

Bolton School Boys' Division

Policy to Promote Good Behaviour

Introduction and Context

An aim of Bolton School Boys' Division is that students leave the School as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community. The Pastoral system and ethos emphasises the importance of courtesy, integrity, good manners, discipline and respect for the needs of others, in order to nurture well rounded students equipped to be the leaders of the future, irrespective of means and background.

Through the Parental Contract, parents warrant that the Pupil will take a full part in the activities of the School, will attend each school day, will be punctual, will work hard, will be well-behaved and will comply with the School's Codes of Conduct [*]. Parents and pupils may request sight of the School Codes of Conduct before they accept the offer of a place. When parents accept a place for their son, they confirm that they accept the authority of the Headmaster and of other members of staff on the Headmaster's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole.

[] Codes of Conduct for Pupils - Appendix 1*

This policy, and the School Codes of Conduct current at the time, applies to all pupils when they are on the School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School, including a school trip or activity at any place or time. Discipline is not an end in itself, but rather a means to ensure that all boys are able to benefit fully from the opportunities the School provides.

Good behaviour is promoted at Bolton School in several ways. There is a strong pastoral ethos in the School which encourages positive moral and social attitudes and spiritual awareness. Assembly and the Pastoral Curriculum both focus on values (especially, kindness, generosity, tolerance, citizenship and social responsibility). All staff are expected to act as positive role models, as are Monitors and older boys.

The promotion of good behaviour in School will ensure that all boys have the right to work in surroundings which are calm, orderly and safe. Good behaviour in lessons is essential for pupils to learn successfully. Behaviour which inhibits learning in lessons will not be tolerated by the School. Conduct in lessons should maximise the opportunities for teaching and learning. The very highest standards of conduct are expected and insisted upon, not only in the School building and during lessons, but also on the sports field and on trips and visits.

The promotion of good behaviour assists with the spiritual, moral, social and cultural development of pupils by enabling pupils to develop their self-knowledge, self-esteem and self-confidence; to be able to distinguish right from wrong; to respect the law; to accept responsibility for their behaviour; to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions [#].

[#] Appendix 2 - SMSC policy

We believe that the School's pastoral system works well because of good relations and frequent personal contacts, including sound staff-pupil relationships. The pastoral area of the School's work is led by the Deputy Headmaster, Mr Wardle. Heads of Section, Heads of Year, Form Tutors and all the staff (teaching and non-teaching) and the pupils are all involved in the creation and preservation of a warm, caring, friendly and ordered school community.

Prevention of Bullying

The ethos and working atmosphere at Bolton School aims to promote and instil values such as respect, tolerance and care for all. One of the key objectives in seeking to prevent unpleasantness and bullying is to create and sustain a supportive atmosphere in which people feel valued, are able to be themselves, and feel free from intimidation. Our pastoral care system and the significance of role models, whether staff or pupils, are influential in achieving this end. The importance of inter-personal relationships is often highlighted in full School and Year Group Assemblies, and, together with bullying as a specific topic, plays a prominent part in the School's Pastoral Curriculum.

However, in any society incidents of bullying are likely to occur, and it would be foolish to close our eyes to them, or to pretend that bullying does not happen. Bullying does not necessarily just take the form of physical violence or intimidation; it can be in the form of verbal abuse, persistent and unremitting name-calling, mimicry or deliberate exclusion and unpleasantness. Bullying includes the inappropriate treatment of others on grounds of race, religion, culture, gender, sexual orientation, disability, or academic ability. This may happen verbally, but it may also take place through emails, mobile phone texts, photographs, social networking sites, or other media. This can be done by individuals or groups towards individuals or groups. The common factor is that all these forms of behaviour are meant to inflict or result in distress and unhappiness.

We regard any form of bullying as entirely unacceptable. No pupil has the right to indulge in behaviour that results in such unhappiness. Every pupil at Bolton School has the right to be free from such interference.

If anyone sees or is aware of any incident of bullying, of any kind, they are involved in it. Ignoring the problem amounts to condoning it. It is the duty of anyone at Bolton School who knows or suspects that bullying is taking place to tell a member of staff as soon as possible. The member of staff will report it to the Head of Year. A record of incidents is kept to identify patterns. Staff will deal with the matter in confidence as far as is possible. Anyone being bullied should tell a teacher or any other responsible member of staff, irrespective of any threats made or implied to deter them from doing so.

It is the duty of us all to protect the victim(s) of bullying for in that way we restate our belief in an ordered, humane and tolerant society. It is also our duty to expose such behaviour and staff seek to be vigilant for signs of bullying or potential bullying which may include: nicknames and ridiculing in class; isolation from others in seating, activities, or around the School, physical jostling in corridors or at the start and end of lessons; evident unhappiness of solitary individuals. The School is committed to reducing the risk of bullying through staff training and awareness of the issues prevalent in contemporary society.

Further details on procedure are in the Prevention of Bullying Policy – Appendix 3.

Refer to the Disability Discrimination Policy – Appendix 4

Refer to the Equal opportunities Policy – Appendix 5

Child Protection and Safeguarding

All adults who come into contact with pupils in their work have a duty of care to safeguard and promote their welfare and the School follows the most up to date and appropriate procedures in this regard.

Bolton School contributes to Safeguarding in the following ways: prevention through the teaching and pastoral support offered to pupils; procedures for identifying and reporting cases, or suspected cases, of abuse and support to pupils who may have been abused.

The Foundation policy applies to all full and part time teaching and non-teaching staff and volunteers working in the school, and governors [S].

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We aim to promote high self-esteem, confidence, supportive friendships and clear lines of communication with a trusted adult to help prevention and establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to; know that there are adults in the school whom they can approach if they are worried or in difficulty; provide in the curriculum, activities and opportunities for appropriate personal education and development which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life.

Staff training in Safeguarding is carried out through INSET every three years for all teaching and non-teaching staff and every two years for Designated Persons.

Full details of designated persons and procedures are in the Foundation Child Protection and Safeguarding Children Policy and Procedures [§] and shorter, advisory versions of this document are produced for staff [§] and parents and carers [¶].

Further detail and information on procedures;

[§] *The Foundation Child Protection and Safeguarding Children Policy and Procedures- Appendix 6*

[§] *Child Protection Policy for Staff – Appendix 7*

[¶] *Child Protection and Safeguarding Policy for Parents and Carers- Appendix 8*

Responding to Information – Possibility of Depression or Suicide

The issues of depression and suicide have become more prominent among young people in the last few years. Our approach in identifying and dealing with those who might be at risk is to be sympathetic and supportive but rigorous in responding professionally to the situation. Any suspicions that a boy might be showing signs of depression or any degree of suicide risk are immediately followed up. Unless we are certain that the information is mendacious or incorrect, parents are contacted. However, if we feel they are part of the problem, urgent action is needed before the boy gets home. In either case, the Head or Deputy Headmaster is to be contacted for advice and they will normally make the home or any other contact, except in exceptional circumstances, when the staff directly involved may do this, after prior consultation with the Head or Deputy Headmaster. This will always be given priority over other commitments.

Information can arrive in various ways [in a routine interview, by way of another boy, odd behaviour, a rumoured or actual suicide attempt] and it is essential to react quickly whenever there is a suggestion that a pupil is at risk. The reliability of the informant should be quickly assessed and the whereabouts of the boy involved located. Help should be summoned, as it is helpful to have a second person present. The Heads of Year, Section or Sixth Form and the Deputy Headmaster should be informed as soon as possible.

When talking to a boy and there is suspicion of either depressive behaviour or a suicide risk, a progression from recent concrete events, to general attitude and then getting the boy to relate present feelings and their causes, may be a suitably indirect approach. If feelings of total isolation, hopelessness and pointlessness are encountered, then the right turn of phrase is needed to ask if suicide has been considered or even attempted. If the answer is "yes", the situation becomes critical for the boy's safety and help should be summoned from a Head of Year, Section or Sixth Form and the Deputy Headmaster.

Sanctions

We expect that boys will always work hard and behave in an appropriate manner; when this is not the case, sanctions will be applied.

The School Scale of Disciplinary Sanctions

1. Verbal correction from a Member of Staff

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2. Individual disciplinary action by a Member of Staff e.g. temporary removal of a boy from a teaching room, sending a boy to the Year Head, etc.
3. Individual subject teachers are encouraged to employ their own sanctions for most relatively minor aspects of academic indiscipline. Academic Departments should also feel free to make their own responses to such matters, be that in terms of academic detentions at morning break, for example, written impositions done at home and indeed direct contact with parents. The use of the Homework Diary is encouraged and colleagues must keep Form Tutors informed and involved in this regard.
4. Lunchtime detention [Years 7 to 11, as required by the Heads of Lower and Middle School]
5. Major detention – given for any of the 12 offences described in the School’s “Code of Conduct” [Years 7 to 11]
6. Interview with Deputy Head and a letter to parents following 4 major detentions in one year [Years 7 to 11]
7. A Saturday morning detention operates approximately every four weeks, run by the Deputy Headmaster, for boys in receipt of several Major Detentions or involved in serious incidents.
8. Internal suspension with parental notice – by Head of Sixth Form/Middle/Lower School, Deputy Head or Headmaster
9. Suspension with parental notice – only by Headmaster or Deputy Head. It has been custom hitherto that no boy is suspended twice i.e. a second suspension is tantamount to exclusion. In practice, this has often meant stopping short of a second suspension for a matter that would normally merit such a sanction, unless there was no choice given the seriousness of the incident.
10. Exclusion – only by the Headmaster with reference to the Governing Body.

Unsatisfactory Work

The boy's form tutor is kept informed. In consultation with the Year Head, the decision may be made to put a boy on some sort of Report.

Unsatisfactory work is normally dealt with by the member of staff concerned. Persistent work offences are notified by the subject teacher to the form tutor, Head of Department and the Year Head and regard is given to the boy's obligations and the convenience of other colleagues in matters such as play rehearsals and team practices etc. Only in the case of serious offence should boys be kept from school teams; such cases will be previously referred to the relevant Head of Sixth Form/Middle or Lower School, or Deputy Headmaster.

Weekly Major and Minor Detentions

Weekly Major detention is a punishment for breaking school rules; unsatisfactory work or other offences must be dealt with personally by the teacher involved or, where appropriate, referred to higher authority. The weekly Major Detention will usually be of 50 minutes' duration, from 4.10 - 5.00 pm, usually on Thursday in the Senior Library.

Details of the Major Offence are entered in Isams and the relevant Head of Middle or Lower School will arrange for a detention notice to be completed for the boy to take to his parents. If a more severe punishment is appropriate, the relevant Head of Middle or Lower School will impose it and inform the parents. The parents are asked to acknowledge receipt of the detention notice to the relevant Head of Middle/Lower School, who will deal with any queries or requests by the parents for postponement of the detention.

Individual subject teachers are encouraged to employ their own sanctions for most relatively minor aspects of academic indiscipline. Academic Departments should also feel free to make their own responses to such matters, be that in terms of academic detentions at morning break, for example, written impositions done at home and indeed direct contact with parents. The use of the Homework Diary is encouraged and colleagues must keep Form Tutors informed and involved in this regard.

Reasonable Force

There may be situations that require the use of force to control or restrain boys. These might include circumstances where a boy is committing a criminal offence, injuring themselves or others, causing damage to

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property or engaging in behaviour prejudicial to maintaining good order and discipline. Physical contact with a child is not unlawful; however there is no legal definition of reasonable force. Should force be used, it should be kept to a minimum and should be reported immediately to the Deputy Headmaster, who will keep an official record.

Confiscation of Property

This should be seen as a measure to prevent inappropriate behaviour, rather than as a punishment for misconduct. The onus is on the pupil to collect confiscated items, but staff should take reasonable care of the property. No property should be kept for more than 24 hours without informing the parents. The following guidelines are observed: - perishable items and valuable items such as jewellery should be returned at the end of the day on which they were confiscated; cigarettes, pornography, alcohol and dangerous weapons should be returned to the boy's parents who will be invited to collect them in person. Mobile telephones should be handed to the appropriate Year Head who will return it to the boy by 4.00 pm the following day. Should a mobile telephone be confiscated a second time, the parents will be required to collect it from Reception. A third time and the parents will be required to collect the mobile telephone from the Deputy Headmaster.

Refer to Drugs Alcohol Substance Misuse Policy – Appendix 9

Rewards

Commendations are a system of merit awards for boys in Years 7 & 8, which encourages:

- pupils to work at full stretch all of the time
- colleagues to reward high-level achievement by the use of an easy to use system

Work - either written in exercise books or, in the case of practical subjects such as art, music, design, sport and drama, presented in any other suitable format - may be endorsed by the subject teacher with the single word 'commendation', which should then be initialled and dated. The member of staff should then enter the commendation in Isams.

In order for the scheme to be successful, colleagues are asked to commend work which is of truly high quality only, but not to hesitate to do so wherever and whenever appropriate. The efforts of worthy strugglers who are working to full capacity can (and should) also be recognised.

Certificates are awarded to deserving boys at suitable points throughout the year (10, 25 and 50 awards respectively trigger these), and form tutors and Year Heads are kept informed.

Separate systems operate in Years 10 & 11. For boys in years 10 and 11, the relevant Head of year should be informed and they will record the achievement.

Support

There are various daily and weekly reports that may be issued by the Head of Year to give a lesson-by-lesson overview of behaviour and standard of work, including homework and effort. Boys carry around a form on which teachers make brief and appropriate comments relating to the issue in question. The Form Tutor usually checks the form each morning and signs it and the parents of the boy sign it each evening. This is designed to encourage good work habits by providing greater focus and immediate feedback. It is intended to facilitate change and is a mechanism of support rather than a sanction.

Pastoral Structure and Lines of Responsibility

Every boy has many possible options to talk to a member of staff. A boy's strengths, weaknesses, temperament, interests and home circumstances are known by his form tutor, Head of Year and Head of Section. Knowing the boys individually is very important and the Form Tutor is the key member of staff with responsibility for an individual boy, acting as a channel for information between school, home and the boys.

The Form Tutor is responsible to the Head of Year, who has oversight of the pastoral care, discipline and academic progress of all the boys in that particular cohort. They correlate standards and deal with more serious problems of behaviour, academic work or personal difficulties and support from teachers, pupils and parents when needed.

The Lower School (Years 7-9) and Middle School (Years 10-11) each have a Head of Section, who has overarching responsibility for the pastoral welfare and academic development of boys in that part of the School. Heads of Section, in addition to acting as Head of Year to one of the relevant groups, work with Form Tutors and Year Heads to ensure that boys are making progress (both intellectual and personal) during these particular two/three years of their school life. The Head of Section will also take part in the resolution of serious pastoral and disciplinary issues, and will regularly discuss matters pertaining to their section of the School and its future development with the Deputy Headmaster and Headmaster.

The same process occurs for the Upper School [Years 12-13], where there is a Head of Sixth Form and also two Assistant Heads of Sixth Form.

The Deputy Headmaster has oversight and responsibility for the pastoral care in the School. The Deputy Headmaster is the Designated Child Protection Officer. The Headmaster has, of course, overall responsibility and is also Child Protection Officer for the School. He is always informed of serious matters relating to the welfare of the boys in school and does his very best to be available to both boys and parents who might wish to speak to him on a pastoral issue.

The School Counsellors are available to talk to pupils who need advice and support or where Form Teachers, Year Heads or Heads of Section feel the need for additional skills in dealing with difficult situations boys may face. Boys may be referred to the counsellor or boys may approach themselves to seek support.

The School Nurses are a tremendous asset to the School's effort to provide for the boys' welfare. Not only are they the first port of call for the various ailments and injuries the boys suffer, but are also professional and greatly trusted confidants.

All staff, teaching and non-teaching are involved in the School's pastoral care and safeguarding and welfare provision for the boys.

The Pastoral Committee, chaired by the Deputy Headmaster, and weekly meetings between the Deputy Headmaster and the Heads of Section monitor the pastoral care provided. Regular meetings also take place between Heads of Section and their Heads of Year and between Heads of Year and their year group's Form Tutors.

Supervision

Lunch is taken at school by all boys except those who have the Headmaster's written permission to go home for lunch. There is a self-service food court, accessed by use of the security swipe cards, with Year Groups having allocated time slots. This is supervised by a duty monitor and Lunchtime Supervisors.

Staff taking lunch are asked to see that behaviour is maintained in the Dining Hall and there is also a member of staff on Lunchtime Duty to support the Lunchtime Supervisors [first duty 13.05 - 13.35 and second duty 13.35 - 14.05].

There is a Morning Break Duty in the Dining hall for members of staff, to maintain good behaviour.

The queuing in the cloisters and movement of the pupils from both Divisions into the Boys' Quad at 4.00 p.m. for the coaches is supervised by staff from both Divisions and directed by the Senior Teacher of the Boys' Division.

Changing Rooms are supervised when the boys are changing by a system of remote distant supervision and walks through to ensure suitable behaviour.

The Role of colleagues at Patterdale is the pastoral care of the boys throughout their visit, acting in loco parentis, through the supervision during the boys' time when they are not on activities, after the evening activity, throughout the night, until the start of the activity session in the morning. During activity sessions, the instructors have responsibility for the boys and staff are not expected to join in the activity sessions. A member of staff's presence on activities is appreciated by the boys and staff will appreciate qualities and skills in the boys not necessarily noticed at school.

On School trips and visits the party leader is in *loco parentis* and has a duty of care to all members of the party. All adult members accompanying a trip or visit have responsibility for the safeguarding and welfare of pupils.

The Headmaster has responsibility for ensuring appropriate leadership, proper planning and organisation. Within the School, regulations clearly define the behaviour required of pupils and the same behaviour applies on trips and visits. It beholds the school to see that on visits and journeys, when pupils are away from the more controlled environment of the school, that great care and control are exercised. It is made clear to the pupils what standards of behaviour are expected from them and why rules must be followed and what the trip will entail. Formal assessments of the foreseeable risks that might be met on a trip and the actions to be put in place to prevent or reduce the risk are produced, so that pupils are not placed in situations which expose them to an unreasonable level of risk. Safety is always the prime consideration. Trips and visits follow the School's Trips Procedures Policy [†] which is based on the DCSF documentation; HASPEV [Health and Safety of Pupils on Educational Visits] and HASLOC [Health and Safety of Children Outside Classrooms] recommendations.

[†] *Safeguarding on Trips and Visits - Appendix 10*

Access to the School

The Boys' Division Senior School is only open to those with access cards with appropriate user access rights or via the Reception. Reception is staffed from 0800. Prior to 0800 only staff have access rights through the reception door.

Boys may only enter the building from 0800.

Boys without their swipe card should use the Centre Arch Gate and Reception for entry.

From 0800 boys are supervised through the general presence of staff in school and have a good understanding of seeking assistance and help from Reception and the Sergeants Office in the first instance; this is emphasised at intervals in form tutor time and assemblies. Senior Staff are also available close to these areas.

From 1615 all boys will either be in a supervised activity with staff, in the designated room (The Senior Library) or out of the school buildings [The Senior Library is nominated as part of the out of hour's fire evacuation policy].

From 1730 all boys are out of the school building, unless in a supervised activity with staff.

Before 0800 and after 1730 there are boys around the grounds. Parents are aware that this is unsupervised. Boys are aware that Reception will be a point of contact from 0800 and until 1730 only.

Bolton School Boys' Division Policy to Promote Good Behaviour Appendix 1

Code of Conduct – Yrs. 7-9 Lower School

The fundamental school principle - that staff and boys should behave at all times with the consideration for, and courtesy towards, others, that living in a community demands - could never be reduced to a set of detailed rules. The following Code of Conduct (which does not claim to be complete) is, however, issued as a guide to a number of routine matters.

This code applies, not only in school, but also on any school-related activity or trip.

1. Entering and leaving school

Boys may use any recognised entrance. The library stairs pedestrian entrance is for use only at the start and end of the school day. Cycles or motor cycles must not be ridden on school premises.

2. Lates

All boys arriving after the 8.55 a.m. bell must sign the appropriate list which will be in the cloister area outside the Gym. They must then report immediately to their place of assembly or lesson. This late list will be removed at 10.00 a.m. and any boy arriving after this time will be marked absent from morning school. Those boys arriving between 10.00 a.m. and 1.00 p.m. will sign the special list at Reception and will be expected to produce an explanatory note. Lower and Middle School boys arriving after the p.m. registration at 2.15 p.m. must sign the LATE LIST at Reception. Any boys accumulating several lates, (a.m. or p.m.) may have to report at 8.30 a.m. every day for a week.

ABSENCES; When a boy returns to school after an absence, he must bring an explanatory note signed by his parent or guardian and hand it to his form tutor. This is a legal requirement and is in addition to any telephone or email contact between home and school regarding the absence. Punctual attendance at lessons is required.

3. Bounds

Between 8.55 a.m. and 4.00 p.m., boys may not leave school premises unless they have written permission from their Form Tutor or Head of Year.

OUT OF BOUNDS TO ALL BOYS; Entering via the Boys' Quad archway; both pavilions, the sports complex and their surrounds; all laboratories and workshops unless a teacher is present or specific permission has been given; the Girls' Division; the Girls' Division area of the New Level (i.e. beyond the 1st XI Soccer pitch and on the adjacent wall); the area between the Riley Centre and the Art's Centre; the back streets in the school's vicinity during the period 8.45 a.m. to 4.00 p.m. Boys may not congregate or wait about in the Riley Quad or in the Main Reception. The playing of all ball games on the forecourt between the main school and the Chemistry Block is forbidden. The use of large footballs is restricted to those levels where ball games are permitted. Only small, soft footballs may be used in the Boys' Quad. Boys must not climb over the railings or slide down the angled slabs to retrieve balls. The Sergeants will collect any lost balls at the end of each week.

OUT OF BOUNDS TO LOWER AND MIDDLE SCHOOL BOYS; The Great Hall and the upper floors of the Riley Centre.

4. Use of Form Rooms and Form Bases

Responsible behaviour in form rooms is expected at all times. No boys may write on the boards or notice boards except with the permission of a member of staff. Defacing of notices is forbidden. Boys must not damage or deface any school furniture or interfere with another's desk or locker, books or possessions. All forms of gambling are forbidden AT ALL TIMES. Boys are not allowed to enter their form room at break or lunchtime other than to deposit or collect bags or when a member of staff is present. Unless attending an official society or team meeting, no boy may use a room other than his own form room before or after school, during break or during the dinner hour, unless with the approval of the Form Tutor. In the case of an emergency in an unattended room, help should be summoned from Sergeants' Office.

5. Food and Drink

Food and drink must not be consumed outside the designated areas, nor in form rooms or on the corridors. Empty cans and packaging must be put into an appropriate waste bin. Alcohol must not be introduced into the School. Eating or drinking on the corridors is not allowed. All boys must take care to deposit litter in the bins provided. Boys who wish to queue for dinner must do so in an orderly manner as directed by teaching staff, lunchtime supervisors and monitors on duty. No food or drink may be removed from the Dining Hall either at morning break or lunchtime. All packaging must be deposited in the bins in the Dining Hall, and used trays and beakers must be returned appropriately.

6. Forbidden Articles

Chewing Gum; laser pens; water pistols; weapons and replicas thereof; fireworks; explosives, drugs and all illegal substances, knives and all other dangerous articles. All electrical items must be tested and deemed satisfactory before their use is permitted in school. Electrical devices such as PSPs, iPods etc. with headphones are not forbidden but are brought to school entirely at the owner's risk and may only be used at breaks and lunchtimes and not in the corridors. However, the School strongly advises that such valuables are NOT brought into school.

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Boys must abide by the iPad Acceptable Use Policy. Mobile phones should be switched off and should not be used in school or in the school grounds without the express permission of a member of the Common Room. School telephones are available throughout the day for emergency calls. The School will not be responsible for any such items and will not investigate their loss or damage. Pupils are strictly forbidden to take photographs in school or on school coaches or to make recordings of any sort. Any boy caught contravening these instructions will be punished and have the item confiscated. Valuable confiscated items will be kept in Reception and only released to the boy's parents.

7. Selling Goods in School

The selling of goods to other boys during any school activity is strictly forbidden.

8. Smoking

Smoking on school premises and in the grounds is at all times forbidden. No boy may smoke elsewhere whilst wearing school uniform. Repeated offenders are likely to incur suspension from attendance at school.

9. Illegal Drugs

Possession of illegal drugs on school premises, school buses or whilst involved in any school visit or expedition is an offence liable to be punished by expulsion.

10. Hair

Hair should be worn tidily, kept clean, without excessive amounts of gel, wax or hairspray etc., neatly cut or shaped and be its natural colour. In particular, hair must be no longer than collar length, no shorter than a number 3 and evenly cut. It must not hang across the face below the eyebrows in any circumstances. Ponytails are not permitted, nor are clips or other devices to contain overly long hair. Should there be a disagreement over the interpretation of these stipulations, the relevant Head of Section and the Deputy Head will have the final say. Moustaches and prominent sideburns are not allowed. Beards are not permitted in the Lower and Middle School.

11. Dress

All boys must observe the Dress Regulations set out in the notice to their parents. School uniform must be worn travelling to and from school and for all events that are specified "school functions". EARRINGS AND JEWELLERY ARE NOT ALLOWED. All badges should be small and unobtrusive in colours, wording and design. The number of school badges is not restricted, but only one other badge may be worn.

12. Behaviour

a) In school. Boys should at all times use doors and thoroughfares with consideration for other people. Ball games, chasing games and running on corridors are forbidden. Bags must not be carried at shoulder height. They should not be left where they obstruct corridors and stairs. Boys should not congregate so as to block corridors and stairs. They must show care for the grounds and keep off the lawns at the front of the school. Damage to property or to the buildings should immediately be reported to Sergeants' Office.

b) In public. When wearing the school uniform it is especially important that all boys should behave in an orderly manner and show consideration for members of the public. Courteous and considerate behaviour on public transport or school coaches is expected.

13. Security of Valuables

Boys must take particular care of such articles as watches, wallets and the like. Serial numbers should be noted and, where possible, the object should be indelibly marked. Before changing for games, swimming or sport, boys must use the valuables systems in place. Large sums of money and valuable or sought-after items should not be brought into school. If, for some reason they must be, then they should be left with the Form Tutor or Sergeants' Office for safe keeping. The School will not be responsible for the loss of such items if these procedures are not followed. Boys finding lost property should hand it in to Sergeants' Office.

14. Weekly Detention

The school runs a detention system. The purpose is to support the general aims of the school and, in particular, to encourage boys to follow the Code of Conduct. In the interest of consistency, and as a guide to all, there follows a list of breaches of that Code which we consider merit an after-school major detention. The list is not necessarily complete and does not supersede the professional judgement of individual members of staff.

WEEKLY DETENTION MAJOR OFFENCES

1. Wilful damage to, or defacing of, furniture; building fabric; notices; other school property; other people's property.
2. Interference with other people's possessions.
3. Gambling, smoking and the introduction of alcohol.
4. Leaving school premises without permission during the school day.

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5. Absenting oneself from lessons or other compulsory school functions without permission.
6. Failure to meet one's obligations to the School in terms of assignments or impositions.
7. Bad behaviour on public transport or school coaches.
8. Bullying or fighting. Other forms of anti-social behaviour.
9. Attempts at deception or cheating.
10. Discourteous, disobedient or insolent behaviour towards teaching or ancillary staff.
11. Possession of forbidden articles.
12. A serious offence reported by a school monitor.

The School operates a Saturday morning detention for those boys who acquire several detentions or are involved in a particularly serious incident. This runs every four weeks from 10.00 am – 12.00 pm and is supervised by the Deputy Headmaster. Attendance is compulsory.

15. Students Representing the School

When a boy is selected to play for a school team, or to represent the School, he must do so. In exceptional circumstances, the School may give permission for a boy to be excused from this commitment. If this is to be granted, then a formal letter requesting leave of absence and addressed to the Headmaster must be submitted at the earliest opportunity through the member of staff in charge of the team or sport.

Code of Conduct – Yrs. 10-11 Middle School

The fundamental school principle - that staff and boys should behave at all times with the consideration for, and courtesy towards, others, that living in a community demands - could never be reduced to a set of detailed rules. The following Code of Conduct (which does not claim to be complete) is, however, issued as a guide to a number of routine matters.

This code applies, not only in school, but also on any school-related activity or trip.

1. Entering and leaving school

Boys may use any recognised entrance. The library stairs pedestrian entrance is for use only at the start and end of the school day. Cycles or motor cycles must not be ridden on school premises.

2. Lates

All boys arriving after the 8.55 a.m. bell must sign the appropriate list which will be in the cloister area outside the Gym. They must then report immediately to their place of assembly or lesson. This late list will be removed at 10.00 a.m. and any boy arriving after this time will be marked absent from morning school. Those boys arriving between 10.00 a.m. and 1.00 p.m. will sign the special list at Reception and will be expected to produce an explanatory note. Lower and Middle School boys arriving after the p.m. registration at 2.15 p.m. must sign the LATE LIST at Reception. Any boys accumulating several lates, (a.m. or p.m.) may have to report at 8.30 a.m. every day for a week.

ABSENCES

When a boy returns to school after an absence, he must bring an explanatory note signed by his parent or guardian and hand it to his Form Tutor. This is a legal requirement and is in addition to any telephone or email contact between home and school regarding the absence. Punctual attendance at lessons is required.

3. Bounds

Between 8.55 a.m. and 4.00 p.m., boys may not leave school premises unless they have written permission from their Form Tutor or Head of Year.

OUT OF BOUNDS TO ALL BOYS; Entering via the Boys' Quad archway; both pavilions, the sports complex and their surrounds; all laboratories and workshops unless a teacher is present or specific permission has been given; the Girls' Division; the Girls' Division area of the New Level (i.e. beyond the 1st XI Soccer pitch and on the adjacent wall); the area between the Riley Centre and the Art's Centre; the back streets in the school's vicinity during the period 8.45 a.m. to 4.00 p.m. Boys may not congregate or wait about in the Riley Quad or in the Main Reception. The playing of all ball games on the forecourt between the main school and the Chemistry Block is forbidden. The use of large footballs is restricted to those levels where ball games are permitted. Only small, soft footballs may be used in the Boys' Quad. Boys must not climb over the railings or slide down the angled slabs to retrieve balls. The Sergeants will collect any lost balls at the end of each week.

OUT OF BOUNDS TO LOWER AND MIDDLE SCHOOL BOYS; The Great Hall and the upper floors of the Riley Centre.

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4. Use of Form Rooms and Form Bases

Responsible behaviour in form rooms is expected at all times. No boys may write on the boards or notice boards except with the permission of a member of staff. Defacing of notices is forbidden. Boys must not damage or deface any school furniture or interfere with another's desk or locker, books or possessions. All forms of gambling are forbidden AT ALL TIMES. Unless attending an official society or team meeting, no boy may use a room other than his own form room before or after school, during break or during the dinner hour, unless with the approval of the Form Tutor. In the case of an emergency in an unattended room, help should be summoned from Sergeants' Office.

5. Food and Drink

Food and drink must not be consumed outside designated areas, nor in form rooms or on the corridors. Empty cans and packaging must be put into an appropriate waste bin. Alcohol must not be introduced into the School. Eating or drinking on the corridors is not allowed. All boys must take care to deposit litter in the bins provided. Boys who wish to queue for dinner must do so in an orderly manner as directed by teaching staff, lunchtime supervisors and monitors on duty. No food or drink may be removed from the Dining Hall either at morning break or lunchtime. All packaging must be deposited in the bins in the Dining Hall, and used trays and beakers must be returned appropriately.

6. Forbidden Articles

Chewing Gum; laser pens; water pistols; weapons and replicas thereof; fireworks; explosives, drugs and all illegal substances, knives and all other dangerous articles. All electrical items must be tested and deemed satisfactory before their use is permitted in school. Electrical devices such as PSPs, iPods etc. with headphones are not forbidden but are brought to school entirely at the owner's risk and may only be used at breaks and lunchtimes and not in the corridors. However, the School strongly advises that such valuables are NOT brought into school.

Boys must abide by the iPad Acceptable Use Policy. Mobile phones should be switched off and should not be used in school or in the school grounds without the express permission of a member of the Common Room. School telephones are available throughout the day for emergency calls. The School will not be responsible for any such items and will not investigate their loss or damage. Pupils are strictly forbidden to take photographs in school or on school coaches or to make recordings of any sort. Any boy caught contravening these instructions will be punished and have the item confiscated. Valuable confiscated items will be kept in Reception and only released to the boy's parents.

7. Selling Goods in School

The selling of goods to other boys during any school activity is strictly forbidden.

8. Smoking

Smoking on school premises and in the grounds is at all times forbidden. No boy may smoke elsewhere whilst wearing school uniform. Repeated offenders are likely to incur suspension from attendance at school.

9. Illegal Drugs

Possession of illegal drugs on school premises, school buses or whilst involved in any school visit or expedition is an offence liable to be punished by expulsion.

10. Hair

Hair should be worn tidily, kept clean, without excessive amounts of gel, wax or hairspray etc., neatly cut or shaped and be its natural colour. In particular, hair must be no longer than collar length, no shorter than a number 3 and evenly cut. It must not hang across the face below the eyebrows in any circumstances. Ponytails are not permitted, nor are clips or other devices to contain overly long hair. Should there be a disagreement over the interpretation of these stipulations, the relevant Head of Section and the Deputy Head will have the final say. Moustaches and prominent sideburns are not allowed. Beards are not permitted in the Lower and Middle School.

11. Dress

All boys must observe the Dress Regulations set out in the notice to their parents. School uniform must be worn travelling to and from school and for all events that are specified "school functions". EARRINGS AND JEWELLERY ARE NOT ALLOWED. All badges should be small and unobtrusive in colours, wording and design. The number of school badges is not restricted, but only one other badge may be worn.

12. Behaviour

a) In school. Boys should at all times use doors and thoroughfares with consideration for other people. Ball games, chasing games and running on corridors are forbidden. Bags must not be carried at shoulder height. They should not be left where they obstruct corridors and stairs. Boys should not congregate so as to block corridors and stairs. They must show care for

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the grounds and keep off the lawns at the front of the school. Damage to property or to the buildings should immediately be reported to Sergeants' Office.

b) In public. When wearing the school uniform it is especially important that all boys should behave in an orderly manner and show consideration for members of the public. Courteous and considerate behaviour on public transport or school coaches is expected.

13. Security of Valuables

Boys must take particular care of such articles as watches, wallets and the like. Serial numbers should be noted and, where possible, the object should be indelibly marked. Before changing for games, swimming or sport, boys must use the valuables systems in place. Large sums of money and valuable or sought-after items should not be brought into school. If, for some reason they must be, then they should be left with the Form Tutor or Sergeants' Office for safe keeping. The School will not be responsible for the loss of such items if these procedures are not followed. Boys finding lost property should hand it in to Sergeants' Office.

14. Weekly Detention

The school runs a detention system. The purpose is to support the general aims of the school and, in particular, to encourage boys to follow the Code of Conduct. In the interest of consistency, and as a guide to all, there follows a list of breaches of that Code which we consider merit an after-school major detention. The list is not necessarily complete and does not supersede the professional judgement of individual members of staff.

WEEKLY DETENTION MAJOR OFFENCES

1. Wilful damage to, or defacing of, furniture; building fabric; notices; other school property; other people's property.
2. Interference with other people's possessions.
3. Gambling, smoking and the introduction of alcohol.
4. Leaving school premises without permission during the school day.
5. Absenting oneself from lessons or other compulsory school functions without permission.
6. Failure to meet one's obligations to the School in terms of assignments or impositions.
7. Bad behaviour on public transport or school coaches.
8. Bullying or fighting. Other forms of anti-social behaviour.
9. Attempts at deception or cheating.
10. Discourteous, disobedient or insolent behaviour towards teaching or ancillary staff.
11. Possession of forbidden articles.
12. A serious offence reported by a school monitor.

The School operates a Saturday morning detention for those boys who acquire several detentions or are involved in a particularly serious incident. This runs every four weeks from 10.00 am – 12.00 pm and is supervised by the Deputy Headmaster. Attendance is compulsory.

15. Students Representing the School

When a boy is selected to play for a school team, or to represent the School, he must do so. In exceptional circumstances, the School may give permission for a boy to be excused from this commitment. If this is to be granted, then a formal letter requesting leave of absence and addressed to the Headmaster must be submitted at the earliest opportunity through the member of staff in charge of the team or sport.

Code of Conduct for the Upper School (Years 12 and 13)

The fundamental school principle - that staff and boys should behave at all times with the consideration for, and courtesy towards, others, that living in a community demands - could never be reduced to a set of detailed rules. The following Code of Conduct (which does not claim to be complete) is, however, issued as a guide to a number of routine matters.

This code applies, not only in school, but also on any school-related activity or trip.

1. Entering and leaving school

Boys may use any recognised entrance. The library stairs pedestrian entrance is for use only at the start and end of the school day. Cycles or motor cycles must not be ridden on school premises.

2. Lates

All boys arriving after the 8.55 a.m. bell must sign the appropriate list which will be in the cloister area outside the Gym. They must then report immediately to their place of assembly or lesson. This late list will be removed at 10.00 a.m. and any boy arriving after this time will be marked absent from morning school. Those boys arriving between 10.00 a.m. and 1.00 p.m.

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will sign the special list at Reception and will be expected to produce an explanatory note. Any boy accumulating several lates, (a.m. or p.m.) may have to report at 8.30 a.m. every day for a week.

ABSENCES

When a boy returns to school after an absence, he must bring an explanatory note signed by his parent or guardian. This note will then be initialled by his form tutor and sent to Sergeants' Office. Punctual attendance at lessons is required.

3. Bounds

Between 8.55 a.m. and 4.00 p.m., boys may not leave school premises unless they have arranged a leave of absence or been allowed to sign-out.

OUT OF BOUNDS TO ALL BOYS

Entering via the Boys' Quad archway; both pavilions, the sports complex and their surrounds; all laboratories and workshops unless a teacher is present or specific permission has been given; the Girls' Division except to attend lessons or events arranged by staff; the Girls' Division area of the New Level (i.e. beyond the 1st XI Soccer pitch and on the adjacent wall); the grass areas between the Riley Centre and the Arts Centre; the back streets in the school's vicinity during the period 8.45 a.m. to 4.00 p.m. Boys may not congregate or wait about in the Riley Quad or in the Main Reception. The playing of all ball games on the forecourt between the main school and the Chemistry Block is forbidden. The use of large footballs is restricted to those levels where ball games are permitted. Only small, soft footballs may be used in the Boys' Quad. Boys must not climb over the railings or slide down the angled slabs to retrieve balls. The Sergeants will collect any lost balls at the end of each week.

4. Use of Form Rooms and Form Bases

Responsible behaviour in form rooms is expected at all times. No boy may write on the boards or notice boards except with the permission of a member of staff. Defacing of notices is forbidden. Boys must not damage or deface any school furniture or interfere with another's desk or locker, books or possessions. All forms of gambling are forbidden AT ALL TIMES. Unless attending an official society or team meeting, no boy may use a room other than his own form room before or after school, during break or during the dinner hour, unless with the approval of the Form Tutor. In case of an emergency in an unattended room, help should be summoned from Sergeants' Office.

5. Food and Drink

Food and drink must not be consumed outside designated areas, nor in form rooms or on the corridors. Empty cans and packaging must be put into an appropriate waste bin. Alcohol must not be introduced into the School. Eating or drinking on the corridors is not allowed. All boys must take care to deposit litter in the bins provided. Boys who wish to queue for dinner must do so in an orderly manner as directed by the staff and monitors on duty.

6. Forbidden Articles

Chewing gum; laser pens; water pistols; weapons and replicas thereof; fireworks; explosives, drugs and all illegal substances, knives and all other dangerous articles. All electrical items must be tested and deemed satisfactory before their use is permitted in school. Electrical devices such as PSPs, iPods etc. with headphones are not forbidden but are brought to school entirely at the owner's risk and may only be used at breaks and lunchtimes and not in the corridors. However, the School strongly advises that such valuables are NOT brought into school.

Boys must abide by the iPad Acceptable Use Policy. Mobile 'phones should be switched off and should not be used in school or in the school grounds except in the Sixth Form Centre without the express permission of a member of the Common Room. School telephones are available throughout the day for emergency calls. The School will not be responsible for any such items and will not investigate their loss or damage. Pupils are strictly forbidden to take photographs in school or on school coaches or to make recordings of any sort. Any boy caught contravening these instructions will be punished and have the item confiscated. Valuable confiscated items will be kept in Reception and only released to the boy's parents.

7. Driving

Boys may not park vehicles on school premises. Boys who bring vehicles to school do so at their own risk and must ensure that due care is given to the safety of themselves and others.

8. Selling Goods in School

The selling of goods to other boys during any school activity is strictly forbidden.

9. Smoking

Smoking on school premises and in the grounds is at all times forbidden. No boy may smoke elsewhere whilst wearing school uniform. Repeated offenders are likely to incur suspension from attendance at school.

10. Illegal Drugs

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Possession of illegal drugs on school premises, school buses or whilst involved in any school visit or expedition is an offence liable to be punished by expulsion.

11. Hair

Hair should be worn tidily, kept clean, without excessive amounts of gel, wax or hairspray etc., neatly cut or shaped and be its natural colour. In particular, hair must be no longer than collar length, no shorter than a number 3 and evenly cut. It must not hang across the face below the eyebrows in any circumstances. Ponytails are not permitted, nor are clips or other devices to contain overly long hair. Should there be a disagreement over the interpretation of these stipulations, the relevant Head of Section and the Deputy Head will have the final say. Moustaches and prominent sideburns are not allowed. Beards may only be worn under specially agreed circumstances.

12. Dress

All boys must observe the Dress Regulations set out in the notice to their parents. School uniform must be worn travelling to and from school and for all events that are specified "school functions". EARRINGS AND JEWELLERY ARE NOT ALLOWED. All badges should be small and unobtrusive in colours, wording and design. The number of school badges is not restricted, but only one other badge may be worn.

13. Behaviour

a) In school. Boys should at all times use doors and thoroughfares with consideration for other people. Ball games, chasing games and running on corridors are forbidden. Bags must not be carried at shoulder height. They should not be left where they obstruct corridors and stairs. Boys should not congregate so as to block corridors and stairs. They must show care for the ground and keep off the lawns at the front of the school. Damage to property or to the buildings should immediately be reported to Sergeants' Office.

b) In public. When wearing the school uniform it is especially important that all boys should behave in an orderly manner and show consideration for members of the public. Courteous and considerate behaviour on public transport or school coaches is expected.

14. Security of Valuables

Boys must take particular care of such articles as watches, wallets and the like. Serial numbers should be noted and, where possible, the object should be indelibly marked. Before changing for games, swimming or sport, boys must use the valuables system in place. Large sums of money and valuable or sought-after items should not be brought into school. If for some reason they must be, then they should be left with the Form Tutor or Sergeant's office for safe keeping. The School will not be responsible for the loss of such items if these procedures are not followed. Boys finding lost property should hand it in to Sergeants' office.

15. Detention

There is no weekly detention system in the Upper School. Breaches of the Code of Conduct and any disregard of the fundamental school principles will be dealt with, as appropriate, by Form Tutors, Year Heads and Head of Sixth Form. Where boys are involved in repeated indiscipline or in serious matters, they may be required to attend a Saturday morning detention from 10.00 am – 12.00 pm supervised by the Deputy Headmaster. Attendance is compulsory.

16. Students Representing the School

When a boy is selected to play for the school team, or to represent the School, he must do so. In exceptional circumstances, the School may give permission for a boy to be excused from this commitment. If this is to be granted, then a formal letter requesting leave of absence and addressed to the Headmaster must be submitted at the earliest opportunity through the member of staff in charge of the team or sport.

Academic Monitoring

During the course of your Sixth Form career students will be closely monitored by subject teachers, Heads of Department, Heads of Year and Senior Staff. Academic indiscipline will result in a formal written communication with home and continued such behaviour will lead to more serious sanctions, ultimately interviews with CCJ/RDW or the Headmaster and suspension from school. However, diligence, achievement and effort will be rewarded with letters home and commendation from Senior Staff. During the course of Year 12/Year 13 there will be a series of formal academic boards where boys will be asked to account for their academic progress, consider whether they are meeting set targets and be given specific courses of action.

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Each term all students' progress will be assessed through grade checks, reports or in interview.

Postcard System for Sixth Form

1. If work is of an unacceptable standard or is submitted late a postcard may be sent home, and a boy will be interviewed by their Form Tutor. The Headmaster, RDW, CCJ, NM and HT will also be informed.
2. Two postcards will result in an interview with the Head of Year and contact with home and reference made on RC1.
3. Three postcards will result in parents being invited into school to see NM/HT and CCJ.
4. Four postcards and the boy can be internally suspended by CCJ or RDW, or given a Saturday morning detention.
5. Five postcards will result in an interview with RDW and the boy will be internally suspended.
6. Six postcards will result in an interview with the Headmaster and more serious sanctions.

<p style="text-align: center;">SENIOR AND LOWER SCHOOL LIBRARIES CODE OF CONDUCT</p>

The school libraries provide a variety of books, journals and newspapers. These resources are blended with technology which provides access to online collections and educational apps. When in the library, boys should be using the library resources. Study rooms and computer rooms are provided elsewhere.

Within all libraries, quiet talking and discussion about work are permitted but general conversation is not. All conversation must be kept at a level which does not disturb other library users. In the Senior Library at lunchtime, voices should not be raised above a whisper.

Food and drink must not be taken into the libraries.

The use of headphones to listen to audio books, videos or music whilst studying in the libraries is permitted provided the sound cannot be heard by others and it is still possible to hear the fire alarm when it sounds. Headphones must be for personal use only. Any member of staff will inform you if the audio is too loud and can be heard.

No item may be removed from the library without following the correct borrowing procedure. If you are unsure of the borrowing procedure, please ask a member of the library staff.

Appendix 2

Bolton School Boys' Division

The Spiritual, Moral, Social and Cultural Development of Pupils

The task of spiritual, moral, social and cultural development is a matter of vital concern to each and every member of the school community, since these values will emerge from every aspect of school life, curricular and co-curricular.

The School's stated aims include the ambitious intent to develop boys into self-confident young people who will lead happy and fulfilled lives and make a difference for good in the community. We further aim to ensure this by offering a rich and stimulating educational experience which encompasses academic, co-curricular and social activities and which challenges and

Reviewed: September 2016
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encourages initiative, promotes co-operation and develops leadership. We are confident that very few schools can match the extraordinary provision we offer in this regard.

a) *enable pupils to develop their self-knowledge, self-esteem and self-confidence;*

These matters are absolutely central to the aims and ethos of the School. It is exemplified most obviously in the residential courses at Patterdale Hall attended every year by all students in Years 7-12. The same applies to the very large number of trips and visits in which boys can participate. But it is also manifest in community activities, the School Councils, in many co-curricular activities such as sport, music and drama. There is the opportunity to develop these characteristics in lessons, of course and in mentoring other pupils both academically and otherwise, for example through the Houses and the Monitorial System and in the SHINE Saturday school programme.

b) *enable pupils to distinguish right from wrong and to respect the law;*

The pastoral side of school life, both in structures and intent and in which all are involved, contributes hugely toward achieving these fundamental elements of moral education. This is codified in The School's Code of Conduct but is also a consequence of example in the behaviour of staff, older pupils and peers. The very highest standards of conduct are expected and insisted upon on the sports field and on trips and visits. Such matters are dealt with explicitly in the Pastoral Curriculum, in assemblies of all types and in many curriculum subjects.

c) *encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;*

The aims, ethos and tradition of the School and, indeed its Code of Conduct and co-curricular programme are based on encouraging personal responsibility, initiative and leadership and enshrine the vital importance of being part of and contributing to the community both in School and at large. Patterdale Hall is the most obvious example of the School's commitment to such principles, so too the enormous amount of charity work and volunteering in which the boys participate, particularly impressively in the Sixth Form.

d) *provide pupils with a broad knowledge of public institutions and services in England;*

Such matters are dealt with regularly in assemblies, in elements of the co-curricular programme and in several curriculum subjects, notably History, but most especially in the Pastoral Curriculum where they are an explicit and substantial element of the specification and are studied by all boys.

e) *assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.*

This is covered in assemblies, is a key feature of the Pastoral Curriculum and contributions are made by most curriculum subjects but especially in English, RE, History, Geography and in the enrichment programme in the Sixth Form. Co-curricular activities, including the two Literary and Debating Societies, also play their part, so too the SHINE initiative and the volunteer programme. It is part of the soul of the School, reiterated by staff in a variety of contexts in pastoral work of all kinds and in the promotion of community activities and charity work. The prevailing atmosphere is one of tolerance, respect, co-operation and mutual understanding and, indeed, encouragement of different cultures and traditions, whilst recognizing that, by its foundation and constitution, the School maintains its Christian roots.

RDW [December 2015]

Appendix 3

Bolton School Boys' Division

Prevention of Bullying Policy

- (i) The school believes that each boy has the right to be secure and happy within the school environment and that others must not interfere with this fundamental right.

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- (ii) The school will not tolerate the intimidation of one individual by another by any means. Bullying is behaviour that is repeated over time and intentionally hurts another pupil or group, physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile telephones, text messaging of various types, photographs and email).
- (iii) The school will not tolerate any form of group behaviour which seeks to intimidate either individuals or other groups. Strong sanctions, including temporary and permanent exclusion, may be employed in cases of severe and persistent bullying.
- (iv) The school requires any members who are the subject of bullying to report such occurrences and undertakes to effect a rapid resolution of such issues.

RDW December 2015

Prevention of Bullying Statement

1. We are always interested in what happens to boys: in school, when travelling to and from school and on other occasions such as sporting ventures or trips. We are always very willing to listen and to help if they experience difficulties outside school or at home.
2. The topic of bullying is discussed throughout the school; in PHSE, assemblies, within subject teaching and in form time. For further information contact the Deputy Headmaster, the Head of Sixth Form or the Head of Lower or Middle School who can provide details and the relevant documentation.
3. We always take allegations of bullying seriously and time is found to investigate them promptly and thoroughly. Sanctions will be employed against perpetrators.
4. We will preserve all possible confidence and privacy, but we reserve the right to get boys help if we judge this to be needful.
5. Bullying can take various forms:
 - (i) Psychological pressure, perhaps sustained, by individuals or by a group. This includes isolation and ostracism.
 - (ii) Verbal and written abuse, perhaps repeated, sometimes with sexual (including homophobic), religious, cultural or racial overtones or with reference to both learning and physical disability.
 - (iii) Interference with or damage to personal effects.
 - (iv) Violence or the threat of violence.
 - (v) Cyberbullying – on social networking sites, in the use of mobile 'phones – text and photographs, and via email.
6. It can take place in many situations: classrooms, playgrounds, the dining hall, on school coaches, and with the advent of 'cyberbullying', in the home. We need to discover when and how frequently it happens and if there is a clear pattern of behaviour involved.
7. A boy may do nothing and hope the bullying will go away. This usually makes matters worse and he should be encouraged to tell someone. All talk about "grassing" needs to be put firmly in its place. Emphasis should be given to the various ways of getting the message through:
 - (i) A boy should be able to tell any member of the school staff about the problem.
 - (ii) He may use the "official channels" such as Form Teacher or Year Head. The School Counsellor, Mrs Edge will give advice and help.
 - (iii) A boy's parents or guardian can write or talk in confidence to any teacher, including the Headmaster.

All possible confidence will be maintained and we guarantee that there will be no attempt to get back at the boy. There will be continuing protection and interest and the door will always be left open for another approach.

It should be emphasised that if a boy knows that one of his peers is being bullied, he has the responsibility to make sure the message gets through.

He can talk in privacy and confidence to any teacher and will have helped someone else out of a difficulty. If he doesn't do so, he may well be helping to provoke further incidents and protect the wrongdoers. Problems must not be allowed to build up and affect boys' morale and work. Once a pattern of bullying shows itself, then boys must tell a teacher about it. In so doing they will be helping us to help them.

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Next review: September 2017

8. Staff should follow the general guidelines on interviewing pupils. Full records should be made. Reference should be made at an early stage to the Year Head, Head of Lower or Middle School or Head of Sixth Form or the Deputy Headmaster as appropriate.

Appendix 4

Bolton School Boys' Division

Disability Discrimination Policy

This whole School policy provides details of how the Joint Governing Body has made provisions to integrate, where possible, pupils and adults with a disability to the School's full range of activities and functions. Please refer to the School's Accessibility Plan for more specific details, which covers the following areas;

- admissions,
- physical layout of the building,
- education,
- recreational,
- sport,
- welfare,
- awareness of policy and procedures.

PUPILS: Admission to Bolton School depends upon a prospective pupil meeting the criteria to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident and well-educated adult. These criteria must continue to be met throughout the pupil's time at the school.

The school's policy is to apply the above criteria to all pupils and potential pupils regardless of any disability of which it is made aware. The School has an obligation to make reasonable adjustments not to put any pupil or potential pupil with a disability at a substantial disadvantage, compared to any pupil who is not disadvantaged because of his or her disability.

The school asks parents to give written notice of any disability in respect of a prospective pupil at the time of application. In assessing any pupil the school may take such advice and require such assessments as it regards appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

One of the obvious problems, which the school has (in common with many other schools), is its lay-out which covers a wide area and consists of many separate and some historic buildings of several stories. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all facilities for one subject in one area. This requires pupils to go from classroom to classroom, often up steps or stairs. Any pupil with impaired mobility could be put at a disadvantage by these problems. Nor can all these matters be remedied completely by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position. The school is, however, very accessible and has some experience of catering for pupils with a range of disabilities and medical conditions.

The school has set up a Disability Discrimination Policy Review Committee chaired by the Clerk and Treasurer. The Committee has co-opted additional members who have an expertise in a particular area. The Committee's terms of reference are:

- (i) To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- (ii) To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;
- (iii) To prepare the school's Disability Discrimination Policy.
- (iv) To prepare the school's Accessibility Plan.
- (v) To review and update the Policy and Plan as necessary and at least every 2 years.

EMPLOYEES AND VISITORS: The Joint Governing Body recognises that it has clear obligations towards all its employees and the community at large to ensure that people with disabilities are afforded equal opportunities to enter employment and progress within the School and/or the School's subsidiary trading company. In addition to complying with the requirements of the Disability Discrimination Act 1995, the employer will follow procedures designed to provide for fair consideration and selection of applicants with disabilities and to satisfy their training and career development needs. The School is certified to use the Government's initiative 'Positive about disabled people'. When an employee become disabled in the course of his/her employment, reasonable steps will be taken to accommodate his/her disability by making adjustments to his/her

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existing employment or redeployment and, through appropriate retraining, to enable the employee to remain in employment with the employer wherever possible.

Appendix 5

Bolton School Boys' Division

Equal Opportunities Policy

This school is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors.

We oppose all forms of unlawful or unfair discrimination and aim to ensure equal treatment for all. The school wishes to embrace the spirit as well as the letter of the law with regard to Equal Opportunities Policy. We intend to create a climate in which equal opportunities are a reality, both in our attitudes and practices, especially in the following four areas:

(1) **RACE**

We regard as racism any attitude held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin, which is offensive, discriminatory or hostile towards the individual or group. We also consider racism to be behaviour acts or expressions that reflect such attitudes, or any incitement to behaviour of that kind.

(2) **GENDER**

We consider sexism to be any attitude held by a person or group of one sex towards an individual or group of the other sex, which is offensive, discriminatory or hostile towards the individual or group. We consider sexual harassment to be behaviour acts or expressions that reflect such attitudes, or an incitement to behaviour of that kind.

(3) **DISABILITY**

We regard as unacceptable attitudes held by a person or group towards an individual with a physical disability which are offensive, discriminatory or hostile towards the individual. We regard as unacceptable behaviour acts or expressions which reflect such attitudes, or any incitement to make others adopt such attitudes. The school has a Disability Policy and an Accessibility Plan, the aim of which is to ensure, as far as possible and reasonable, that any pupil or potential pupil with a disability will not be substantially disadvantaged because of his disability.

(4) **SEXUAL ORIENTATION**

We regard as unacceptable behaviour, any acts or expressions which reflect an offensive, discriminating or hostile attitude towards an individual's sexual orientation.

Appendix 6

Please refer to the separate

Child Protection and Safeguarding Children Policy

Appendix 7

Bolton School Boys' Division

Child Protection Policy

Summary of the Child Protection and safeguarding Children Policy and Procedures for Staff, Contractors and Volunteers

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2006) will be issued to **all** school staff both permanent and temporary, and also to any volunteers or contractors who work with the children.

All volunteers, contractors and staff engaged or employed by Bolton School have a duty to report and refer any concerns they may have to the relevant member of staff who has overall responsibility for child protection matters. The relevant members of staff are:

Boys' Division: The boy's Form Tutor, Year Head or Head of Section, in the first instance who will report to the Deputy Headmaster or Headmaster who are the Child Protection Officers. The Deputy Headmaster or Headmaster may be informed directly should a member of staff so prefer.

Definitions/categories of abuse are shown below and volunteers, contractors and staff engaged or employed by Bolton School are expected to familiarise themselves with them.

Physical Abuse

- Physical attack of any form
- Giving of drugs including alcohol
- Excessive training in sport

Sexual Abuse

- Penetrative or non-penetrative acts by males or females
- Showing of pornographic material

Emotional Abuse

- Persistent lack of affection
- Constant threatening behaviour
- Constant overprotection
- Unrealistic pressure to perform to high expectations
- Exposure to violence to other(s) within the household

Neglect

- Persistent failure to meet a child's basic needs
- Failure to protect from harm
- Failure in ensuring access to medical treatment
- Leaving a child without supervision

A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present.

Any member of School staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

Receive

- What is said
- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief.

Reassure

- The child
- Acknowledge their courage in telling you
- Do not promise confidentiality
- Remind them they are not to blame – avoid criticising the alleged perpetrator
- Do not promise that "everything will be alright now" (it might not be).

React

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Next review: September 2017

- React calmly, respond to the pupil but do not interrogate
- Avoid leading questions but ask open ended ones
- Clarify anything you do not understand
- Explain what you will do next i.e. inform the Designated Person for Child Protection.

Record

- Make notes as soon as possible – during the interview if you can
- Include:
 - Time
 - Date
 - Place
 - The pupils own words – do not assume – ask

e.g. "Please tell me what xxxxx means".

- Describe observable behaviour
- Do not destroy your original notes – they may be needed later on.

Support

- Consider what support is needed for the child – you may need to give them a lot of your time
- Ensure you are supported – such interviews can be extremely stressful and time consuming
- Talk to your Designated Person/Headmaster/Headmistress/Clerk and Treasurer/School Nurse
- Consider using the Local Safeguarding Children Board (LSCB) Staff Care Scheme. (Telephone: Bolton 337472)

Bolton School is committed to safeguarding and promoting the welfare of children

For further details, refer to the Foundation Child Protection and Safeguarding Children Policy and Procedures

Appendix 8

Bolton School Boys' Division

Child Protection and Safeguarding Children Policy for Parents and Carers

Introduction

Bolton School will strive to ensure that all pupils remain safe and free from harm, and the School is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the School has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with pupils, and direct work with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries which result in cuts/bruises/fractures should inform the school **without delay**.

Principles

Children have a right to be safe.

Parents have a right to be informed.

Children are best protected when parents and school can work together.

Partnership

School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

Prevention

School will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights, and encourages them to speak about any concerns. The School will also address the issue of children's safety through the curriculum.

Responding to Concerns

School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.

School will consult with other agencies when it has concerns that a child may have been abused or neglected.

School will discuss with parents/carers any concerns they have about their children.

Parents/carers will be kept informed about what has happened.

Child/Child Abuse

Physical and emotional abuse of children by other children will be dealt with through the School's anti-bullying policy.

Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred to Children's Social Care.

Child Protection Strategy Meeting and Conferences

Members of School staff will attend strategy meetings and conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. School will keep confidential child protection records separately from a pupil's academic and other school records.

Confidentiality

Information from parents about possible child abuse cannot be kept confidential.

Information and records about children on the Child Protection Register will be given only to those people who need it, and will be kept strictly confidential by them.

If parents have concerns about their child, they should contact:

Boys' Division: The boy's Form Tutor, Year Head or Head of Section, in the first instance who will report to the Deputy Headmaster or Headmaster who are the Child Protection Officers. The Deputy Headmaster or Headmaster may be informed directly should a parent or carer so prefer.

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Appendix 9

Bolton School Boys' Division

Drugs, Alcohol, Substance Misuse Policy

The school abhors the illegal possession of drugs, the supply of drugs and alcohol misuse by members of the school. The attention of all boys is drawn to the relevant paragraphs in the School Code of Conduct.

The school believes it has a duty to inform and educate those in its charge on the consequences of drugs use and misuse as part of its commitment to the health, safety and welfare of its members.

The school acknowledges the importance of its pastoral role in the welfare of young people and, through the general ethos of the school, will seek to persuade pupils in need of support to come forward.

Although the school will maintain its policy that any student found to be selling, distributing or in any other way influencing other students in the illegal use of drugs may be expelled from the school, it will so do always on a welfare basis bearing in mind responsibilities both to the individual concerned and to the wider school community.

The school believes that it has a shared responsibility in these matters with parents and it will seek to keep parents informed and involved in the implementation of this policy at all times.

In the enacting of this policy the school will

- (i) ensure that members of the staff are appropriately trained to be able to both instruct and counsel students on these matters.
- (ii) deliver instruction in the context of regular PSHE and Science lessons in particular, and in form and year group assemblies, visiting speakers and in other disciplines, to ensure that all students have accurate information about illegal substances. A full understanding of the implications and possible consequences of their use and misuse together with a clear identification of the sources of appropriate personal support both within and beyond the school will be consistently conveyed.
- (iii) react through the appropriate Form Tutor and Year Head, together with the Heads of Section, Deputy Head and Headmaster to each substance incident individually, recognising that a variety of responses will generally be necessary to deal with incidents.
- (iv) inform the parents of any student known or suspected to be using illegal drugs including any situations outside the operation of the school drawn to our notice. The school will take appropriate action to deal with any effect that this misuse may be having on the academic or social progress of the student within the school.
- (v) co-operate with other agencies such as the Police, Social Services, LEA, Health and Drug Agencies to deliver its commitment to Drugs Education and in dealing with incidents of substance use and misuse.
- (vi) support and uphold the law at all times and the welfare of society in general.

Appendix 10

Safeguarding on School Trips and Visits - Policy and Procedures

This policy is to ensure the safeguarding and promotion of the welfare, health and safety of pupils on activities outside the school and to promote good behaviour on these activities.

The Assistant Head [Activities] will give advice on anything related to residential or day trips and has more detailed information available for party leaders on planning, required procedures and example paperwork.

Legal Implications

The legal implications are worthy of clear statement:-

The leader in charge is "in loco parentis" and has a duty of care to all members of the party

The Headmaster and the governors have a responsibility for ensuring appropriate leadership, proper planning and organisation.

The need for guidelines and regulations

Within the school, regulations clearly define the behaviour required of pupils. It behoves the school to see that on visits and journeys when pupils are away from the controlled environment of the school, that great care and control are exercised. If an accident should happen a Court may enquire whether negligence can be proven. As the governors have to accept liability, failure to set down minimum guidelines and regulations could well lead to censure in any Court action that might follow. The regulations that follow should apply to all visits and journeys organised by staff on a private basis, since it may be arguable in Court that the school might be held responsible.

Child Protection

The School's child protection policy and procedures will apply during School trips and visits. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the trip or visit must be reported to the Deputy Headmaster immediately [or to the Headmaster if the disclosure involves a member of staff].

Disability and Special Education Needs

The School will make every effort to include disabled pupils and pupils with special educational or medical needs on educational visits, whilst maintaining the safety of everyone in the group.

Special needs of any kind will be taken into consideration in the risk assessments and planning undertaken in advance of the visit and appropriate measures will be implemented.

Initial Permission

A residential or day Trip Request Form should be submitted to the Assistant Head [Activities] for permission for the trip to take place by the Party Leader.

No payments or firm bookings should be made until permission has been given.

If permission is granted, it is conditional on the submission of all the relevant documentation listed on the form.

Planning

The Party Leader has overall responsibility for the supervision and conduct of the trip, should have regard to the health and safety of the party and follow the school's regulations, guidelines and policies.

The Party Leader must be a full time, experienced member of staff, not an NQT.

Ideally the Party Leader should have prior experience of the type of visit to be arranged.

The Party leader should have a clearly designated deputy.

A School account should be set up and financial details and responsibilities must be clearly stated in advance. Evidence of expenditure and income should be kept and regularly checked with the account details. A reconciliation form must be completed after the trip.

Ideally the leader will have a first aid qualification; if not, this should be available within the leadership of the group as a whole and a first aid kit appropriate to the visit must be carried at all times including on the journey. The School Nurses should be consulted about the contents of any First Aid Kit.

Risk assessment analysis should be evaluated for every school trip. These should be shown to and approved by the Assistant Head [Activities]. Sample forms are available from him and Sharepoint.

Party Leaders should arrange a meeting with the Assistant Head [Activities] at least two weeks before the trip departs.

Mixed parties should be accompanied by at least one male and one female teacher whenever possible.

Where adults other than Bolton School staff are accompanying the trip, the number of Bolton School Staff should be more than half of the minimum number supervisors required.

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A CRB check must be made for all such adults, as well as any parents accompanying the party, otherwise they must never be left in sole charge of pupils, for their own and the pupil's protection.

The role of staff whose children are in the party should be considered and all parties made aware of the arrangements and their responsibilities.

A mobile phone should be taken [ICT Services or the Assistant Head (Activities) can provide one if necessary].

The party leader should carry at least one emergency contact number, such as the Headmaster, Clerk & Treasurer, Deputy Headmaster or Assistant Head, as well as at least one for each of the pupils and member of staff on the trip.

Pupils should clearly understand what is expected of them and what the trip will entail.

Pupils should clearly understand what standards of behaviour are expected from them and why rules must be followed.

Parents and pupils should be told in advance of the trip about the procedures for dealing with any serious misbehaviour and how a participant may be returned home and who will meet the cost of this.

Arrangements should be made for regular head counts, role calls and rendezvous points and instructions for what a pupil should do if they become separated.

If there is to be any remote supervision, pupils must be made aware of ground rules and the size of groups to go around in. Parents should have been made aware and have consented to this being part of the trip.

Staffing Ratios

It is recommended that there should be sufficient staff to cope with an emergency. The guidelines are;

Abroad: 1:10 [with a minimum of two adult leaders]

Other residential: 1:15

Other visits: 1:20 [where the element of risk is normal to that in everyday life]

Written Risk Assessments

These should be completed well before the trip - formal assessments of the foreseeable risks that might be met on a trip and the actions to be put in place to prevent or reduce the risk. Pupils must not be placed in situations which expose them to an unreasonable level of risk.

Safety must always be the prime consideration.

Examples of risk assessments can be found on Sharepoint and include ones for transport and travel, accommodation, unsupervised time and various activities.

The Assistant Head [Activities] will help and advise on the production of risk assessments.

The party leader and other staff should monitor the risks throughout the trip and take appropriate action as necessary.

Indemnity

General indemnity forms have no legal force. Parents cannot sign away their right to sue in cases of alleged negligence. However, it is possible to require parents to indemnify staff against any claims made by a third party and any extra costs which the school or staff might incur on behalf of the pupil or any loss arising from damage caused by the pupil. An example of such an indemnity form is given in later. If it is to be used, it should be incorporated with the consent form with which the boy joins a party.

Insurance

It is imperative that party leaders even for the shortest of trips should ensure adequate and appropriate insurance cover and medical cover is in place. Assistance and advice should be sought from the Clerk and Treasurer.

For trips abroad, a valid EHIC card should be obtained for each member of the party where appropriate.

A copy of the limits of the insurance cover should be included with the trip details sent to parents.

When thefts occur whether at home or abroad report must be made to the local police as soon as possible and certainly within 24 hours and written confirmation obtained that this has been done.

Where medical expenses are incurred, all accounts must be preserved.

Reporting dangerous occurrences

Where actual injury is sustained the normal reporting procedure must be undertaken immediately on return to school. In grave situations a preliminary verbal report should have already been given.

Useful lessons can be learnt from "near misses" which may help the safety of future parties. Party leaders are encouraged to report such occurrences to the Headmaster. (The fact that a "near miss" has occurred will not be taken as implying criticism towards the quality or action of the leadership).

Use of Private cars

Written consent of parents is required when private cars feature in travel arrangements

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Drivers must have suitable insurance which covers use on school business and specifically use to transport pupils. The practice of pupils (or ex-pupils) driving other pupils is to be adopted only after specific prior consultation with the Assistant Head [Activities].

Minibuses

Staff should be experienced drivers over 25 years of age and, for certain vehicles, must have passed the relevant PCV test (the age condition may be waived on application to the insurance company by the Estates Bursar, subject to the Headmaster's approval).

Drivers without experience of the school minibuses must first show their licences to the Transport Manager to confirm that they have the required category and then arrange a practice run.

Drivers

Maximum loading capacities must be observed and, in addition to the driver and front seat passengers.

Staff must not take risks if a fault develops; maintenance is the responsibility of the school.

All drivers must be strictly within the law. Notification to school insurers is required where drivers have either any previous motoring convictions or health problems affecting driving.

Seat Belts

All passengers must wear seat belts in all vehicles at all times.

Information to parents

Clear written information must be given to parents and their written consent obtained. This information should set out the following, requiring response on the signed and dated pro-forma [examples of these are at the end of the section].

- nature of activity and accommodation
- where and when it is to occur
- equipment, kit required, travel arrangements
- cost (including non-refundable portion as deposit)
- any special higher risk activity to be offered in programme requiring special consent
- request for dietary and medical details and inclusion of written consent for emergency treatment
- indemnity clause on reply slip and details of limits of insurance cover
- commitment to provide balance of fee by stated date on reply slip
- date for return of reply slips with deposits if required
- any disciplinary or conduct points or special regulations specific for the purpose of the trip

Before residential visits, or when the pupils are to travel abroad or engage in adventure activities, parents should be encouraged to attend a briefing meeting

Before the trip, parents should also be provided with;

- times and place of departure and return – parents must have agreed to meet their child on return
- modes and duration of travel including the name of any travel company
- the level of supervision including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements
- details of provision for medical needs and procedures for pupils who become ill
- names of leader, of other staff and of other accompanying adults
- details of the activities planned
- standards of behaviour expected in respect of; alcohol, sexual behaviour, smoking and general group discipline including prohibited items. This information may take the form of a code of conduct which parents should sign
- details of insurance taken out for the party as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover
- information on clothing and equipment to be taken
- spending money to be taken and arrangements for safekeeping and issue of pocket money
- the trip's policy on the use of mobile phones
- arrangements for medication their son is taking and what is required if staff are to administer their medication
- contact phone numbers in case of emergencies

Emergency Procedures

Leaders in charge of pupils during a trip have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Leaders should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

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The party leader would normally take charge in an emergency and would need to ensure that emergency procedures are in place. However it may be more appropriate to have a more experienced member of staff on the trip take charge of the emergency and the party leader look after the rest of the party.

All staff and adult staff involved in the trip should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Prior to the trip, the name and 24 hour telephone numbers of an emergency contact should be identified. It is advisable to arrange a second emergency contact as a reserve. The emergency contacts should have all the necessary phone numbers and information about the trip.

This information and telephone contact numbers should be provided in laminated small card format and carried at all times by all staff during the trip.

Should an emergency occur:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that the party is safe, accounted for by a roll call, kept together and adequately supervised at all times;
- summon the appropriate emergency services;
- establish the names of any casualties and get immediate medical attention for them;
- if the party is abroad, notify the British Embassy/Consulate and the local police;
- ensure that pupils are accompanied to hospital or police station by a member of staff;
- ensure that, although pupils may wish to reassure parents, they should not be allowed to make direct telephone or other forms of contact in the immediate aftermath of an incident. At that stage full details may not be available and inaccurate information might cause unnecessary speculation and anxiety for relatives and others at home.
- as soon as it is practical the pupil's mobile phones should be collected but left switched on. We should not attempt to prevent parents and children contacting each other; merely try to ensure that incorrect and sensationalised information is not being disseminated. If an incoming call from parents is received, the pupil should be allowed to answer this under staff supervision. After the pupil has greeted parents, staff should speak to them, quoting the statement below. The pupil should then be allowed in staff presence to complete the conversation without giving details of the incident.

*"An incident has occurred on the [*****] trip. Your child is not involved in the incident. He is unharmed and is not the subject of any disciplinary action. Further details will be given out by the Headmaster when all facts are known".*

- later, when the full details are known, supervised contact between pupils and their parents can be made, using the procedure above;
- parents of the pupils directly involved should be contacted as soon as full details are known. Full co-operation should be given if the parents of those directly involved wish to travel to their child, provided that the child is in a place of safety and the emergency services allow;
- inform the emergency contact at school;
- ensure no one in the party speaks to the media;
- the name of any casualty or pupil involved should not be given to the media;
- all media enquiries should be answered by: *"any statement will be issued by the Headmaster in due time"*;
- collect details of the incident to pass on to the establishment, which should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far, including where casualties have been taken and action yet to be taken and by whom;
- write down accurately and as soon as possible all relevant facts and witness details and preserve vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible;
- liaise with the representative of the tour operator if one is being used;
- ensure no one in the party discusses the incident or legal liability with anyone outside the party;
- report the incident using appropriate forms, if necessary.

The emergency contact's main responsibilities are to ensure that the party leader is in control of the situation, establish if any assistance is required from other sources and if necessary arrange for a senior member of staff to go out to take control or assist, contact parents if required, notify insurers, especially if medical assistance is required and contact any other relevant body.

Information to be left at school

See the list at the end of the section.

General advice

The smooth running and general happiness of the party and its leaders will be greatly helped by adherence to the following general points. While these may not appear to be directly linked with safety, poor organisation in these aspects can quickly lead to accident or injury.

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- Maintenance of agreed standards of behaviour when the party is travelling, often for long periods in confined spaces. Good food and adequate halts are a big help.
- Maintenance of good order in hotel/hostel accommodation. This can pose acute problems of tactics and strategy, especially with mixed parties and chalet type accommodation. A sensible checking routine is needed, dependent on daily/evening activities. This can be effective without being onerous.
- Avoidance of drunken behaviour and illegal or unnecessary or excessive drinking especially on trips abroad. This can pose a major threat.
- Minor crime - ranging from shoplifting to stuffing of coin in slot machines with inappropriate foreign currency, to smuggling goods and illegal articles. Be aware of the possibilities and sensitive to signs of problems. Encourage boys to be careful with property.
- Where group activities are involved - sensible choice of individuals in the group with clear instructions and emergency routine/phone number. This latter at all times.
- Avoidance of involvement/conflict with other school groups nearby. Not always possible but desirable.

Party leaders should specify a minimum group size for their party in any free time. Boys in a group should be told to keep together and should inform staff where they are going and their time of return. Clear instructions and emergency contact numbers, if applicable should be given.