

## **Oxford High School Discipline and Behaviour for Learning Policy** **Whole School: Senior, Preparatory, EYFS, KS1 and KS2**

Please read in conjunction with the following related policies and guidance:

- GDST and School Safeguarding and Child Protection Policy
- GDST Safeguarding procedures
- Oxford High School Anti-Bullying Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST Drugs, Alcohol and Tobacco Policy
- Dept of Education: Searching, Screening and Confiscation:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

### **Key Requirements/Legal Duties**

This policy responds to the Independent Schools Standards Regulations 2014, which includes the requirement that all schools must have a behaviour policy which must be available to all parents and prospective parents.

The school also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities.

### **Statement of behaviour principles**

At Oxford High School we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary.

### **Introduction**

Oxford High School endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. We promote good behaviour by example and by emphasising rewards rather than sanctions, ensuring both are well understood and seen to be fair. Oxford High School endeavours to help each girl feel secure by treating her as an individual - providing opportunities to build her confidence, develop self-esteem and the feeling of success. Behaviour is never somebody else's responsibility, it is all of ours.

### **Policy Aims**

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying (in conjunction with the Anti-Bullying Policy)

- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

### **Roles and Responsibilities**

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the school.

The member of staff with day to day responsibility for behaviour management is the Deputy Head in the senior school, and the Head of the Preparatory School in the prep and pre-prep school and the EYFS.

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

### **Expectations**

The following principles should underpin all of our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the Oxford High School Code of Behaviour which states:

### **Our aims are:**

- To be responsible and cooperative
- To be polite and considerate
- To be patient and understanding
- To work with enthusiasm to bring out the best in all of us
- To appreciate the value and efforts made and the success achieved by each individual – students and staff
- To show respect for each other's possessions, the school environment and equipment, helping to keep the school tidy

### **We trust that by trying our best in these ways we shall:**

- Grow in personal integrity
- Develop our capacity to learn and be confident about doing new things
- Make the school a friendly, inviting and well-ordered place

It is the school's expectation that everybody should at all times:

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Acceptable Use Agreements, Anti Bullying Policy, and Drugs Policy

Our success is tested not by the absence of challenges but in the way we address them.

### **Behaviour in lessons**

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

### **Uniform, behaviour around the building and out of lessons**

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change.

### **Behaviour outside the School**

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes bullying behaviour within the school community (e.g. pupil to pupil / pupil to staff outside school), behaviour in the immediate vicinity of the school or on a journey to or from the school. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil at the school and whether the behaviour could adversely affect the reputation of the school.

## **Positive reinforcement and rewards**

Oxford High School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Full and frank praise given to individuals and groups when it is merited builds up self-esteem and creates a climate in which misbehaviour by comparison becomes a markedly less attractive way of obtaining attention. Praise is given by appreciating and valuing the efforts made and the success achieved by each individual pupil. It can be delivered in formal and informal ways, in public and in private; it can be awarded to individuals or groups; it can be earned by the steady maintenance of good standards as well as for particular achievements of note. Praise should identify the nature of good behaviour and encourage and reward the pupil. Recognising and rewarding positive attitudes and learning behaviour are central to the promotion of good behaviour and good order.

Oxford High School uses a range of rewards and positive reinforcement strategies. Examples of these include:

- appreciative comments made on written or oral work
- public mention, certificates and celebration of success at Celebration Assemblies in the Preparatory School and at Celebrations of Achievement in the Senior School, (to which parents and governors are invited)
- acknowledgement of achievements recorded in reports, especially by the Form Tutor
- specific privileges or opportunities for greater responsibility
- celebrating achievements through the school's digital and printed publications.

### Specific to Senior School

- Head's Commendations, which can reflect achievement, progress of effort or a combination of all three. Approximately four Head's Commendations are awarded per year group each half term, after consultation with all teaching staff. Pupils can only achieve a Head's Commendation once in three academic years, to allow rewards to be spread more widely.
- Frequent and consistent use of
  - Gold slips, for the recognition of especially good work or effort. Each gold slip contributes a house point to the total calculated at the end of each term
  - Blue slips, for general helpfulness. We particularly value the efforts of students to support the community and in recognition of this, each blue slip contributes two house points to the total calculated at the end of each term
  - Green slips, for activities which benefit the environment. Each green slip contributes five house points to the total calculated at the end of each term
  - Other in-school methods of commendation

### Specific to Preparatory School

- House points. These are awarded for a range of pupil actions ranging from effort and achievement in academic work to positive behaviour and exemplary conduct. House points are also awarded following sporting events and other House competitions. These are assigned by staff electronically and displayed on the screens around the school as a live tally.
- Head's Celebration Time. This is held fortnightly on both sites and are an opportunity for pupils to share any achievements either inside or outside of school.
- Headteacher's Awards which recognise and share girls' personal achievements and progress publically and privately. Certificates are signed by the Head and sent by mail to the pupil.

### Specific to EYFS

- Head's Celebration Time. This is held fortnightly on both sites and are an opportunity for pupils to share any achievements either inside or outside of school.
- Stickers and being able to add to the collective class jar of pompoms "fuzzies" or marbles are used to recognise especially good work, effort and general helpfulness.
- WOW moments are written up by parents and staff, at home and at school, and are read out in class and displayed to recognise any achievement or activity a girl has accomplished for the first time or any other instance to be commended. Parents can use the Tapestry software to log observations from home on their daughter's profile.

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

Pastoral logs are kept for every pupil and these can be accessed by any member of staff to log concerns but also positive observations.

### **Disciplinary sanctions**

Dependent on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. In determining if a sanction is **reasonable** in all the circumstances, staff should take into account whether it is proportionate in the circumstances, the pupil's age, any SEN or disability the pupil has, any religious requirements affecting the pupil, and the safety of the pupil (e.g. travel arrangements if sanction is out of hours).

The range of sanctions will include:

- withholding of praise accompanied by a clear statement of what acceptable behaviour would be
- referral to other staff e.g. staff member in charge of a subject, Head of Year, Senior Staff
- lunch-time detention
- after-school detention
- letter to parents (e.g. for incorrect uniform, persistent lateness to school, unsatisfactory submission of homework)
- being put 'on report' (e.g. for persistent lateness to lessons or disruptive behaviour in lessons). This is a means of close monitoring of behaviour in order to try to improve it and parents will be informed.
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion
- Any student found in possession of illegal substances while in the care of the school will be permanently excluded and the Police notified. Any girl found in possession of tobacco or alcohol while in the care of the school will be dealt with by the Head and may face suspension
- a student being asked to stay away from school if there are concerns about their ability to comply with necessary safety measures, in order to protect them, their family and the school community. (In line with Clause 15(b) of the Parent Contract.)".

This list is not intended to be exhaustive but serves as illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded by the Head.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm safeguarding procedures will be applied as appropriate.

## **Detentions**

### ***Detentions – Senior School only***

There are two possible types of detention in the senior school: lunch time detention; and after-school detention.

*Lunch time detentions* are given for misdemeanors such as eating in classrooms, missing several registrations, forgetting Sports kit for lessons, etc. The Deputy Head will inform the pupil of a lunch-time detention and she (or another member of staff at her request) will take lunch-time detention. These detentions take place on Fridays, and students are usually required to sit in silence during this time.

*After-school detention* exists for more serious offences and the application of an after school detention will be decided by the Head of Year and Deputy Head. Parents are given due written notice of an after school detention so that transport can be arranged. The Deputy Head will be responsible for overseeing after school detention.

We also run 'Work support' sessions. These are not detentions but provide an opportunity for students to tackle specific work under supervision, and in silent conditions. They are given when a student is behind on a piece of work or homework, for no valid reason. These sessions take place on Monday, Wednesday and Friday lunch times, and are supervised by the Deputy Head.

### **Managing behaviour in EYFS**

Oxford High School EYFS is responsible for managing children's behaviour in an appropriate way.

Oxford High School EYFS would not give corporal punishment to a child. Oxford high School EYFS takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working on the premises where care is provided. Any early year's provider who fails to meet these requirements commits an offense. A person will not be taken to have used corporal punishment (and therefore will not have committed an offense) where physical intervention<sup>1</sup> was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Oxford High School EYFS keeps a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonable practicable.

Oxford High School EYFS would not threaten corporal punishment, and would not use or threaten any punishment which could adversely affect a child's well-being.

### **Preparatory Key Stage 1/EYFS Sanctions Policy**

The sanctions policy at Oxford High Prep School is underpinned by the principles of equality and respect.

It is understood the vast majority of poor conduct will be of a low-level nature but of a kind which may become frequent enough to affect the pupil or other pupils' ability to engage fully with the learning. For this reason, the Pre-Prep will follow the following procedures in order to address infractions. More serious behavioural incidences will be immediately referred to the Deputy Head or Head as usual and in conjunction with the whole school Discipline and Behaviour for Learning Policy and Anti-bullying policy.

### Sanctions

Each class teacher will keep a sanctions log in their classroom. This sanctions log will contain a behaviour section. Any infractions committed by a pupil will result in a verbal warning by a member of staff which will be recorded in the sanctions log. The timescale for receipt of warnings is half termly. At the beginning of each half term the class sanctions log will be cleared.

A whole school sanctions log will be kept to record when children have received a sanction. This log will act as a record of sanctions across the academic year.

As the sanctions log for each class will be held by the class teacher, they will be made aware of any warning that has been given by another member of staff. This also gives the class teacher the opportunity to make another member of staff aware of any extenuating circumstances that may have led to the warning and it is possible that such information may mean that no note is made in the sanctions log in that instance.

Procedures relating to warnings and sanctions are below.

Behaviour	
<b>Minor/Low level disruption</b>	1 <sup>st</sup> time: the pupil is reminded of the expected behaviour and informed that this constitutes their first warning which will be noted in the class sanctions log with the date.
<i>Moving around the building inappropriately</i>	
<i>Persistently talking/Shouting out in class</i>	2 <sup>nd</sup> time: the pupil is given a warning. If the staff member is aware that this is the second warning, then the pupil is reminded of the consequences of a third warning. When the staff member is not aware that a prior warning is already in the class sanctions log, it is incumbent on the class teacher to inform the pupil that they have received two warnings and of the consequences of a third.
<i>Rudeness</i>	
<i>Deliberately disobeying Instructions</i>	
<i>Remaining in cloakrooms or staying indoors without permission</i>	3 <sup>rd</sup> time: the pupil receives a 10 minute 'time out'. For EYFS children this time out will happen immediately. For Year 1 and 2 children the time out will occur at the next available break time.
<i>Other disruptive behaviours which stop others from learning</i>	If a pupil has received three 'time outs' in a half term then the Head and parents are informed. This is also logged on CPOMS.

### **Preparatory Key Stage 2 Sanctions Policy**

The sanctions policy at Oxford High Prep School is underpinned by the principles of equality and respect.

It is understood the vast majority of poor conduct will be of a low-level nature but of a kind which may become frequent enough to affect the pupil or other pupils' ability to engage fully with the learning. For this reason, the Preparatory School will follow the following procedures in order to address infractions.

More serious behavioural incidences will be immediately referred to the Deputy Head or Head as usual and in conjunction with the whole school Discipline and Behaviour for Learning Policy and Anti-bullying policy.

### Sanctions

Each class teacher will keep a sanctions log in their classroom. This sanctions log will contain three sections: behaviour, academic and dress/equipment. Any infractions committed by a pupil will result in

a verbal warning by a member of staff which will be recorded in the correct section of the sanctions log. The timescale for receipt of warnings is half termly. At the beginning of each half term the class sanctions log will be cleared. The result of three warnings will be the pupil being 'kept in' during a lunchtime break to action the sanction and they will be supervised by a member of staff.

A whole school sanctions log will be kept to record when children have received a sanction. This log will act as a record of sanctions across the academic year.

As the sanctions log for each class will be held by the class teacher, they will be made aware of any warning that has been given by another member of staff. This also gives the class teacher the opportunity to make another member of staff aware of any extenuating circumstances that may have led to the warning and it is possible that such information may mean that no note is made in the sanctions log in that instance.

The distinct sections in the sanctions log will preclude a pupil from immediately being 'kept in' for receiving three first warnings for behaviour, academic and dress in the same morning, for instance.

Procedures relating to warnings and sanctions are below.

Behaviour	
<p><b>Minor/Low level disruption</b></p> <p><i>Persistently talking/Shouting out in class</i></p> <p><i>Persistently arriving late to lessons</i></p> <p><i>Rudeness</i></p> <p><i>Deliberately disobeying Instructions</i></p> <p><i>Remaining in cloakrooms or staying indoors without permission</i></p> <p><i>Other disruptive behaviours which stop others from learning</i></p>	<p>1<sup>st</sup> time: the pupil is reminded of the expected behaviour and informed that this constitutes their first warning which will be noted in the class sanctions log with the date.</p> <p>2<sup>nd</sup> time: the pupil is given a warning. If the staff member is aware that this is the second warning, then the pupil is reminded of the consequences of a third warning. When the staff member is not aware that a prior warning is already in the class sanctions log, it is incumbent on the class teacher to inform the pupil that they have received two warnings and of the consequences of a third.</p> <p>3<sup>rd</sup> time: the pupil is 'kept in'. This will take place during a lunch time break in the week. The class teacher informs the Head/Deputy Head of the pupil's name and the reason for the sanction.</p> <p>A member of staff will supervise the pupil being 'kept in' during which she will, depending on the infraction(s), write a letter of apology or write how this behaviour might be avoided in future and what other choices could be made.</p> <p>The class teacher will notify the parents that their daughter was 'kept in' and the reasons for it. The CPOMS log will be updated.</p> <p>If the pupil appears in the sanctions log three times in any half term period then parents will be called in for a meeting.</p>

Dress/equipment	
<p><i>Persistently arriving ill-equipped</i></p> <p><i>Uniform</i></p> <p><i>Clothing specific for an activity e.g. art or science</i></p>	<p>1<sup>st</sup> time: the pupil is reminded of the expectation and where possible to rectify it at that moment or by the end of the day. A warning is put into the sanctions log with the date.</p> <p>2<sup>nd</sup> time: the pupil is given a warning. If the staff member is aware that this is the second warning, then the pupil is reminded of the consequences of a third warning. When the staff member is not aware that a prior warning is already in the class sanctions log, it is incumbent on the class teacher to inform the pupil that they have received two warnings and of the consequences of a third.</p>

	<p>3<sup>rd</sup> time: the pupil is 'kept in'. This will take place during a lunch time break in the week. The class teacher informs the Head/Deputy Head of the pupil's name and the reason for the sanction.</p> <p>A member of staff will supervise the pupil being 'kept in' during which she will, depending on the infraction(s), write a letter of apology or write how this behaviour might be avoided in future and what other choices could be made.</p> <p>The class teacher will notify the parents that their daughter was 'kept in' and the reasons for it. The CPOMS log will be updated.</p> <p>If the pupil appears in the sanctions log three times in any half term period then parents will be called in for a meeting.</p>
<p><b>Specific to the Sports department</b> Sports Kit essential to participation in the lesson (PE Team to monitor)</p>	<p>Due to the fact that sports lessons occur once a week, should a pupil be missing an item of equipment that means they cannot participate in the lesson then this will automatically result in the pupil being 'kept in'.</p> <p>The sports teacher will notify the parents that their daughter was 'kept in' and the reasons for it. The CPOMS log will be updated.</p> <p>If the pupil appears in the sanctions log three times in any half term period then parents will be called in for a meeting.</p>

Academic	
<p><i>Missed/incomplete/Insufficient/late classwork or homework</i></p>	<p>In the first instance, the pupil is asked to complete outstanding work overnight.</p> <p>If the work is still not completed satisfactorily, the pupil is 'kept in' by the teacher at a break time to complete it. This takes precedent over all other break/lunchtime activities apart from peripatetic music lessons and paid clubs. If a music lesson/paid club is taking place, the pupil will be 'kept in' in at the next available break.</p> <p>This will be recorded in the class sanctions log.</p> <p>If a pupil is 'kept in' at break time to complete work three times in a half term this will be recorded in the whole school sanctions log and the class teacher will contact parents. This will be noted on CPOMS.</p>

### Corporal Punishment

Corporal punishment is against the law and is never used or threatened.

### Pastoral Support Framework: Monitoring, support and intervention

Through the pastoral and guidance systems the school has staff (tutors and Heads of Year) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

### **The use of reasonable force**

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

In any case where a member of staff has recourse to use reasonable force, the incident will be recorded by the Head and parents will be informed as soon as reasonably practicable thereafter, save where there may be a safeguarding reason not to do so.

### **Screening, searching and confiscation**

The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item which we believe could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the school may give due regard to police involvement or initiating safeguarding processes as appropriate.

As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

### **Malicious accusations against school staff**

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### **Staff Support and Development**

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head and other pastoral staff, regular pastoral meetings and periodic staff training.

### **Partnership with Parents**

The School believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters

- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

#### **Related Policies**

This policy operates in conjunction with:

- GDST and School Safeguarding and Child Protection Policy
- GDST Safeguarding procedures
- Oxford High School Anti-Bullying Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST Drugs, Alcohol and Tobacco Policy

#### **Monitoring, Evaluation and Review**

The Deputy Head and Head of Preparatory will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other consequences such as detentions, and report to the Head.

***Deputy Head and Head of Preparatory School***  
***Date 10<sup>th</sup> July 2020***

***Next Review – September 2020***