

2.1 House System

Students at William Brookes belong to one of four Houses named after the first four Olympic cities of the 21st century: **Athens, Beijing, London** and **Sydney**. Each House is made up of ten tutor groups and each tutor group will have 20 students, 4 from each of years 7, 8, 9, 10 and 11.

Tutor groups will include students of all abilities and ages across the school and will meet together every day for a Tutorial Period. The groups will be under the care of a **tutor** who is central to every student and should be the first point of contact for both students and parents. It is the tutor who will get to know your son or daughter best and every success and problem will be referred to them at some point. They play a key role monitoring your child's progress and will help to set targets for them, mentor them, write reports and offer general care and advice. Tutors will deliver the daily tutorial programme and in addition to this, and in recognition of the additional support students need in their first year in the school, Year 7 students will have an extra tutorial session per week.

There are many advantages to this structure, which enables students of various ages to benefit, in different ways, by working together in mutual co-operation. An example of this is that in our tutorial periods our older students will assist younger students by, for example, reading with them on a one to one basis as part of our 'paired reading' scheme. But there are far more general and far reaching ways in which benefits can be derived from working together. In September, when the new intake join our tutor groups, the more mature students in Years 10 and 11 will get the opportunity to develop their leadership skills by helping new students to learn the school routine and the younger students benefit from having models to emulate in terms of work and behaviour. This process then continues throughout a student's time in school. At every stage the older student can assist the younger ones with tasks that they need to complete, on the basis of the experience that they have acquired doing the same tasks themselves when they were at the same stage; and this need not stunt the initiative of the younger ones.

2.2 Assemblies

Assemblies will generally be organised in House groups and will take during tutorial time in the Performance Hall. They will usually follow a weekly whole-school theme and are led by House Leaders or members of the Leadership Team, often with contributions from students and/or other staff and visitors. Occasionally assemblies will be run by year group or other cohort for the purposes of a specific message to fit with curriculum or activity need.

Special celebration assemblies are held at the end of each term offer further opportunities for student participation.

2.3 Student Support Centre

This is an important area of the new school with a front desk providing key information and support. The Student Support Centre includes a number of rooms, housing the Learning Support provision (including the SENCO's office), the Behaviour Support Room, the Pastoral Support Team, the Inclusion Manager, the Link Surgery and several meeting and small group rooms which are used by staff, students and visiting agency representatives.

2.4 Inclusion and Child Protection

Our Inclusion Team provides a further range of services to support our students and to ensure we run an inclusive school. Our **Inclusion Manager** works in partnership with school staff and outside agencies to equip students with strategies for managing emotional, behavioural and social challenges. She is the designated person for child protection and also oversees the implementation of our anti-bullying, race equality and homophobia Policies.

The Inclusion team works with a variety of outside agencies on a regular basis:

- **The Link:** Dr Hay and Nurse Smith from Much Wenlock Medical Practice hold regular surgeries in school each week giving students access to a confidential health service.
- **Police Surgeries:** PC Lippitt, our local police officer, works alongside Mrs Reynolds training anti-bullying mentors, holding mediation sessions, raising awareness of points of law and generally supporting students to keep out of trouble. He also runs weekly 'police surgeries' during which time students have the opportunity to have questions answered. His role in school is a pastoral one.
- **Education Welfare Officer** – Mrs Parsons
- **Education Psychologist** – Mrs Chandler
- **School Nurse** – Mrs Kerr
- **Social Services**
- **Connexions Personal Advisor** – Mrs Johnson
- **Local Police Officer** – PC Lippitt

Plus others, including parents and carers.

Mrs Reynolds also interviews students who require additional support or provision to meet their individual needs. She works with students who have been excluded and those involved in bullying.

William Brookes School is also part of the 'Confidential Help and Advice for Teens' (CHAT) service. Students can access help and advice on a range of issues in confidence.

2.5 Behaviour Support

The Behaviour Support Room is a facility which is used when other strategies to support unacceptable behaviour have failed, and also as part of our standard reintegration after a fixed term exclusion. It is managed by a team of Student Support Officers and individual students may spend time based there as part of an intervention and support programme before returning to the classroom.

Students who enter the BSR should expect a quiet environment in which they are isolated from other students and expected to get on with work from their scheduled lessons. They are also likely to do some restorative or exploratory work to address the underlying problems or concerns.

2.6 Learning Support

The Student Support Area has computers and materials to provide extra resources to aid students' learning. Support is provided for all students who need extra help in order to benefit fully from all areas of the curriculum. All students are integrated into mainstream classes for most of the timetable and the majority of support is provided within the classroom, complemented by individual and small group sessions and technological support if and when appropriate. The progress of each student at School Action and above is monitored carefully by the SENCO, working with two Higher Level Teaching Assistants who also work with individual students and small groups. Each Learning Zone includes two Teaching Assistants whose roles are to support students with SEN within the subject areas and to liaise with the Special Educational Needs Co-ordinator (SENCO) about students' requirements.

Special Educational Needs Policy Summary

The school has a comprehensive policy for meeting the needs of those students who have Special Educational Needs of any kind. This broad term covers a wide range of need, from those students who may require some temporary support with their spelling or handwriting, for example, to those students who have long-term needs recognised in a statement issued by the Local Authority.

Our Special Educational Needs (SEN) policy is based on the following principles:

- The views of the students and parents should be sought and taken into account when planning how to meet needs.
- All teachers have a responsibility to provide learning opportunities for every child that they teach; this includes responding to students' diverse needs.
- Students with Special Educational Needs should be fully integrated into the life of the school.
- All students should have the opportunity to study a broad and balanced curriculum.
- The help a student receives to reach their potential is matched to their needs.

In practice this means that we try to identify at an early stage any student who is experiencing difficulty with their learning. We use information from the primary school, listen to the concerns of students themselves and those of their parents, as well as our own observations and assessments.

For many students it will simply be a matter of registering a concern and letting their teachers know that a little extra attention may be necessary. Some students however will need more specific help either within lessons or in small groups withdrawn from agreed subjects or at lunch or break times. Perhaps they might need extra help in examinations. This additional support will be given to those students by members of the Learning Support Team. Parents will be kept informed about the help their child is receiving.

The admission arrangements for those students with special needs but without a statement are the same as those for all students. Students with a statement are placed by the Local Authority, which makes every effort to comply with parent and student preference, in accordance with the Authority's admission procedures.

A copy of the full policy is available on request from the school SENCO.

Anti Bullying Guide

At William Brookes School we believe that everyone:

- should be able to travel to and from school without being bullied
- should be able to move around school without being kicked, punched, tripped or pushed
- should feel safe in the dinner and tuck-shop queue
- should feel able to work well in class without being called a "square" or a "geek"
- should not be laughed at because of the way they look and/or the way they dress
- should not feel left out or ignored because of their choice of friends
- should be accepted whatever their background, race, religion or gender
- should be free from name calling, threats, stories, rumours and gossip
- should respect other people and their possessions
- should not put up with sexual harassment such as rude comments, jokes, physical contact and touching.

What is Bullying? When someone deliberately threatens, frightens, abuses or hurts another person over a period of time. This can be physical, verbal, mental or sexual.

"I'M BEING BULLIED"

What can I do?

- Tell someone and don't bottle it up.

Who do I tell? *Remember 'telling' is not 'grassing' even on so called 'friends'.*

- Tell someone you trust: Your parents, friends, school staff, lunchtime supervisors, childminders, youth workers.
- Anti-Bullying Support Mentors are available at lunchtimes in the Library if you feel you don't want to tell an adult.

What should I say?

- how you felt
- who was involved
- where it happened
- who else saw it happen
- how often it has happened.

What should you look for as a parent?

Your son/daughter might show signs that may indicate he/she is being bullied. These include:

- Fear of travelling to and from school.
- Not wanting to go to school.
- Frequent headaches, stomach pains or illnesses.
- Suspicious injuries.
- A change in their standard of work
- Damage to books/torn graffitied clothes.
- Possessions/dinner money going missing.
- Change in personality, including showing signs of being anxious.
- Not sleeping/easily upset.
- Not eating.
- Not wanting to talk about school

What should you do as a Parent?

If your son or daughter tells you they are being bullied by another student or students:

- listen to them and treat them seriously
- be sympathetic and assure them of your support
- tell them not to fight back
- stay calm yourself
- contact your son/daughter's House Leader at school

What will the School do?

- ❖ Your son/daughter's House Leader will record your information and will investigate.
- ❖ All information will be treated seriously and confidentially and passed to the Inclusion Manager, who will record details in the bullying register.
- ❖ The House Leader or Inclusion Manager may wish to talk to your son/daughter, the alleged bully, other students and other members of staff.
- ❖ We expect that we will be able to sort out the problem.
- ❖ In all cases the House Leader will contact you to inform you about our actions.
- ❖ Your child's tutor will be kept informed about all incidents even though they may not be directly involved.
- ❖ If you are not satisfied with what has been done, please tell us. If you are still not happy please follow the complaints procedure which is available from the School Reception.

What happens next?

Someone will listen and take you seriously. If you tell someone at school:-

- ❖ the information will be written down
- ❖ the person you tell may be able to help you straight away
- ❖ the information will be passed to your House Leader
- ❖ depending on the circumstances, they may...
 - talk to you
 - talk to the alleged bully
 - talk to onlookers to find out more about what happened
 - talk to parents
 - have a meeting between all concerned to find a way forward.

"I THINK SOMONE I KNOW IS BEING BULLIED"

What do I do?

- ❖ Help the victim by walking with them and being a friend
- ❖ Don't help, copy or take the bully's side

All bullying incidents will be reported to the Inclusion Manager who will write it down in the BULLYING REGISTER. If bullying does not stop, further sanctions will include reports, isolation, or even temporary exclusion for the bully.

REMEMBER THAT NO-ONE DESERVES TO BE BULLIED. DON'T BE ASHAMED TO TELL SOMEONE.

NATIONAL CONTACTS

ABC

Anti-Bullying Campaign
185 Tower Bridge Road
LONDON
SE1 2UF
Tel: (020) 73781446

CHILDLINE

Freefone 0800 1111
Freepost 1111
LONDON
N1 0BR

KIDSCAPE TEL: (020) 77303300

CHILDREN'S LEGAL CENTRE

Tel: (01206) 873820
For advice on legal issues affecting children

LOCAL CONTACTS

WEST MERCIA POLICE

Schools Liaison Office
08457 444888
Education Welfare Office
01952 522609

WILLIAM BROOKES SCHOOL

Farley Road
Much Wenlock
Shropshire
TF13 6NB
Tel: (01952) 727606 Fax: (01952) 728289
E-mail: admin@williambrookes.shropshire.sch.uk



2.7 The Reedman Library

Our Library is open throughout the school day to all students, and is staffed by a full-time, qualified Librarian and a part-time Assistant Librarian. Library staff can advise students on the use of ICT, as well as library and information-finding skills. Homework Club is held in the Library after school until 17.00 Mondays – Thursdays, supervised by the Librarian.

Year 7 students may borrow two items at any one time and, presuming that they have proved to be responsible borrowers (and returners!), this increases to three in Year 8, four in Year 9 and five in Years 10 and 11. Sixth Form students may take out up to six items at a time. Students from Year 8 onwards may also be considered for a place on our Library Assistant Training Scheme. A reading group is formed every summer to 'shadow' the Carnegie Award for children's books.

We hold a stock of approximately 10,000 books, both fiction and non-fiction. Approximately 15% of these are on loan from Shropshire Schools' Library Service. The book stock is supplemented by newspapers, journals, videos/DVDs and other non-book information. The Careers Library section has careers/higher education related books, journals, DVDs and University prospectuses. Our networked suite of computers allows access to the internet, library data, encyclopaedias and other reference tools. The library runs regular bookshop leaflet promotions in conjunction with Scholastic Books. Items are available at a bargain price and their purchase also benefits the school library.

2.8 Medical Care

Parents are requested not to send their child into school if they show any signs of being ill.

If a student feels unwell during the day and is unable to carry on with normal lessons, they report to Reception, having first obtained authorisation from their teacher. If the problem is minor, our First Aiders will deal with it and the student may be cared for on a short term basis in the sick bay. **We do not have the facilities to provide extended supervision for sick students and, when necessary, we will contact parents to ask them to come and collect their child.** If it is necessary to take or send a student home, this is only done if we are sure that an adult is available to care for them.

Staff are not permitted to issue medicines of any kind to students. In those few cases where medicine is ordered by a doctor the school is always willing to assist but only on receipt of a written request from parents on Form A, which is available from the school. Analgesics (pain relievers) can only be issued if provided by the parent and the above Form A has been completed.

Following an accident or unforeseen illness, it may be necessary for a student to receive hospital attention. Again, we will contact parents. **It is therefore imperative that the School Registrar has complete and up to date contact details at all times.** Parents are asked to sign a medical consent form when their child joins the school.

If it is necessary for a student to leave school for an appointment (eg dentist) during the day, we ask parents to send a letter or complete a slip in the back of the student planner, to the appropriate tutor and House Leader for counter signature. **Students sign out at Reception and report back there on their return.** We anticipate that, under normal circumstances, students will not need to be out of school for a whole day for such appointments.

2.9 Attendance & Punctuality

Regular attendance and punctuality are vital if students are to benefit fully from the opportunities which school offers them. There is well documented evidence to underline the importance of continuity and progression in the learning process. Government regulations require us to record absence as 'authorised' or 'unauthorised', the only authorised absences being for sickness, religious observance, interviews or educational visits approved by the school. We ask parents to avoid, as far as possible, arranging medical or similar appointments for their children during school hours.

Our 2007 Ofsted Report has highlighted attendance as an area for improvement and said that we should **'increase attendance by working closely with parents and students to reduce unnecessary absence.'**

Parents are asked to telephone school on each day of any absence unless a return date is stipulated in the message. We also require a signed, written note for our records on the student's return. Attendance is monitored in partnership with the school's Education Welfare Officer. Parents should expect to be contacted if we are unaware of a reason for absence. We use a system called **'Schoolcomms'** to contact by text or email on each day of absence. A note from

parents is also required in the case of temporary excusal from PE or Games, with a medical note if withdrawal is likely to be long-term.

The access gates from the Gaskell Recreation Ground and school car park will be closed to students at the start of the first lesson each day. **Students arriving after 09:00 should enter through the main visitors' entrance and report to the main Reception.**

2.10 Holidays in Term Time

Family holidays should **not** take place during the school term. **In exceptional circumstances only**, a holiday form should be requested from Reception and returned to the Head **at the first stage of planning the holiday**. Absence for holidays will only be authorised **in exceptional circumstances, for which appropriate evidence is provided**. If we do not judge the circumstances to be exceptional, absence will be recorded as unauthorised. **Please note that cheaper off-peak prices do not constitute exceptional circumstances**. Authorisation will not be considered for periods where preparation for public examinations is a priority or at any other key times during the academic year or where parents are in a position to arrange holidays out of term time.

The Education Welfare Service ask that you **STOP – PAUSE – THINK**
about the effect holidays in term time has on your child!

“Holidays taken during the school term are extremely disruptive for both pupils and teaching staff and we strongly recommend that they should be avoided. It is at the discretion of the head teacher and governing body whether such leave will be granted and should not be regarded as an automatic right. Whilst it is recognised that there are exceptional circumstances when leave during the term may be requested, parents are asked to carefully consider the effects upon their children in respect of learning and relationships.

“If leave of absence is to be requested parents must complete an application form well in advance and before booking the holiday. This is to be submitted directly to the Head along with written evidence of exceptional circumstance.

“Although she will take account of truly exceptional circumstances, term time holiday requests are usually refused.

“Leave of absence will not be granted retrospectively. If request has been refused by the head teacher and the parents proceed with the absence, this will be recorded as unauthorised and the Education Welfare Service will be informed. In this instance the Local Authority may serve a Fixed Penalty Notice.”

2.11 Schools for Health

Currently William Brookes School is seeking re-accreditation in the new Enhancement process for the Gold Healthy Schools Award. This award is the Shropshire scheme for accrediting schools within the National Healthy Schools Standard. It is an important collaboration between education and health ministries, local education authorities and health trusts. It aims to improve student performance by enhancing all aspects of a healthy life, both physically and emotionally, in the school and wider communities.



2.12 Catering Services

There will be 3 main catering outlets in the new school campus:

- **Dining Room** – open for breakfast, during morning break and at lunch time
- **Café Six** – open all day for Sixth Form students and staff and again during programmed evening events in *The Edge Arts Centre*
- **Café Sport** – located in the Leisure Centre, open during morning break and at lunch time, as well as at various times when the Leisure Centre is open to the public

All three will be run by *Catering Academy*, an independent catering company which is building a reputation for bringing innovative solutions to a wide range of client facilities. Their Manager will be based on site and will be supported by an area team. They will also offer the facility for private catering services out of school hours and information about this will be available on the school website, alongside menus, details of special offers, etc. and the opportunity to give feedback on services available in school.

There will be **vending machines** in Café Sport, which will offer a further choice of drinks and snacks.

FOOD OFFERS

Breakfast

- Choose from a selection of savoury hot filled rolls, yoghurts, fresh fruit and a selection of snack items plus hot and cold drinks

Morning Break

- Choose from a selection of bacon rolls, hand held snack items, pizzas, paninis, freshly made daily cold deli items, fresh fruit, hot and cold drinks

Lunch

- At lunchtime there will be a varied selection of main meals to suit all tastes. Students will be able to choose from:

Traditional Dishes

Fresh Pasta Offer with a choice of a Meat or Vegetarian sauce

Hot hand held snacks including Wraps

Paninis with a special 'Filling of the Day'

A wide range of baguettes, rolls and sandwiches, including a selection of speciality breads and fillings from the ever popular Deli Salad Bar

- *Student Savers* will be available every day - look out for the *Student Saver* vouchers for special offers in the welcome pack to be issued during the induction evening!
- Wherever possible, everything served is freshly prepared on site, using only the best ingredients
- The nutrient-based standards for school menus are used to ensure school food offers all the essential goodness that children need whilst still maintaining quality, variety and choice.

Students will use their smart-cards to pay for catering services at electronic "Point of Sale" units (POS) – see below.

2.13 Smart-card Technology and Cashless Catering

Every student (and member of staff) will be issued with a personalised Smart-Card which they will wear on a printed school lanyard, together with their locker key. Their card will use a single identifier to simply and efficiently provide access to a number of key facilities within the school, including **cashless catering**, **printing** and the **Library**.

As a result students won't need to carry cash, queuing times for catering services will be cut and anonymity will be assured for those taking free school meals. They can check their own balance in their accounts. Parents can be sure that lunch money is spent on lunch and set spending limits, whilst having the convenience of internet, cheque or cash payments.

How will it work?

- Each catering outlet will have electronic 'Point of Sale' units (POS) instead of cash tills.
- Students will each get a virtual 'purse' which is linked to their user ID.
- Money is paid in either online (via 'ParentPay') or by putting cash into an Account Loader.
- They choose their items in the catering outlet and use their card on a proximity reader.
- Money is debited from their account

2.14 Free School Meal Eligibility

Free School Meals is a benefit awarded in respect of children under the age of 19 where the parent or carer is in receipt of one of the benefits below:

- Income Support
- Income Based Job Seekers Allowance
- Employment Support Allowance (Income Related)
- Child Tax Credit - (*provided you are not entitled to Working Tax Credit) and have an annual income that does not exceed £16,040 (as assessed by H.M. Revenue and Customs).
- the Guarantee element of State Pension Credit, or
- a letter of support under Part V1 of the Immigration and Asylum Act 1999

*Working Tax Credit is available to employees and self-employed people from HM Revenue and Customs and provides extra financial support for parents who have children. This means you will not qualify for free school meals if you receive it.

Note: Since 1 May 2009 where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment stops, or after they start to work less than 16 hours per week, their children will be entitled to free school meals.

By Law no other category of benefit payment or combination of Tax Credits qualify for free school meals. Similarly, there are no other circumstances that can legally justify the provision of a free school meal.

Source: extract from webpages maintained by Shropshire Council's Free School Meals Team (24/09/09).

<http://www.shropshire.gov.uk/schoolmeals.nsf/open/065D886911B6636B8025750B00507E92>

The Free School Meals Team can be contacted direct:
Tel (01743) 254368 Email: fsm@shropshire.gov.uk

2.15 After School Transport Arrangements

Late public service buses are (fare paying):

39.	leaves WBS for Broseley (90p), Ironbridge and Madeley (£1.20)	17.16
436.	leaves Queen Street for Cressage, Cross Houses & Shrewsbury	17.00 & 19.00
436.	leaves Queen Street for Morville & Bridgnorth	17.25, 18.15 & 20.15

We encourage students to use this bus as an aid for their study support and other after-school activities.



2.16 Home - School Transport

The catchment area of the School is one of the largest in the West Midlands. Each day the vast majority of students are brought in by school buses. Minibuses and taxis are involved in link-ups on some of the routes. Bus passes are distributed to students at the start of the year and are shown to the driver on entry to the bus on each journey. Any student missing the bus home should report immediately to Reception. **Students must only travel on the bus for which they have a current pass.**

The School Business Manager's Assistant liaises with the Passenger Transport Services of Shropshire Council which coordinate and run arrangements for most of the buses. Senior students act as bus prefects and ensure that the systems run without problems. Seat belts are to be fastened for all journeys. The school also organises a fare-paying bus service from the South Telford, Madeley and Ironbridge areas – please ask for details.

Temporary passes are **not** available from the School (with the exception of South Telford buses). Parents are requested to contact Shropshire Council in advance if they wish to make alternative arrangements for the return home on a particular day. (Tel: 01743-252484). Students cannot transfer to another bus route, even temporarily, without application and permission given in writing, if appropriate.

- **TO AVOID DANGER, PARENTS MUST NOT PICK UP STUDENTS FROM THE MAIN ROAD OUTSIDE SCHOOL. PARENTS MAY NOT PARK INSIDE THE SCHOOL UNTIL ALL SCHOOL TRANSPORT HAS DEPARTED, IF COLLECTING CHILDREN.**
- **ANY PARENT WHO NEEDS TO COLLECT THEIR CHILD PROMPTLY AT THE END OF THE SCHOOL DAY MUST ARRANGE TO MEET THEM IN STATION ROAD, AT THE BOTTOM OF THE PLAYING FIELDS.**

2.17 Lockers/Bags



Lockers are available for students and are issued at the start of the school year or on joining the school. Lockers are located in communal spaces within each House. Students are provided with one key for their locker, and are required to provide a £5.00 deposit against its loss or damage to the locker. Replacement keys are available through the Leadership Team Assistant. We ask parents and students **NOT** to have spare keys cut elsewhere, as our own keys have individual identification numbers etched onto them. Lockers are large enough for an average size sports bag or rucksack.

Students should not wear coats during the school day, other than at lunch breaks in cold weather if necessary, and then only outside the buildings. Coats should be left in lockers, as should larger bags/rucksacks used for carrying equipment to and from school. The relevant equipment for lessons during the day should be transferred to a smaller bag (see below). Students should return to their locker several times a day to ensure they only carry the equipment necessary for the lessons in the next teaching session.

BAGS/FOLDER/CARRYING DEVICE

- Bags of the approximate dimensions of 45cmx30cmx10cm (the size of a laptop bag) are acceptable.
- There are no restrictions on carrying method, i.e., handles, straps, cords, etc.
- Traditional rucksacks and holdalls are NOT acceptable.
- Students can use folders or box files if they suit their needs.

2.18 Lost Property

- **All property and uniform should be named.**
- Lost PE kit/equipment is dealt with by the PE staff.
- Other lost property should be handed in to Reception and claimed from there.
- **Any unclaimed items will be disposed of after 4 weeks.**
- Unclaimed school uniform will be passed to the Friends of William Brookes School for re-sale.

2.19 Rewards & Sanctions

Rewards - We believe strongly that students achieve more, are better motivated and behave better when staff commend and reward their successes and emphasise their potential. We recognise and value academic achievement, consistent effort, progress, creativity, care and consideration for others, punctuality and regular attendance. Recognition is given through verbal feedback and written comments in the marked work as well as through marks and grades themselves. It is often more important to read and act on the advice rather than worry about the mark itself.

More public acknowledgement is given through classroom displays, Green Dots, Stickers, Head's Commendations, Half termly Postcards, End of Term Awards, Reports, meetings with parents (in particular, consultation evenings), the annual Presentation Evening, celebration assemblies and referrals to Tutors/House Leaders/Subject Leaders, school display boards and the local press, as well as the School Blog and termly school Newsletters.

Students are presented with **certificates** or other awards for a variety of successes, including for full attendance, or for earning rewards points as individuals or tutorial groups. There are also regular inter-House competitions and other events to encourage team spirit.

An **electronic record** of all rewards and behavioural incidents is maintained to support each student and build a picture of his or her progress over time.

Head's Commendations - When students have produced work of a particularly high standard or as a result of special effort, they are asked by staff to show their work to the Head for special acknowledgement and a certificate.

Sanctions - Classroom teachers are responsible for sanctions related to minor instances of poor behaviour or work in the first instance.

- Our **Red Dot** system ensures that basic problems (eg uniform, equipment, lateness, chewing, etc) are recorded and acted upon promptly, with **lunchtime detentions** if appropriate.
- If necessary, students will be referred to the appropriate Subject Leader, Tutor or House Leader for further action if the incident is serious or repetitive.
- Students may then be placed on a **daily or weekly report** to their Tutor or House Leader, and parents are asked to sign the report sheet or booklet on a daily basis.
- Parents may also be contacted and asked to attend a **meeting in school** if the matter is more serious.
- Please note that **detentions** are usually held at break or lunchtime so as not to disrupt transport home at the end of the day. We do run Leadership Team detentions after school one night per week for serious incidents or failure to attend a House Leader detention. Advance notice is sent to parents.
- **Respite** (withdrawal from a lesson) may be used if behaviour is especially disruptive and this is followed up on by means of an escalating series of punishments as standard.
- Our **Behaviour Support Room** is available to support particularly serious incidents or returns from an exclusion so that underlying concerns and problems are supported and addressed.

- Exclusion is rarely necessary but the governors and staff believe strongly that no single student should be allowed to prejudice the education and well-being of the majority by disruptive and antisocial behaviour, so it is used for serious acts of misconduct such as violence or swearing directly at a member of staff.

Our key priority is to respond in a measured way and to keep parents as well informed as possible. PLEASE LET US KNOW IF YOU FEEL CONCERNED ABOUT A LACK OF COMMUNICATION ABOUT YOUR SON OR DAUGHTER'S BEHAVIOUR. This means that you are able to support us in dealing with issues appropriately. To keep standards high, we must all transmit the same message.

Anti-bullying – We have a clear commitment to ensuring a secure and inclusive environment for all members of the school community. Students are issued with an **anti-bullying guide** on their arrival at William Brookes School, and all incidences of bullying are investigated thoroughly and records maintained. We also have student anti-bullying mentors to support those who would rather speak to a peer than an adult about bullying matters. There is also a system of confidential self-referral forms for students who wish to seek further advice.



2.20 Information, Advice & Guidance

The school holds the prestigious **Investor in Careers Award** (re-accreditation gained 2008) which is evidence of our commitment to ensuring our students are provided with the means to make well-informed choices about their future. All students throughout the school have an entitlement to Careers education and guidance which:

- is impartial, fair and unbiased
- provides access to advice from trained Careers Advisers, Careers Teachers and other professionals
- provides a planned programme of lessons on Careers topics
- offers experience of the world of work
- provides access to a range of Careers resources
- supports individuals in developing skills of research, self-awareness, decision making and action planning

Students are introduced to Careers work in Years 7 & 8 and in Years 9, 10 & 11 guidance is given to students in planning for continuing their education in the School's Sixth Form, seeking vocational education and preparing for employment and training.

The programme also includes the development of decision making and research skills, knowledge of employment opportunities and awareness of industrial organisation. From Year 9 onwards, students work to produce their own personal career plan/individual learning plan (ILP) which helps them to formulate record and develop their own ideas and plan targets for future action.

Students are encouraged to think carefully about the opportunities available to them from the middle of Year 9 when they plan their Key Stage 4 programme. From 2010 this will include the new Diplomas, as well as GCSE and vocational courses, and tutors are constantly available to give advice. Up-to-date information is located in the Careers section of the Library, which students can use at any time during break, lunchtime or after school.

There is a detailed programme to support students in making KS4 Option choices, with assemblies for students and parent information evenings to discuss options with teaching staff and Subject Leaders. Interviews with members of the Leadership Team are offered and a KS4 booklet, providing detailed information on every course, is given to each student or parent.

We have a strong commitment to **education business links**. This is reflected by a number of partnerships, which have included Ricoh, GKN and Siemens, and the involvement of the local business community in the Careers programme, particularly in Year 11 and the Sixth Form. We participate regularly in programmes such as the Education Engineering Scheme.

Our Personal Adviser from **Shropshire Connexions (Careers) Service** visits the school several times a week, in an advisory capacity, and much use is made of her wide knowledge and experience. In Year 11, students receive careers guidance with either the Connexions Adviser or a trained member of staff and parents are invited to join these discussions, if they wish, or to make a separate appointment. A **Sixth Form Open Evening** is organised in the autumn term, to present to parents and students the full range of choices open for Years 12 and 13. Students and parents are invited to discuss with the Head of Sixth Form and Subject Leaders students' choice of Sixth Form courses, together with the implications this will have for Higher and Further Education and a later career. This support and guidance continues to be available to all students throughout their time in the Sixth Form.

2.21 ICT User Policy

General Principles

1. The system is provided for authorised educational purposes i.e. research, completion of projects and assignments, school monitored publications and suitable leisure interests.
2. Appropriate use of language is vital in all activities, including messages.
3. Safety arrangements must be understood and respected.
4. Consideration must be given to other computer users, so that all students can access computers during the school day.
5. Sound levels need to be moderate to avoid inconvenience to others.
6. Computers are expensive and fragile and must be treated carefully.
7. It is a criminal offence to use a computer or network for a purpose not clearly permitted by the school.
8. Breaching the school and Shropshire Council security arrangements is not allowed.

Not allowed

1. Sending or displaying offensive messages or pictures.
2. Breaching the school and Shropshire Council security and safety arrangements.
3. Harassing, intimidating or insulting others using the net.
4. Damaging computers, peripherals (like printers) or the network.
5. Altering set-up and security arrangements on the system.
6. Violating copyright and intellectual property laws and using material without acknowledging sources (plagiarism).
7. Using proxy servers to access unauthorised sites.
8. Using someone else's user details (names, passwords and accounts) to log-on.
9. Trespassing into other student's areas (folders, files or other work).
10. Wasting resources (paper etc.) unnecessarily.
11. Using school electronic resources for personal gain, gambling, political activity, advertising or other purposes than those connected to school studies.
12. Storing text or imagery that is unlawful or unauthorised.
13. Sending anonymous messages or forwarding chain letters.
14. Visiting chat rooms or using resources available on the school system for chat purposes.
15. Providing any personal information.

The school will exercise its right to monitor and control individual's uses of the school computer systems, including:

- the use of files stored on the network or Learning Gateway
- web-site and Blog uses
- e-messages sent or received at school
- attachments to emails and
- work done in lessons

In cases of inappropriate use the school will withdraw the privilege of being able to use the system and students and parents will be asked to re-sign the acceptable use statement, indicating their understanding and renewed agreement to abide by the school's policies.

As a community of ICT users there are obvious and simple rules which enable sensible and safe use for everyone, maintaining the integrity of the system. It is the school's policy that computers are to be used for academic purposes. Most games and social communication sites are not to be used, even outside lesson times. You must agree to abide by these rules or you may be denied access to computer use at William Brookes School. The school undertakes routine checks of all computer files held on the system and monitors internet site searches and use. A ban on access to school computers could affect students' GCSE Examinations and Coursework.

Specific Policies

- You may only access your user area with your own password and **you should not make this available to any other person**. You may not attempt to discover another user's login or password, either at school or from a remote location.
- Circumventing Internet access control systems with e.g. proxy servers to access unauthorised web sites is a violation of school computer usage policy. There are considered reasons why certain sites are disallowed in school.
- Levels of language and content must be suitable for an educational setting. You may not deliberately use the computer to annoy others. For example, sending or making accessible any obscene, abusive, or threatening messages is not allowed.
- You may not intentionally damage the system, intentionally damage information not belonging to you, intentionally misuse system sources, or allow others to misuse system resources. It is against the law to use a computer to perform any function with intent to secure access to any program or data held on the computer system.
- You are responsible for all uses of your computer accounts. Care must be taken to only send and download safe material. Posting anonymous messages and forwarding chain letters is forbidden.
- All files and programs on the system belong to someone. You may not hinder access or make unusable anyone else's files or programs.
- Altering settings or corrupting files is forbidden. You may not authorise anyone (except technical staff or ICT teaching staff for specific purposes) to use your name or files for any reason. It is against the law to cause an unauthorised modification of the contents of a computer.
- You may not use computers or accounts for any purpose other than legitimate learning. Use for personal financial gain, gambling, political purposes or advertising is forbidden.
- You must not use a computer or your accounts for unlawful purposes, such as the illegal copying or installation of software.
- Copyright of materials must be respected. You may not illegally copy copyrighted software. You may not copy, change, or transfer any software or files provided by staff, students, or another person without permission from ICT supervising staff. You are not allowed to use software or hardware that is not provided by the school system.
- Any attempt to gain unauthorised access to programs and systems is forbidden. You may not intentionally write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software.
- Use of the Internet and VLE shall be at the discretion of the teacher during lessons.
- You must not tamper with terminals, microcomputers, printers or other associated equipment except as directed by staff.
- You may not have or attempt to have direct access to administrative options on the school network.
- You may not use school owned ICT equipment for any activities relating to bullying. Inappropriate messages must not be sent over the school network. Users are responsible for all e-mails that are sent and received. If in doubt about a sender you should not open messages.

2.22 The Learning Gateway

The school computer system and Learning Gateway provide access to electronic resources for students, staff and Governors. Next year there will be access to certain areas for parents and carers. The following **Responsible Learning Gateway Use** statement intends to help protect students, staff and the school by clearly stating what is acceptable and what is not.

- Access must only be made via the user's authorised account and password, which must not be given to any other person.
- School computer and Internet use must be appropriate to the student's education or to staff professional activity.
- Copyright and intellectual property rights must be respected.
- Users are responsible for all messages they post and for contacts made.
- Messages should be written carefully and politely. As messages may be forwarded, forums and chats are best regarded as public arenas and property.
- The use of unauthorised chat rooms is not allowed.
- The Learning Gateway may not be used for private purposes, unless the Head has given permission for that use.
- The security of the Learning Gateway must not be compromised.
- Irresponsible use will almost certainly result in the loss of access to the Learning Gateway and computer (in school).
- Politeness and courtesy will be used within the forums.
- The school should be notified immediately if there is access to areas that are restricted or not open to a user.
- The Learning Gateway is to be used for the sole purpose of developing school work and academic attainment.

Minor incidents will normally incur a documented warning and parents or carers may be notified of the concern. Such incidents include:

- Copying information into work without acknowledging a source
- Downloading images or materials that are not relevant to studies or acceptable interests/leisure pursuits
- Not using own login procedures (using another person's password)
- Sending mild nuisance messages
- Using bad language

More serious incidents will automatically involve a ban from the internet for a week and an after school detention. Parents will be sent evidence of the concern. Such incidents include:

- A repetition of minor incidents
- Harassment or bullying, insulting remarks
- Accessing, printing, showing or transmitting unsuitable material (usually sexual, hate-related or racist)
- Using or seeking proxy servers to circumvent school security arrangements
- Plagiarism in coursework

Highly inappropriate incidents will normally lead to a fixed period of exclusion or isolation. Such incidents include:

- Prolonged bullying

Illegal activities will lead to an involvement of the police. Such activities involve:

- Illegal materials (e.g. indecent images of children)
- Serious stalking or harassment

The 1990 Computer Misuse Act makes the misuse of a computer a criminal offence. The full text of the Act can be found at: www.hmso.gov.uk/acts/acts1990/Ukpga_19900018_en_1.htm. Brief definitions and applications within a school context are given below.

The three specific offences under the Act are:

- Unauthorised access to computer material (e.g. using another person's ID and password without authority in order to access a program or data on a computer).
- Unauthorised access with intent to commit or facilitate commission of further offences (e.g. gaining access to financial or administrative records, if intent can be proven).
- Unauthorised modification of computer material (e.g. destroying another user's files, creation or introduction of a virus into the school system, changing of examination results).

The first offence carries a maximum prison sentence of 6 months or a maximum fine of £2,000 or both. Offences 2 and 3 are punishable with a maximum 5 year prison sentence.