These are the most serious sanctions which the School may impose. As a result of their seriousness, all decisions as to whether these sanctions may be deployed are made on an individual basis by the Head (see below for more details).

The length of any exclusion will be determined by the Senior Deputy Head in consultation with the Head after all relevant factors relating to the particular case have been taken into consideration. Where an exclusion is imposed upon a pupil, they will be required to go home (or, in the case of overseas boarders, to their guardian). Parents or guardians will usually receive a telephone call from the Housemistress/ Housemaster at the time, which will then be reiterated via email. The sanction will be recorded in a letter to parents.

If Fixed-Term Exclusion proves ineffective, or the misbehaviour is serious, the School may be required to exclude the pupil.

Permanent Exclusion

Permanent exclusion is the most serious sanction the Head may impose and the procedures for the imposition of this sanction, and for a review of such a decision, is governed by the School's Permanent Exclusion Procedure (contained within the Behaviour Policy). Permanent Exclusion is reserved only for the gravest breaches of pupil discipline or behaviour.

Parents may be required to remove a pupil from the School for a breach of discipline or behaviour which would not warrant a Permanent Exclusion but for which the pupil may not continue at the School, for persistent breaches of behaviour or discipline or whose conduct or behaviour demonstrates an inability or unwillingness to benefit from the educational opportunities provided by the School.

Further information on Permanent Exclusion, and Required Removal can be found in the Behaviour Policy.

Examples of behaviour that might merit exclusion include:

- Physical assault against pupils or adults;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/ threatening behaviour against pupils or adults;
- Bullying (including cyber-bullying) in accordance with the School's Anti-Bullying Policy;
- Committing a criminal offence;
- Fighting;
- Abuse on grounds of race, sex, sexual orientation, gender reassignment, religion/ belief, disability, SENs (etc.) or any form of unlawful discrimination;
- Sexual harassment or misconduct, including youth-produced sexual imagery;
- Drug and alcohol misuse (including supply/possession/use);
- Damage to property;
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Wilful damage to property;
- Bringing illegal, inappropriate or dangerous items into School, such as: drugs, weapons, firearms, pornographic material etc;
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute;
- Persistent disruptive behaviour or breaches of the School's Behaviour Policy or School Rules

8. Malicious Allegations Made Against Staff or Pupils

The School takes its responsibilities for safeguarding and child protection very seriously and all allegations (against staff or pupils) will be investigated in accordance with the appropriate School policies and procedures.

Should an allegation made by a pupil against a member of staff, or pupil, be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious

misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Child Protection Procedure, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in Fixed-Term, or Permanent Exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

9. Monitoring

The Council of Trustees has delegated the monitoring of this booklet and the effectiveness of its procedures to the Wycliffe Head. Any deficiency that is noted will be remedied as soon as is reasonably practicable by the Head. The Head and the Senior Management Team will undertake an annual review of this booklet which will be reported to the Welfare and/or Education sub committees of the Council of Trustees. The report of the Head (or, where appropriate, one of the Senior Team who has been delegated the responsibility) will include any amendments made to the booklet and its procedure.

Bold & Loyal
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