

# SCHOOL RULES & EXPECTATIONS

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At Oakham we believe that any breach of good manners or of common sense is a breach of school rules as also is any action which may lower the School's good name. Good discipline prevails when each child brings into school the manners and behaviour he or she may be presumed to practise at home.

Rules and Expectations are written for pupils so that they may know what to do and what not to do in matters such as behaviour, work, whereabouts and organisation. Meeting these expectations requires more than staying within the rules; it requires pupils to learn the best ways of enjoying their life and work at Oakham and applying them as consistently as they can.

The Head and the staff manage the school according to the Rules and Expectations, as well as other policies, which are not printed here but can be obtained from the Senior Deputy Head. The Head has ultimate responsibility for and authority over every aspect of the School, including the upholding of the Rules and Expectations. The Head may suspend or exclude pupils who are deemed to have been in serious breach of the letter or spirit of the Rules and Expectations.



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### **1 Introduction**

1.1 The School is a community whose purpose is to educate young boys and girls and give them opportunities to experience a broad range of activities and interests. The Rules and Expectations set out the boundaries within which the school community operates.

1.2 Pupils are responsible for knowing and respecting the School Rules and Expectations. Tutors are responsible for ensuring that new pupils are made aware of them and teaching staff for applying them fairly and proportionately.

1.3 Oakham pupils are subject to School Rules and Expectations at any time when they are at school or engaged in an activity organised by the School. It is important for pupils to appreciate that the School is responsible for their safety and welfare while at school. The Rules and Expectations are therefore framed so that pupils cooperate with the School in carrying out this responsibility.



1.4 School rules cannot cover all contingencies, but the following rules and expectations apply in order to maintain a safe, well ordered and civilised environment.

1.5 Pupils should also be aware of House rules, directed specifically at maintaining good order within the day and boarding houses.

## **2 Pupil registration, leave of absence**

2.1 Pupils register in houses at the start of each day; in day houses also at lunchtime, and in boarding houses in the evening.

2.2 Pupils should remain on the School Campus during school hours unless they have the consent of their Housemaster or Housemistress (HMs) to leave the Campus. All pupils should be on the School Campus and engaged in academic work during lesson time unless they have their HM's permission to do otherwise.

2.3 Pupils should follow this procedure for leave of absence from any lesson or activity:

- a. Request HM's permission for absence (except for music lessons).
- b. Inform staff of planned absence, at least 24 hours in advance. Ideally, this should be done in person during the lesson or activity preceding the planned absence. If not, a polite email request is appropriate.
- c. Find out about the work missed and catch it up within reasonable time.

2.4 If a pupil is absent or unaccounted for staff will put out an alert to the House. Parents and Police will be informed when a pupil has gone missing for over two hours.

2.5 Pupils should not enter classrooms until instructed to do so by a member of the teaching staff.

2.6 Day pupils may remain in School after School Hours only with the permission of their HM.

2.7 Boarders must be on campus after 1800 unless they have their HM's permission, and be in their houses according to house lock-up times.

2.8 House handbooks should be consulted for specific house rules and expectations.

2.9 Form 6 boarders may request one additional Saturday evening leave per term (Pupils must be back in time for Chapel). Reasonable notice must be given to the relevant HM and it may not be taken before the first leave out of term.

2.10 Form 7 boarders may request up to three additional Saturday evening leaves per term (Pupils must be back for Chapel). Reasonable notice must be given to the relevant HM.



### **3 The campus and town**

3.1 Pupils must stay within the School Campus during School Hours unless they have staff permission to do otherwise or at permitted times.

3.2 The School Campus is defined as the School buildings; the playing fields; the open areas contained by the School buildings, Church Street, Ashwell Road south of the Schanschieff site, Station Road, Kilburn Road and Market Place.

3.3 Pupils must take care when crossing roads. No one should begin to cross until certain that the road is clear or that a cyclist or vehicle is going to stop or is already stationary. Where there are safety railings pupils must walk on the pavement side of the railings. Pupils must not walk between cars when crossing a road, due to the potential danger of not being seen by oncoming drivers.

- a. Burley Road must be crossed at the Pelican Crossing.
- b. Kilburn Road may be crossed only at the zebra crossing opposite Chapmans and at the gate to Farside.
- c. Station Road may only be crossed at the zebra crossing opposite Deanscroft Drive.
- d. The Ashwell Road must be crossed at the pedestrian crossings opposite the Barraclough and at the north end of the Ashwell Road.
- e. Church Street should be crossed opposite All Saints when walking up to Chapel and opposite the Merton building when walking away from Chapel.

3.4 Pupils may go into Oakham at the following times but must sign out and back in according to House rules:

- a. Form 7: may go into town without permission outside lesson time.
- b. Form 6: may go into town on Tuesdays and Thursdays from 2pm if they do not have a sporting commitment.
- c. Forms L1-5: may go into town on Tuesdays and Thursday from 4-5.30pm and on Saturday afternoons if not required for a school activity.
- d. All pupils must sign out and back in according to House rules.

3.5 Pupils should not eat or drink while walking around the school or town. Pupils should always show courtesy to the public, whose progress should not be impeded.

3.6 All pupils are reminded that under no circumstances should they go out alone into unprotected areas, whether for jogging or other purposes.

- a. Lower and Middle School pupils are not allowed visitors on the campus unless by specific permission of their HM. Form 7 are allowed visitors to the Chapel Close campus and should notify their HM of the visitor.
- b. All visitors to the Campus must register with the Chapel Close reception, or if after 5.30 pm with the HM of the pupil whom they are visiting. All visitors must be met by their host, accompanied by the host at all times and seen off the campus by them on departure.

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3.9 The following are not allowed:

- a. Swearing or offensive language or behaviour.
- b. Littering
- c. Leaving books and bags around the campus, including on hedges or walls.
- d. Wearing earphones around the campus during the school day.
- e. Chewing gum at any time on the school campus.
- f. Eating while walking around the campus. Pupils are not allowed to bring food of any kind into lessons.
- g. Using false identification.
- h. The use of mobile phones whilst walking around the campus or town.

### **4 Lessons and time-keeping**

4.1 Oakham life is busy and pupils are expected to be organised in their time-keeping and preparation for lessons. Pupils are provided with a Student Organiser at the start of each term and are expected to use it to organise their work. Expectations are laid out clearly by teachers and staff.

4.2 Pupils are expected to be punctual for lessons and other commitments during the school day. A lateness sign-in sanction may be applied by staff to manage this.

4.3 If a member of staff is more than 10 minutes late for a lesson or activity pupils are expected to contact the nearest member of staff to report the absence. Pupils should not go back to their houses during lesson time unless they have a timetabled study period.

4.4 Pupils are expected to arrive at lessons with the required equipment or sports kit. Teachers should clarify what is required, after which pupils failing to bring these items may be sanctioned with a kit sign-in.

4.4 Pupils should not be sent out of a class unless in exceptional circumstances. In such cases, the teacher must inform the Head of Department and the Head of LS/MS/US as appropriate.

### **5 Rewards and sanctions policy**



5.1 This policy is broken down into two: Pupil Praise & Reward and Sanctions. Policies relating to substance abuse, alcohol, smoking, ICT abuse, bullying and theft are set out in other sections of the Rules and Expectations and are distinct from the Rewards and Sanctions policy.

### 5.2 Pupil praise and rewards policy

The aim of the rewards policy is to encourage every pupil to make the most of his or her talents and time at school. A system of school rewards can only work by building an informal culture of praise, encouragement and recognition. The School rejects any form of corporal punishment. More important than any system of rewards, verbal praise must be the principal way in which pupils are encouraged, and encourage each other. Mutual support amongst the entire Oakham community forms the foundation of a positive mind-set. Subject teachers, tutors, HMs and Heads of departments also develop their own ways of encouraging and recognising pupils' achievements, such as prize work boards, commendations or House prizes.

5.2.1 A few shared principles should be applied to the giving of Rewards:

- a. A balance should be sought in rewarding achievement, progress and effort.
- b. Consistency and objectivity must be applied at all times.
- c. Rewards should seek to encourage pupils who require extrinsic motivation as well as recognising those who are intrinsically motivated.
- d. Tutors are encouraged to use target setting as a means of encouraging the academic progress of their tutees, and to reward the achievement of targets appropriately.
- e. Demonstration of good manners, teamwork, and service should be recognised alongside academic and other total curriculum achievements.
- f. Rewards should be communicated as appropriate to relevant staff and parents.

5.2.2 Rewards and Sanctions are entered by teaching staff on the Intranet and are displayed on an individual pupil page on OSIS.

5.2.3 Academic rewards are as follows:

- a. **Good Conduct Marks:** These are awarded in Lower School only and are marked on the pupil's Conduct Card.
- b. **T tick:** For a particularly good piece of work in prep or class. The teacher marks a T tick on the pupil's work and enters it on OSIS; the pupil shows the work to the tutor and should enter it in the Student Organiser.
- c. **Optimum:** For an outstanding piece of work. The teacher enters the Optimum on OSIS; the pupil shows it to his or her tutor and records it in the Student Organiser.





- d. **Commendation:** For consistent effort or improved effort, service, leadership or teamwork. The teacher enters the Commendation on OSIS; the pupil shows it to his or her tutor and records it in the Student Organiser.

5.2.4 Over the course of the Winter term, and then again in the Spring and Summer terms combined, rewards equate to points as follows:

T Tick = 1 point

Optimum = 3 points

Commendation = 5 points

5.2.5 **House Colours:** For pupils who make a particular contribution to their House. They are presented by HMs at House assemblies.

5.2.6 **Club and School Sports Colours:** For pupils who make a sustained contribution to a school sport (Club Colours) or who have excelled in a school sport (School Colours).

5.2.7 **Head's Commendation:** Pupils who gain a Commendation may be invited to meet with the Headmaster in Chapel Close to recognise the achievement.

5.2.8 **Speech Day and Lower School Prize Giving:** End of year prizes for excellence and service.

### 5.3 Sanctions Policy

5.3.1 Staff are asked to be mindful of the reasons that lie behind poor behaviour, when deciding upon a sanction. Staff are expected to use their judgement and common sense when dealing with an individual who has done something wrong.

There will be times when a conversation with the individual and then that individual's tutor, is all that is needed but to support staff, there is also a clear structure of sanctions that can be awarded if necessary.

The Head of Department is also there as a sounding board for a member of staff who needs guidance as to how to deal with an individual. It is sometimes better to take time to reflect on the most suitable sanction rather than making a snap decision and staff are encouraged to do this.

Before sanctions are applied, pupils can expect to be given a warning to correct their behaviour or meet a reasonable expectation. In academic lessons, this may include a temporary move or a 'time out' for a few minutes to allow the pupil some space to reflect whilst the teacher continues with the lesson. If the warning is ignored, the pupil should expect to be given a sanction according to the policy. The sanction is also a warning and a deterrent to further misconduct.



5.3.2 Alongside sanctions, the following documents may be used to support the development of positive behaviour habits:

- a. **Class Report:** kept by the teacher reporting to the HoD if appropriate. Tutor and HM kept informed.
- b. **House Report:** kept by the pupil and presented to the teacher in each lesson for comment; checked by the tutor or HM.
- c. **Head of Middle School/Upper School Report Card:** kept by the pupil and presented to their teachers and HM for comment; checked by the head of MS/US.
- d. **Behavioural Contract:** signed and agreed by the pupil and their parents; checked but the Deputy Head.

5.3.3 The purpose of the Sanctions Policy is to provide a clear description as to how pupils are sanctioned for contravening the Rules & Expectations. There is a different set of Sanctions for Lower School pupils, which is appropriate to their age and to their stage of development. It is set out below.

### 5.3.4 Lower School Sanctions

If a sanction is necessary, the first port of call for the teacher is a conversation with the pupil, tutor and HM. Then, if deemed necessary, the following sanctions may be used:

#### a. Conduct Mark

This can be issued for minor misdemeanours and should be marked on the pupil's Conduct & Rewards card. Five conduct marks will result in a conversation with the HM who has the discretion to issue a Lower School detention if appropriate.

#### b. HM Supported study session

If a teacher contacts a tutor or HM, concerned about progress in a particular subject, the HM can issue a supported study session for the pupil, to be held on a Tuesday/Thursday during Lower School Prep 16.30-17.30 in J6

#### c. House Report

This is a supportive measure to monitor and support a pupil in the classroom. It is issued by the pupil's HM.

#### d. Bx

This can only be issued by the pupil's HM for poor behaviour. 3 x Bx may result in a LS Detention. This decision is at the discretion of the HM.

#### e. LS Detention

This is for poor behaviour or for repeatedly not meeting academic expectations. It is run by the Head of LS, and held in J7 on Fridays from 16:30-17:15. A 'think-about-it' memo and letter of apology will be completed during the detention.

#### f. Deputy Head Behavioural Detention



This is for very serious breaches of school rules. It is run by the Senior Deputy Head and held in M01 on Saturdays from 18:30 – 20:00.

5.3.5 **The Middle and Upper School Sanctions Policy** works in several stages; a pupil may progress through the sanction stages either for repetition of misconduct, or failure to meet academic expectations.

- a. **Stage 1.** Early morning sign in, Tx, Bx, Distance Learning Concern
- b. **Stage 2.** House report, Head of Department Warning, Behavioural and Academic detentions
- c. **Stage 3.** Head of MS/US report, Senior Deputy Head's detention
- d. **Stage 4.** Internal Suspension
- e. **Stage 5.** Full Suspension/Behavioural Contract

5.3.6 After each sanction stage, the policy identifies ways in which pupil behaviour should be recorded and communicated so that parents and staff are aware of the progression of sanctions and can work together to manage the behaviour issues.

5.3.7 The Senior Deputy Head monitors and regulates the application of sanctions and adjudicates the level of sanctions.

MS & US School Sanction	Issued by	When to use it	Consequences
Distance Learning Concern	All teaching staff	In lieu of other sanctions listed below for a student engaging in distance learning	HM to investigate and follow up as appropriate
Letter of Apology (Any stage)	All staff	This might be requested alongside another sanction, depending on the nature of the behaviour	Letter of apology written and handed to member of staff at the Barraclough within a stated period of time.
Early morning sign in (Stage 1)	All teaching staff	Issued for: Lateness, not bringing the right kit to a lesson, wearing incorrect uniform	Pupil has to sign in two mornings in a row. 0800-0820.  If the pupil forgets, two consecutive reminders are emailed and then a behavioural detention is issued.



Tx (Stage 1)	All teaching staff	Issued for: Inadequate work, work that lacks attention to detail or care. Prep not handed in.	Work should be completed or redone and submitted within a stated deadline  3 x Conversation with HM and House report as appropriate  Subsequent 3 x Tx in a term = Academic detention
Bx (Stage 1)	All teaching staff	Issued for: Poor behaviour in class/activity after a warning. For eg: Talking having been asked to be quiet & low-level silliness.	3 x Bx in a term = Conversation with HM and house report as appropriate  Subsequent 3 x Bx in a term = behavioural detention
House Report (Stage 2)	Tutor/HM	Issued by tutor/HM if concerns about behaviour/academic work/behaviour continue.  Completed by each teacher each lesson and checked by tutor/HM every day.	A supportive measure as often as it is a sanction.  Parents contacted by Tutor/HM
Head of Department Warning (Stage 2)	HoD	Issued by Head of Department after repeated teacher warnings.	Conversation with head of department followed by Class Report/Academic Detention as appropriate
Academic Detention (Stage 2)	All teaching staff	Issued for: Repeated poor or uncompleted work, (accumulation of Tx). A single unauthorised absence from a lesson.	MS/US Academic Detention; Friday 1800-1900 in the Merton building  Parents informed  2 x Academic detention in one term = Conversation with HoS  3 x Academic detention in one term



			= Senior Deputy Detention
Behavioural Detention (Stage 2)	All teaching staff	Issued for: Accumulation of Bx. Significant or persistent breach of school rules. Poor behaviour, disobedience, repeated lesson disruption or unpleasantness towards others.	Behavioural Detention is on Wednesday at 1730-1830 H03  Parents informed  2 x Behavioural Detention in one term = Conversation with HoS  3 x Behavioural Detentions in a term = Senior Deputy Head's Detention
Head of MS/US Report (Stage 3)	Heads of MS/US	Issued by Head of Section if concerns persist at a more serious level.	Conversation with Head of Section followed by an appropriate number of days of Report. Parents contacted by HoS
Senior Deputy Head Detention (Stage 3)	Senior Deputy Head	Issued for: Serious infringements of school rules such as: disrespectful or rude behaviour, physical altercations, inappropriate use of social media, unkindness (first offence), offensive behaviour.  Accumulation of Behavioural or Academic detentions.	Senior Deputy Head's detention is on every other Saturday evening 1830-2000 H03  Parents contacted by Tutor/HM  3 x Senior Deputy Head's Detentions over a year = Internal Suspension
Internal Suspension (Stage 4)	Senior Deputy Head, Head	For serious breaches of school rules such as: Abusive/discriminatory/intimidating behaviour face to face or online (first offence), fighting.	Up to 3 days reporting to the Senior Deputy Head and in lessons but suspended from all other activities.



		Any thoughtless activity that causes or has the potential to cause serious harm.  As a result of 3 Senior Deputy Head's detentions.	An Internal suspension will lead to a Full suspension if the same behaviour is repeated.  Parents contacted by Senior Deputy Head
Full Suspension (Stage 5)	Senior Deputy Head, Head	Any intentional activity that causes or has the potential to cause serious harm such as: Going AWOL at night, drunkenness that requires medical attention, theft, purchasing or storing spirits, excessive use of force, fire in House, discriminatory bullying, sexual relations or assault.  Further infringements after an Internal suspension.	Parents contacted by Senior Deputy Head.  Student meets with the Head after the suspension.  Further serious or persistent breaches of the school rules may result in the student being required to leave the school.

## 5.3.9 Notes on Sanctions:

- Precedence:** attendance and completion of sanctions takes priority over other school commitments.
- Record keeping:** sanctions are entered on OSIS by the teacher giving the sanction; this generates an automatic e-mail to the pupil, tutor and HM; tutors and HM are expected to monitor their pupils' Rewards & Sanctions record and report to parents accordingly.
- Academic and Behavioural detentions:** once a pupil has been placed in Academic or Behavioural detention they can only be withdrawn by the Senior Deputy Head.
- House sanctions:** Each House will have its own set of sanctions for breaking of House regulations. These may include House Gating. House Sanctions are recorded by the HM.
- Honesty and integrity:** Sanctions may be awarded at a lower tariff in instances where excellent levels of co-operation and remorse have been clearly demonstrated.

5.3.10 The following are support systems, not sanctions:

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- a. **Supported Study:** 4:30 – 6:00 pm on Tuesday or Thursday afternoon. Pupils may attend voluntarily for support. Teachers may also use this time to call pupils into the Department to catch up on work. If a pupil is not able to make this time due to a Red Book commitment or travel arrangements, then the pupil and teacher should agree a mutually convenient alternative time.
- b. **Supervised Study in the Library:** Tutors may enter pupils for allocated periods up to a maximum of 2 per day. Pupils are expected to attend as for a timetabled lesson, and to study quietly in the Upper Library. Unauthorised absences are sanctioned by a Behavioural Detention.

## 6. POLICY TO COUNTER BULLYING

### Aims

- To help all pupils, staff and parents understand what bullying is.
- To provide pupils with relevant information, skills and attitudes to help them to resist bullying and have the courage to confide in staff, parents or pupil leaders on these issues.
- To provide guidance for staff in managing unkindness and bullying cases.
- To explain what actions the School takes to prevent bullying.

### 6.1 Statement of principle on bullying

Oakham School community is one based on the values of **Care, Courage, Contribution** and **Connection**. The School is committed to providing a safe, open, caring and supportive environment, where every pupil is free to discover their strengths and develop the knowledge skills and values to thrive and confidently contribute at Oakham and beyond.

We believe that bullying affects everyone, not just the bullies and the victims. It affects those pupils who watch and those pupils who can be drawn in by group pressure. We do not accept that bullying is an inevitable part of school life, or a necessary part of growing up that will sort itself out given time. We realise that certain jokes, insults, intimidating and threatening behaviour, written abuse, electronic abuse and violence are to be found in society and that sometimes the line between “having a joke” and bullying can be thin, but usually the distinction is clear. In whatever form the bullying takes place, including cyberbullying, harassment, victimisation, prejudice-based bullying and discrimination of pupils or staff, or where it can be disguised as “banter” or ignorance of other people’s feelings, bullying will not be tolerated within the school community.





Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to a pupil's learning and have serious consequences for their mental health and well-being. Bullying which takes place at School does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

The School believes that parents and guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that there are consistent expectations of behaviour both at school, online and at home, and that the School and parents co-operate closely together.

This policy is available to parents of pupils and prospective pupils on the School's website and is communicated to all staff and pupils. The School aims to treat all pupils and their parents fairly, and with consideration, and expects them to respect all members of the community including staff and each other. Any instances of bullying will be recorded and, where appropriate, will result in disciplinary action in accordance with the School's Rules and Expectations.

This policy applies to all pupils in the school and applies to actions undertaken both inside, and outside of the school

### 6.2 Definition of bullying

Bullying is behaviour by an individual or group that sets out to intentionally hurt or harm another individual or group either physically or emotionally. It may take many forms, including:

- Physical (including any threat of or use of violence of any kind)
- Sexual (including the sharing of nudes/semi-nudes, using sexual words or touching someone in a way that makes them feel uncomfortable, and 'upskirting' which is a criminal offence)
- Verbal (including cyberbullying via text messages, email, social media, gaming, or other instant messages, and can include the use of images and video)
- Emotional (including, being sarcastic, name-calling, excluding, tormenting or spreading malicious rumours).

Bullying can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim.

Practices that involve frightening or harming others or interfering with or damaging others' personal property or space, under the guise of being 'initiation ceremonies' ('hazing') or 'rites





of passage', are unacceptable. As deliberate, planned, organized acts, carried out by groups against others who are less powerful, they are a form of bullying and will be treated as such.

Bullying may be motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, sex, gender, sexual orientation, special education needs or disabilities (SEND) or certain health conditions, or because of a child's familial or financial circumstances. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff, and parents. Bullying can be a single isolated act or repeated over time.

Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator(s) and the victim(s) whether that be a physical, psychological (knowing what upsets someone), or intellectual imbalance, or by the perpetrator(s) having access to the support of a group, or the capacity to socially isolate the victim(s).

Bullying can sometimes amount to child-on-child abuse, which is defined as abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. Further information about child-on-child abuse, including the procedures to follow when an incident on child-on-child abuse is reported can be found in the School's Child-on-Child Abuse and Child Protection and Safeguarding Policies.

### 6.3 Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with, or spoilt by others
- Books, bags, money, and other belongings suddenly go "missing", or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the medical room with symptoms which may relate to stress or anxiety, such as stomach pains or headaches
- Unexplained cuts and bruises



- Frequent absence, erratic attendance, or late arrival to class
- Choosing the company of adults rather than peers
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping or experiencing nightmares
- Talking of suicide or running away from home or school

Although there may be other causes of some of the above symptoms, a repetition or combination of

these possible signs of bullying should be investigated by parents or teachers and reported and

recorded, as appropriate, in accordance with this policy.

### **6.4 What a pupil should do if they believe that they or other pupils are being bullied**

Any pupil who believes that they are being bullied, or that another pupil is being bullied, whether in person or online and either within school or outside school, should show share their concerns by speaking with, or emailing, their tutor, HM, matron, the Chaplain, a

member of the Safeguarding Team, the Senior Deputy Head or any other member of staff. Pupils may report concerns to pupil leaders including Prefects and members of the Decem or anonymously via the online system 'Whisper'. It doesn't matter what avenue a pupil chooses to report a concern of bullying, it matters that it gets reported.

All reports of possible bullying will be taken seriously and dealt with sensitively and robustly.

### **6.5 Being a by-stander**

It is acknowledged that pupils who find themselves witnessing acts of bullying may be in a difficult position. They may feel powerless to intervene or stop the bullying, or fear being targeted themselves if they speak out. Pupils are encouraged not to be 'bystanders' and to report bullying that they have seen or heard. The School aims to create an environment where pupils have the courage to speak up for what is right. Pupils who have actively assisted in or encouraged the bullying will be deemed to have been complicit and to have a degree of culpability, for which they may be sanctioned.

### **6.6 Management of bullying incidents and sanctions.**



The School always takes incidents of bullying very seriously. When incidents of bullying are reported they will be dealt with quickly and will never be dismissed or downplayed as banter, teasing or a game. Pupils who are victims of bullying will always be supported and reassured that they will be kept safe. The School understands the importance of control for those who have suffered bullying and victims wishes in the management of bullying incidents will be taken into account whenever appropriate. Pupils who are discovered to have been present during an incident of bullying will be spoken with as witnesses as part of the investigation into the incident. Pupils who have engaged in and are sanctioned for bullying behaviour will also, where possible, be supported in learning different ways of behaving and offered support for their own circumstances, where appropriate.

At Oakham, we believe young people will make mistakes and must be allowed to learn from them. We also believe that an environment of respect and tolerance is created through developing mutual understanding and empathy. We seek to give Oakhamians the social skills to thrive both in School and beyond by showing care, having courage, creating connections, and contributing positively to society. Depending on the severity of the situation and the wishes of the victim, the School will address any bullying concern at one of the following levels:

**Level 1:** When the victim feels that a relationship has broken down, the bullying behaviour has not been necessarily deliberate and is keen to take a restorative approach to rebuild friendships. This offers a “no blame” approach to both parties. The victim(s) and the bully(ies) will have a discussion, usually with a teacher chosen by the pupils present or supporting. This discussion allows both parties to give their opinions and to try and work out a solution which is mutually agreeable. The aim is to allow bullies to realise that they are causing unhappiness and that their behaviour will not be tolerated. Everything in this discussion is likely to be recorded, in writing, kept by the teacher and filed by the HM. Parents will be kept informed of what has occurred and the outcome of any discussions. This will be confidential although HMs and tutors will be informed.

**Level 2:** When there is deliberate bullying behaviour, when the victim does not feel that a restorative approach would be beneficial, or for a repeated incident following a Level 1 resolution. The incident will be formally investigated and sanctions awarded. Sanctions will depend on the severity of the bullying. All parents will be notified of any outcomes.

**Level 3:** Following a repeated incident of deliberate bullying following a Level 2 resolution, it will be assumed that the pupil has no respect for those around him/her and this will not be tolerated within the school community. As a minimum the perpetrator will be fully suspended and it is likely that the Head will require the pupil to leave the school. All parents and will be notified of any outcomes.

HMs record all bullying incidents and report them to the Senior Deputy Head, who will determine the appropriate sanctions for bullying. All cases of bullying will be investigated in the interests of all concerned and appropriate guidance / support will be offered as necessary.



### 6.7 Safeguarding responsibilities

Where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm as a consequence of an incident or bullying, the matter will be treated as a child protection concern and reported to the DSL who will follow the School's procedures as set out in the School's Child-on-Child Abuse and Child Protection and Safeguarding Policies liaising with relevant agency as appropriate. Depending on the circumstances, the police may also be informed of the actions of the perpetrator(s).

### 6.8 Monitoring patterns of bullying in relation to protected characteristics

Staff log behavioural concerns on the schools online pastoral recording system (CPOMS). HMs will investigate and, where appropriate, tag the appropriate bullying category. The Senior Deputy Head and Heads of Section monitor the numbers and details of entries so that patterns can be identified and addressed.

### 6.9 Measures to prevent bullying

The School takes active measures to tackle bullying proactively and create an environment which prevents bullying from being accepted or allowed:

The School promotes an ethos of respect and good behaviour through its system of values and the School Rules and Expectations.

Issues relating to bullying, friendship, respect, equality and diversity, peer group influences and self-esteem are discussed appropriately with all pupils at all levels, especially in Lower School and the Middle School, in the PSHE programme, in assemblies, tutorials, and through a programme of talks from external speakers. Talks and discussions, as well as many online resources on the school portal, are also provided for parents.

Tutors draw their tutees' attention to this policy at the start of each term. Tutors also arrange regular 1-2-1 conversations with their tutees to establish how their relationships with others are manifesting.

The School celebrates and promotes anti-bullying week. Posters that clarify acceptable behaviour and actions a pupil can take if they suspect they or someone is being bullied are displayed in houses all year round.

A bullying questionnaire is conducted annually by the Senior Deputy Head to assess bullying, identify patterns and discover ways in which the School can tackle bullying more effectively. The Senior Deputy Head uses the responses to create an Action Plan which is then discussed and reviewed by pupils and staff via houses before being put into place.



Appropriate training is given to all staff on safeguarding and pastoral concerns including how to respond to and record allegations of bullying, including cyber bullying. The School recognises that certain children may be more at risk of bullying than others and may require additional support, for example children with SEND, certain health conditions, and LGBTQ+ pupils. The School will ensure staff receive appropriate training to understand the specific needs of pupils and to promote an inclusive environment for all pupils. For reference, guidelines for staff on how to manage bullying incidents are published in the Staff Handbook.

Reported cases of bullying are collated each year by the Senior Deputy Head and reviewed by the Head and Trustees.

### 6.10 Cyberbullying

is the use of Information Communications Technology (ICT), particularly mobile phones, social websites, Photographs, email, text messaging and the internet, deliberately to upset someone else. It can be particularly unpleasant as it can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages, including sexting, means the scale and scope of cyberbullying can be greater than for other forms of bullying.

The school community has a duty to protect all its members and provide a safe, healthy environment. Any member of Oakham School who is involved in cyberbullying, **be it in or out of school hours** can expect to be subject to the school bullying sanctions.

### 6.11 Measures to prevent cyberbullying

Pupils are encouraged to understand and talk about cyberbullying, including sexting, in tutorials, assemblies, House time, and PSHE and IT lessons.

Pupils are asked by their tutor to read the Policy to Counter Bullying and ask any questions to help them understand it.

Pupils are expected to:

Demonstrate **connection** by respecting others.

Show **care** in their language by thinking before they send.

Take **care** of their personal security by treating their password like their toothbrush – keep it to themselves.



Show **courage** by blocking and reporting someone who is behaving badly, not retaliating or replying but making sure to save any evidence.

To **contribute** by helping victims of cyber-bullying.

Pupils can report to parents, their tutor or HM, a Prefect or member of the Decem, the Senior Deputy Head or any other member of staff. Pupils can also report anonymously via the online platform Whisper.

Parents are encouraged to know what their children are reading and posting online, keep an open relationship to understand how relationships in the school are playing out, and report any cyber-bullying to the School via their child's HM, even if it is taking place outside school.

*Guidelines for staff on how to handle cyber bullying concerns are issued to all staff.*

*Cyberbullying is another form of bullying and is therefore dealt with in the same way as other bullying incidents.*

## 7 Personal relationships

7.1 An important aspect of a co-educational education is for boys and girls to learn to live and work together in a natural and respectful way. The School takes a zero-tolerance approach to sexism or any form of sexual abuse. Sexual relationships between pupils are forbidden in any circumstances and those who overstep the boundaries can expect to be given a severe sanction. Excessive displays of affection in public are discouraged.

## 8.0 Anti-Discrimination

It is the policy of the school to ensure equitable treatment for all, rejection of discrimination on any grounds and a positive attitude to a pluralist community. Pupils and staff should be guided by the school values as follows:

Show **connection** by empathising with and accepting all members of the school community

Take **care** in our language and behaviour

Have the **courage** to challenge any forms of discrimination

**Contribute** positively by acting kindly towards others

Issues relating to bullying, friendship, respect, equality and diversity, peer group influences and self-esteem are discussed appropriately with all pupils at all levels, especially in Lower School and the Middle School, in the PSHE programme, in assemblies, tutorials, and through a programme of talks from external speakers. Talks and discussions, as well as many online resources on the school portal, are also provided for parents. Staff are given





training on unconscious bias, LGBTQ+ allies training and how to recognise and deal with behavioural incidents.

The School recognises and accepts racial, religious and cultural differences amongst the pupils and staff at all levels. To this end individual worship requirements may be arranged alongside routine attendance at Chapel.

Any discrimination on the grounds of protected characteristics including age, sex, gender reassignment, disability, race (including colour, nationality, ethnic or national origin), religion or belief, marital status, being pregnant or on maternity leave, sexual orientation, and also someone's cultural background, linguistic background, class, neurodivergence, academic or sporting ability is not acceptable and will be treated seriously and dealt with appropriately, and opportunities for education provided where necessary.

Pupils and staff are expected to be alert to and challenge unacceptable behaviour when it occurs and report any concerns to parents, their tutor or HM, a Prefect or member of the Decem, the Senior Deputy Head or any other member of staff. Pupils can also report anonymously via the online platform Whisper.

For pupils, as with concerns of bullying, any instances of discrimination may be dealt with at one of 3 levels as appropriate:

Level 1: Using a restorative 'no blame' approach followed by appropriate education

Level 2: Formal investigation and sanctions awarded

Level 3: A review of a pupil's place at the School

Likely sanctions for discriminatory behaviour are listed below:

Behaviour	Consequence
Disrespectful behaviour such as micro aggressions, unkind stereotyping, unthinking/non-directed use of discriminatory/racially inappropriate language (1 <sup>st</sup> offence)	Senior Deputy Head Detention
Discriminatory behaviour/language in person or online	Internal suspension



Disrespectful behaviour as listed above (2nd offence)	
Causing serious psychological harm through discriminatory bullying (including use of racial slurs aggressively directed towards another person)  Discriminatory behaviour/language in person or online (2 <sup>nd</sup> offence)  Disrespectful behaviour as listed above (3rd offence)	Full suspension

## **9 Dress regulations and appearance**

### **9.1 Uniform**

- a. School uniform, named and clean is to be worn until lessons have finished for the day and thereafter for all occasions or activities for which it is prescribed.
- b. All pupils should be careful to be smart when in uniform. In particular shirts should be tucked in at all times.
- c. One plain gold or silver ring, a plain silver or gold chain, and stud or sleeper earrings (maximum 2 per ear). Any make-up or hair colouring must be unobtrusive. Clear nail varnish is the only acceptable type. Jewellery worn as a result of body piercing, other than that listed above is not permitted at any time. Tattoos of any sort are not allowed. Medical bracelets are permitted. Tights, stockings and socks should be without holes and of regulation colour. No pop socks. Ties must be pulled up to the top button which must be done up.
- d. Hair must be tidy and must not be cut so short as to show the scalp. Pupils must be clean shaven: no beards, moustaches or sideburns.
- e. Shirt sleeve order. This is a uniform which consists of: ties optional, no jacket, top button only of shirt to be undone if no tie, sleeves rolled neatly or buttoned at wrist. No pullovers. It may be worn only when officially announced.
- f. School uniform must not be worn with casual clothes, such as hoodies or cardigans.

### **9.2 Form 7**

Form 7 are allowed to wear dress that is smart and appropriate for office or business wear. The dress code applies for all Form 7 including day students when travelling to and from school. Form 7 Dress Code:

- a. Suits: tailored in subdued shades: Black, navy, burgundy, dark green charcoal or grey. Jackets and skirt, dress or trousers, must match and be made of the same





material. Subtle patterns such as a pinstripe, birds-eye or herringbone are permissible, but loud patterns such as a Prince of Wales check and linen, tweed, velvet or corduroy fabrics are not permitted.

- b. Skirt length: between 10 cm above the centre of the knee cap and 10cm above the ankle. Tailored shorts and skin tight trousers are not allowed.
- c. Shirts and blouses must be tucked in or fitted. Patterns should be discreet, not loud. No dark colours and no T-shirts. Shirts should be tucked in and the top button done up when wearing a tie.
- d. Jumpers: plain single colours. Tights, pop socks, socks: plain single colours.
- e. Top coats must be dark in colour and conform to business dress.
- f. Shoes: plain, dark brown, navy or black and polished, with a maximum heel of 5 cm. Suede or two-toned shoes are not permitted. No sandals, clogs, plimsolls, trainers, mules, slingbacks. Boots - including ankle boots - may not be worn.
- g. The following fabrics should not be worn: Leather or suede; Fur or faux fur; shiny or PVC; satin; plastic; velvet or velour; corduroy; denim or denim style.

### 9.3 Games kit

Officially prescribed School games kit to be worn, both for playing and for walking to and from games.

- a. No baseball or other non-regulation headgear.
- b. No sports shirts, jerseys or sweatshirts with special logos.
- c. Footwear as prescribed – white for racquet games and cricket.
- d. White sports shirts for cricket and white or predominantly white for all racquet sports.

### 9.4 Smart Casual Dress

All clothes must be named, clean, tidy and in a good state of repair. Trainers, shorts, jeans, denim or denim-style, combat or cargo trousers are not acceptable.

A suit or jacket /blazer with tailored trousers, dress or skirt OR a smart sweater, shirt /blouse with good quality, tailored trousers, dress or skirt. Blouses, shirts, sweaters or tops must be long enough to cover the waistband.

## 10 The Barraclough

10.1 Pupils are expected to take all meals while they are at school, and behave sensibly and respectfully while queuing and eating. Pupils should take note of the following:



- a. Breakfast: Full school uniform is to be worn at breakfast.
- b. Lunch: Full school uniform is to be worn at lunch; and US pupils may remove jackets. Pupils should arrive at the published times and not before. Sports kit may only be worn with permission from the teacher i/c the sport; if sports kit is worn, it must be tracksuit trousers. Early morning sign ins will be awarded for pupils in incorrect kit.
- c. Supper: casual clothes may be worn at supper. Coats and scarves should be hung up in the Foyer and not worn in the dining hall.
- d. Books: books must be placed in the Foyer (Form 7) or in the book shed; books must not be left lying outside the Barraclough.
- e. Food should not be wasted, so please eat what you take. No food or drink may be taken from the dining hall, including fruit.
- f. Mobile phones and other electronic devices should not be used in the Barraclough.

### **11 Pupil transport**

#### **11.1 Bicycles**

Pupils living nearby may cycle to school and are responsible for their personal safety and the security of their bicycle at school.

#### **11.2 Cars – Driving and being driven**

11.2.1 Permission to take driving lessons in school is given to pupils by their HM and no more than one study period a week may be used for driving lessons.

11.2.2 A pupil may not start driving a car to school until the correct permission has been received by the school. The pupil will then receive a driving permit and a copy of the driving regulations.

11.2.3 Form 6: Flexi-boarders and boarders must hand in all keys on arrival and collect on arrangement with House staff when leaving. Day pupils keep keys with them throughout the day.

11.2.4 Form 7: Flexi-boarders and day pupils keep their keys with them.

11.2.5 Cars are the only approved vehicle for school travel and must be used only for the journey to and from School. They must not be used within the school day without prior arrangement.

11.2.6 All travel to and from school matches and other school events must be by official school transport unless by prior arrangement with the Senior Deputy Head. Driving to the Wilson pitches is not allowed.



11.2.7 Other pupils may only be given lifts with the full and written consent to the HM from both sets of parents.

**11.2.8 Pupils may park in the Schanschieffs car park only.**

11.2.9 Sanctions for not adhering to driving regulations are as follows:

- a. **Driving without permission:** First offence: Internal Suspension;  
Second offence: Full suspension & banned from using car for one week
- b. **Passenger without permission:** First offence: Internal Suspension;  
Second offence: Full suspension & banned from travelling in any car other than their parent's for one week.

### 11.3 Pupils on school transport

When travelling on minibuses or coaches on school related business, pupils must at all times wear a seatbelt, behave correctly and be responsive to both the driver of the vehicle and the staff in charge.

## 12 Drugs and substance misuse policy

12.1 The misuse of drugs is likely to undermine a young person's health, safety, independence, opportunities and respect for the law, and so threatens the wellbeing of both the individual and the school community. Oakham School therefore actively discourages the misuse of any form of drugs, through a programme of education and support, and policies on disclosure, testing and sanction.

12.2 For the purposes of this document the term drug misuse refers to the taking of any drug or substance through which intoxication may occur.

12.3 **Cannabidiol (CBD) Products.** No students should be using or be in possession of CBD products whilst at school, unless they have been prescribed for medical reasons. In such cases, as with all medication, it must be reported, stored and dispensed by House staff. Unauthorised use of CBD products will be dealt with in accordance with the Drugs and Substances Misuse Policy.

### 12.4 Education and support

A continuing programme of education about drugs and substance abuse is delivered throughout the school by trained professionals in the field. Details are available on request.

### 12.5 Disclosure

- a. Disclosure is when a pupil tells a member of staff about drug-taking so that the school can act to help the individual concerned to stop taking drugs.
- b. Disclosure can be made either about oneself or another individual; if the latter it should be motivated purely by concern and a desire to help.



- c. If disclosure is made independently the case will be managed in a non-disciplinary way.
- d. To be genuinely 'independent' a disclosure must be initiated by the pupil at a time other than during an investigation. Once staff have begun an interview and disciplinary process, disclosure can no longer provide immunity from sanction.
- e. Multiple disclosures will not provide immunity from Sanctions.
- f. If, after a disclosure, the behaviour of the pupil is inappropriate or brings the school into disrepute, the pupil will be sent home until they are fit to return.

### 12.6 Following a disclosure

- a. Details of the disclosure will be noted down by the Senior Deputy Head.
- b. The drugs test will then be administered.
- c. Following the test, whether the results are positive or negative, the following is put in place:
  - Communication with parents
  - Referral to drugs advice and support
  - Regular drugs testing in school
  - Mentor provided to give additional in school support
- d. Once support has been put in place and time has been given for it to take effect, if further tests come back positive, the Sanctions policy will be used.

### 12.7 Interviewing, sampling and testing following suspected use

- a. A member of staff suspecting drug misuse will refer the matter to the pupil's HM, who will notify the Senior Deputy Head.
- b. The Senior Deputy Head will conduct interviews. Pupils being interviewed will be asked if they would like a friend or another adult present during the interview. The witness must be available and not cause an unreasonable delay in the procedure. Please see point 15 on Interviewing Pupils.
- c. The Senior Deputy Head will request a suitable sample for testing. The sampling is administered discreetly and supervised by the Senior Deputy Head or in his/her absence the Deputy Head (Pastoral). The Deputy Head (Pastoral) or the pupil's HM will also be present. Pupils will be asked to turn out their pockets prior to giving the sample and follow the instructions precisely.
- d. It is made clear in the school contract that we may undertake drugs testing of any pupil in accordance with this policy. A refusal to take a drugs test when requested will be seen as an admission of guilt and consequences as per a positive test result will be applied.



- e. All reasonable attempts will be made to contact the pupil's parents or guardian at the earliest opportunity, so that they are aware of the process.
- f. Initial results will be communicated directly and will determine whether the pupil is safe to be in school. In cases where the position of the pupil at the school may be called into question, the sample will then be sent to an approved laboratory for testing. Results are expected within three working days.
- g. As soon as any test results are received the Senior Deputy Head will inform the pupil, his or her parents or guardian and the relevant HM.
- h. If the result is negative, there has been no disclosure, or any other evidence to suggest drug usage, then no further action will be taken and the cost will be borne by the school.
- i. If there has been no disclosure and the test is positive, this will be taken as proof of drug taking. The sanctions policy will then be followed, and the Police will be informed of the nature of the incident. The pupil's parents will also be charged for the cost of the test.
- j. Pupils who have disclosed or whose test result is negative can expect strict confidentiality limited to themselves, those administering the test, their parents or guardian, and their HM. In order to maintain confidentiality during the above procedures the pupil may be asked to hand over their mobile phone and may be isolated from other pupils until the process of interviewing and sampling is complete.
- k. The Police will be informed when there has been a disclosure or when a test is positive.

### 12.8 Sanctions

Each case is assessed on a case-by-case basis, but general guidelines are:

- a. A pupil who tests positive for or admits to drug misuse in the process of a disciplinary interview will be sanctioned at the discretion of the Senior Deputy Head. This will involve a period of suspension at least, and may require the pupil to leave the school.
- b. Pupils who have been proved through testing to have misused drugs will be given appropriate support (as well as sanctions) to help them stop using any form of drug. They will be required to undergo further testing at the school's discretion as a way of monitoring and checking that they have not returned to misusing drugs
- c. A pupil who tests positive twice for drug misuse must expect to be required to leave the school.



- d. A pupil discovered to have supplied drugs or brought them into the school must expect to be required to leave the school. The Police will also be notified.
- e. No distinction is made between drug misuse outside and inside normal school hours or on or off campus when a pupil tests positively for drugs in their system during term time.

### 12.9 Follow-up to drugs incidents

Shortly after a drugs incident a meeting will be arranged between the HM, Deputy Head (Pastoral), the parents/guardian and pupil, to plan a productive way forward for the pupil.

## 13 Alcohol

13.1 Pupils are encouraged to adopt a sensible attitude towards alcohol. The effect on health of alcohol and its social implications are taught and discussed. Help and advice is also available through the school's medical practice and the school's counselling service.

13.2 If a pupil is caught with alcohol, or is in the company of pupils who do so, the following will normally apply:

- a. A first offence involving very small quantities of alcohol for pupils in the Upper School: Internal Suspension.
- b. For a second offence, drinking significant amounts of alcohol, drunkenness requiring medical attention or for a first offence for pupils in the Middle/Lower School: Full Suspension from the school for up to three days.
- c. For a third offence: depending on the severity of the circumstances, either suspension from the school and a final warning/behavioural contract, or the pupil will be required to leave the school.
- d. For a further offence the pupil should expect to be required to leave the school.

13.3 Under no circumstances are pupils allowed unsupervised access to alcohol while at school. If alcohol is served at a school event, it must be only to pupils over 16, with accompanying food, served and supervised by staff and limited to a maximum of 2 glasses of wine or beer per pupil. There must be no unrestricted access to a bar, even if pupils are over 18.

### 13.4 Pubs and restaurants

- a. Pupils may be accompanied to a restaurant by staff for tutor group meals, society outings or team dinners. However, the policy, as outlined above applies.
- b. Staff discovering underage pupils drinking in a licensed premise should take the names of all those present, escort them out of the licensed premise and send them



back to house. In all cases, day or boarding, the pupils should be reported to their HM.

- c. If the incident takes place during school time or at school organised events, then all offenders will be dealt with according to the school rules. If day pupils are caught outside normal school hours their parents will be telephoned by the HM concerned.
- d. Boarding pupils in Form 7 have certain nights when they are allowed to visit licensed premises in Oakham. Those over 18 may purchase and consume alcohol, but within sensible limits. Those under 18 must carry identification with them confirming their age and they may not purchase alcohol. They may be allowed to consume alcohol if previously agreed with their HM and in accordance with the rules stated above in section 13.3. Offenders should be reported to their HM and will be dealt with under the school rules.

### **14 Smoking**

14.1 All forms of cigarettes, cigars, pipes, e-cigarettes and shishas are considered as smoking.

14.2 Pupils are forbidden to smoke or possess cigarettes in school or the surrounding area, including pubs and bars, when under the responsibility of the school. The effects on health of smoking are taught and discussed. Help and advice is also available through the school's medical practice and the school's counselling service.

14.3 If a pupil is caught smoking, in possession of smoking materials or in the company of smokers, the following will normally apply:

- a. A first offence will result in a Senior Deputy Head's Detention. The HM will contact parents.
- b. A second offence will result in an Internal Suspension. The Senior Deputy Head will contact parents.
- c. A third offence will result in a Full Suspension for up to three days.
- d. Any further offence could lead to the pupil being requested to leave the school.
- e. Smoking of any sort indoors is particularly dangerous and disrespectful to the community, and will be sanctioned more strongly than in other circumstances.

### **15 Theft**

15.1 Theft is defined as the taking of any personal property without the owner's permission, regardless of monetary value. Because it damages the assumption of trust within the school community, the School encourages responsible protection of property and takes strong action against thieving.





15.2 Pupils are encouraged to:

- a. Lock valuables in secure personal areas eg. drawers, lockers.
- b. Mark valuable possessions to identify by name.
- c. Report instances of theft promptly to the HM and complete a theft report form.
- d. Be self-disciplined in respecting other pupils' property.

15.3 Personal property is brought into the school entirely at the owner's risk, and should be insured under home contents insurance. The school will not make a claim on its insurance for pupils' personal property.

15.4 The school may use detection devices to catch thieves and may also call in the police to assist with conducting detection. Any pupil caught stealing will be given a full suspension at the very least and could expect to be asked to leave the school.

### **16 Offensive weapons**

16.1 An offensive weapon includes an article made for causing injury (such as a knife, blade or gun), an article adapted for causing injury (such as a broken bottle) or an article carried for the purpose of causing injury (such as baseball bat, armour rings, knuckledusters).

16.2 Unless being supervised by a teacher, pupils must not be in possession of any form of offensive weapon, including pen knives. Where an offensive weapon such as a pen knife/axe is being used for legitimate school activities it will be provided and retained by the school. Where the offensive weapon is attached to a larger piece of e.g. a knife attached to a life jacket; students must agree to store them in a place of safety agreed with the HM.

16.3 Pupils found to be carrying an offensive weapon will have it confiscated and disposed of at the HM's discretion. Punishment will be decided according to the schools Rewards and Sanctions policy.

### **17 Disciplinary interviews, searches and confiscation**

#### **17.1 Disciplinary interviews with pupils**

- a. Interviews should always be conducted in such a way that pupils are given a fair opportunity to give their account before a judgement is reached.
- b. In sensitive cases, notes should be taken of the meeting, and kept on file.
- c. Investigating serious disciplinary matters relating to pupils may require additional witnesses or support; in such cases, the pupil should be offered the choice of a witness, who should be either an adult or a senior pupil.





### 17.2 Searches

- a. Searches may be conducted to find a stolen, missing or unauthorised item. Phones and devices may be searched if there is reason to believe inappropriate images or content have been sent or stored. Only the HM or member of the SLT may authorise a search; the search will be for a particular item, not as a general search of a pupil's belongings. An adult witness should accompany the search, a record kept and parents informed of the outcome.
- b. Where possible, the pupil is to be present while his/her possessions are being searched.
- c. If the sought item is illegal or dangerous the police may be called to carry out or assist with the search.

### 17.3 Confiscation

- a. From time to time pupils will breach School regulations in such a way that items of their private property will need to be confiscated.
- b. Once an item has been confiscated, it will be put into a labelled bag and passed to the pupil's HM. The details of the item are recorded in the house valuables book by the HM.
- c. Once an item is confiscated the school undertakes to ensure that it is kept safe and in the condition in which it was removed.
- d. The duration of the confiscation period depends upon the item confiscated and the offence. Confiscated items of jewellery given to the HM may be collected at the end of that half of term; other items can normally be collected within 48 hours.
- e. Day pupils requiring their confiscated mobile may collect it immediately before going home and return it to the HM on arrival the following morning.

## 18 ICT acceptable use policy

### 18.1 Computing Facilities

Users are encouraged to make use of the school's computing facilities for educational purposes. All users are expected to act responsibly and to show consideration to others. Users can access internal systems from outside the school via the users' website at <https://users.oakham.rutland.sch.uk>.

### 18.2 Use of Technology

Technology that can be used to store, transmit or manipulate data, such as media rich phones, MP3 players, Personal Digital Assistants (PDAs) and USB media, should be used responsibly and in accordance with this policy, even when not used with school equipment.



### 18.3 Account Security

Users are responsible for the protection of their own network account and should not divulge passwords to anybody. Passwords must be complex; a minimum of 8 characters, which must include uppercase and lowercase letters, numbers and punctuation marks. Users should not logon to or use any account other than their own and should logoff when leaving a workstation, even for just a short period of time.

### 18.4 Use of Facilities

- a. It is not acceptable to:
- b. Attempt to download, store or install software to school computers.
- c. Attempt to introduce a virus or malicious code to the network.
- d. Attempt to bypass network or system security.
- e. Attempt to access another user's account.
- f. Attempt to gain access to an unauthorised area or system.
- g. Attempt to use any form of hacking/cracking software or system.
- h. Connect any device to the network that acts as a Wireless Access Point (WAP), bridge or router.
- i. Connect any device to the network that has access to the Internet via a connection not provided by the school.
- j. Access, download, create, store or transmit material that; is indecent or obscene, could cause annoyance or offence or anxiety to others, infringes copyright or is unlawful, brings the name of the school in to disrepute.
- k. Engage in activities that waste technical support time and resources.

### 18.5 Internet Access

The school's Internet service is filtered to prevent access to inappropriate content and to maintain the integrity of the computer systems. Users should be aware that the school logs all Internet use.

- a. The use of public chat facilities is not permitted.
- b. Users should not copy and use material from the Internet to gain unfair advantage in their studies, for example in coursework. Such actions may lead to disqualification by examination boards.
- c. Users should ensure that they are not breaking copyright restrictions when copying and using material from the Internet.



### 18.6 Email

Automated software scans all email and removes content that could compromise the integrity of the computer systems or contain unsuitable/offensive content.

- a. Pupils are not allowed to use email during lessons, unless the teacher for that lesson has permitted its use.
- b. If a user receives an email from an unknown person or that is offensive or upsetting, the relevant HM or a member of the IT department should be contacted. Do not delete the email in question until the matter has been investigated.
- c. SPAM email received should be forwarded to 'abuse'.
- d. Sending or forwarding chain emails is not acceptable.
- e. Sending or forwarding emails to a large number of recipients is acceptable only for a good reason. Before doing so, the user must obtain permission from the Senior Deputy Head.
- f. Do not open attachments from senders you do not recognise, or that look suspicious.
- g. Users should periodically delete unwanted sent and received emails.

### 18.7 Instant Messaging / Social Networking

The use of Instant Messaging (IM), and some social networking (SN) sites is allowed.

- a. Pupils are not allowed to use IM/SN facilities during lessons, unless the teacher for that lesson has permitted its use.
- b. If a user receives a message from an unknown person, or which is offensive or upsetting, the relevant HM or a member of the IS department should be contacted. Copy and save the message or use the IM archive feature to save the message until the matter has been investigated.
- c. Only communicate with people on your Contact or Buddy List.
- d. Do not accept requests to join your contact list from people you do not already know.
- e. Never accept files or downloads from people you do not know, or that looks suspicious.
- f. Do not use a screen-name that is offensive, or gives away additional personal information.
- g. Do not add unnecessary personal information to your profile or account details.



- h. Do not add or allow your profile, screen-name or contact information to be shown in online public directories.
- i. The use of video and voice facilities within IM/SN is not permitted unless being supervised by a teacher.

### 18.8 Privately Owned Computers

- a. Personal laptops and desktops are allowed to be connected to the school network. They are subject to the Acceptable Use Policy.
- b. All computers must, for their own protection, have the Antivirus software installed, which can be provided by the school.

### 18.9 Privacy and Personal Protection

- a. Users must, at all times, respect the privacy of others.
- b. Users should not forward private data without permission from the author.
- c. Users should not supply personal information about themselves or others via the web, email or IM/SN.
- d. Users must not attempt to arrange meetings with anyone met via the web, email or IM/SN.
- e. Users should realise that the school has a right to access personal areas on the network. Privacy will be respected unless there is reason to believe that the IS Acceptable Use Policy or school guidelines are not being followed.

### 18.10 Disciplinary Procedures

Those who misuse the computer facilities and break the ICT Acceptable Use Policy will be subject to disciplinary procedures.

### 18.11 Support

If you have any questions, comments or requests with regards to the systems in place, please do not hesitate to contact a member of the IT department. Faulty equipment should be reported to the IT department in person or by sending an email to [support@oakham.rutland.sch.uk](mailto:support@oakham.rutland.sch.uk). Users should not attempt to repair equipment themselves.

## 19 Mobile phone policy

19.1 Pupils may bring phones and other mobile devices to school, but there are restrictions on when, where and how they can be used:

- a. All pupils must register their mobile phone numbers with their HM.
- b. They must not to be used in lessons unless authorised by a teacher.



- c. They must not to be used in the Library or the Barraclough.
- d. They must not to be not be used while walking around the campus. Houses may have their own rules on the use of phones.
- e. Sending or recording obscene or threatening messages either verbally or via text messaging is illegal. Such messages will be regarded as bullying and will be dealt with according to the School's bullying policy.
- f. Lower School: Phones are left in House during the school day and are not taken to lessons.  
All devices are handed in overnight in the Boarding Houses.
- g. Form 3: Phones are left in House during the school day and are not taken to lessons.  
All devices are handed in overnight in the Boarding Houses.
- h. Form 4: Phones are left in House during the school day and are not taken to lessons.  
All devices are handed in overnight in the Boarding Houses.
- i. Form 5: Phones are handed in at the start of lessons and must not be used around the campus in between lessons.
- j. Forms 6 & 7: Students may have their phones with them but they must be switched off and left on the desk during lessons and must not be used around the campus in between lessons.

19.2 Inappropriate use is likely to lead to confiscation of the device and sanction. Mobile phones and other electronic devices brought into school are personal property and are not covered by the School's insurance.