

BEHAVIOUR MANAGEMENT POLICY

GENERAL PRINCIPLES

- I.1 Our aims and values make clear the importance the College places on good behaviour which allows every individual the right to learn in a safe and secure environment. We achieve this by:
- Promoting good behaviour and discipline;
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - Ensuring fairness of treatment for all;
 - Encouraging consistency of response to both positive and negative behaviour;
 - Promoting early intervention;
 - Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- I.2 Good behaviour is most likely to result when the College and parents present a consistent and united response to young people. We always seek to involve parents in promoting good discipline and behaviour.
- I.3 The College cannot take responsibility for the behaviour of students on the way to and from the site. However, it has been established in law that students must follow the College's Code of Conduct (see Appendix 1) and live up to its expectations for a reasonable time at the beginning and end of the day. We therefore expect good behaviour and punish poor behaviour at such times, including the journey between home and College and during lunchtimes.
- I.4 The expectations of this Policy will be implemented on all College trips and visits.

POLICIES AND PROCEDURES

A. RESPONSIBILITIES AND REFERRAL ROUTES

CLASSROOM TEACHER

- I.1. The **Classroom Teacher** has responsibility for his/her own classroom management. There are a range of rewards and sanctions that are used. The classroom teacher uses professional judgement to decide when to refer a student to Head of Department for:
- Poor work or homework
 - Poor attitude
 - Poor behaviour

However, if the student fails to respond to the action of the classroom teacher, there is an immediate referral to **Head of Department**.

- I.2. The **Head of Department** speaks to the student about the problem. If the problem continues the Head of Department interviews the student again and places him/her on **subject report** sending a standard letter home. A copy is circulated to Tutor, Head of Year and file. If there is still no improvement the Head of Department will contact the student's parent(s)/carer(s).

- 1.3. If the **Head of Year** receives three or more letters of concern from different Heads of Departments, parents are invited into College to discuss the student's progress with Head of Year. This leads to the student being placed on **full report**.
- 1.4. If the Head of Department or Head of Year does not see a satisfactory improvement then the matter is referred to the **Assistant Principal**. Parents are invited in to discuss the situation with the student and other relevant staff if appropriate, and a **college support plan** is negotiated.

2. TUTOR

- 2.1 The **Tutor** has responsibility for the overall monitoring of the tutor group, including:
 - Overview of academic progress
 - Uniform
 - Attendance
 - Punctuality
 - General conduct around College

There are a range of sanctions that might be used. The tutor uses professional judgement to decide when to refer a student to Head of Year. However, if the student fails to respond to the action of the tutor, there is an immediate referral to the Head of Year.

- 2.2 The **Head of Year** interviews the student, discusses the issue and records this in the planner. If there is no satisfactory improvement, the Head of Year contacts parents by phone or letter. This might lead to the student being placed on full report.
- 2.3 If the Head of Year does not see satisfactory improvement, the matter is referred to the **Assistant Principal**. Parents are invited in to discuss this situation with the student and other relevant staff if appropriate, and a college support plan is negotiated.

B. RECOGNITION/AWARDS

I. Principles

- 1.1. We recognise students' work, behaviour and contribution to the life of the College and community as a way of showing our approval and reinforcing our expectations. This plays an important part in creating an atmosphere in which students feel valued as a result of positive feedback and recognition of their success.

2. Procedures

- 2.1. In many cases, our recognition is informal. For example, words of praise and non-verbal communication such as smiles provide a reinforcement, as does the interest we show in students' work and ideas. Similarly, the comments we make when marking written work or in homework diaries to provide encouragement and reward.

2.2 Commendations

2.2.1 All departments have systems to recognise particularly good work or effort in their subject. Departments have a progressive system working towards a commendation, eg stamps, stickers, grades. Commendations are given for:

- a) consistently high standard of work or effort over a period of time
eg 5 department stickers/stamps = 1 commendation
excellent pieces of work = 1 commendation
- b) a single outstanding project, assignment or piece of work showing significant work or effort.
- c) a notable contribution to the life of the College or community by participation in a special event or situation
- d) reliably carrying out a responsibility over a period of time.

2.2.2 Commendations are recorded in the student's planner to inform the tutor and parents of the award.

2.2.3 Staff also complete a commendation certificate and give it directly to the student.

2.2.4 Tutors keep a record of commendations gained by their tutees.

2.3 Key Stage Three Awards

2.3.1 Tutor Awards

Given to a student on receipt of **three** Commendations. When a student has received three commendations his/her tutor issues a Tutor award. The tutor also records the award in the student planner. An information slip to record the award circulates via Tutor → Head of Year → Assistant Principal → file – the award is also recorded on CMIS.

Further commendations work towards the Head of Year award (see below).

2.3.2 Head of Year Awards

Given to a student on receipt of **six** Commendations. When a student has received six Commendations his/her tutor informs the Head of Year and records the achievement in the student planner. An information slip to record the award circulates via Tutor → Head of Year → Assistant Principal → file- the award is also recorded on CMIS.

Further commendations work towards the Principal's award (see below).

2.3.3 Principal's Awards

Given to a student on receipt of **twelve** Commendations. When a student has received twelve Commendation Awards his/her tutor informs the Head of Year and records the achievement in the student planner. An information slip to record the award circulates via Tutor → Head of Year → Principal → Assistant Principal (11-16) → file - the award is also recorded on CMIS.

Principal's Awards are signed and presented by Principal who also writes a letter home to the parents of the student concerned. The Award is announced in the bulletin and newsletter.

Further commendations work towards the Chair of Governors' Award (see below).

2.3.4 **The Chair of Governors' Award**

Given to a student on receipt of **twenty five** Commendations. When a student has received twenty five Commendation Awards his/her tutor informs the Head of Year and records the achievement in the student planner. An information slip to record the award circulates via Tutor → Head of Year → Principal → Assistant Principal (11-16) → file - the award is also recorded on CMIS.

Chair of Governors' Awards are signed and presented by the Chair of Governors who also writes a letter home to the parents of the student concerned. The Award is announced in the bulletin and newsletter.

2.4 Key Stage Four Awards

2.4.1 **Silver Awards**

Given to a student on receipt of **five** Commendations. When a student has received five Commendations, his/her tutor will inform the Head of Year who issues a Silver Award and sends a letter home together with a £5 voucher. The tutor also records the award in the homework planner. An information slip to record the award circulates via Tutor → Head of Year → Assistant Principal (11-16) → File – the award is also recorded on CMIS.

The Silver Award is a Certificate. Only one Silver Award is given to a student in one school year. Further commendations work towards a Gold Award.

2.4.2 **Gold Awards**

Given to a student on receipt of **twelve** Commendations. When a student has received twelve Commendations his/her tutor informs the Head of Year and records the achievement in the homework diary. An information slip to record the award circulates via Tutor → Head of Year → Assistant Principal (11-16) → file - the award is also recorded on CMIS . Head of Year to inform the Principal.

Gold Awards are signed and presented by the Principal who also writes a letter home to the parents of the student concerned together with a £10 voucher. The Award is announced in the bulletin and newsletter.

2.5 Key Stage 5 Rewards

2.5.1 Sixth Form achievement is recognised and rewarded through the use of the Sixth Form Excellence 'Gold Form'. This is completed by a member of staff and signed by the student in recognition of high achievement in academic, community or whole-college activities.

2.6 Other College Acknowledgements of Achievement

2.6.1 Good Work Board

A good work board celebrates the effort and achievement of students. Each department has a designated fortnight in which to display one or more chosen piece of good work.

Letter to be sent home by Head of Department to inform parents that their son/daughter's work has been chosen as 'work of the fortnight'.

2.6.2 Celebration of Achievement

Heads of Department are encouraged to write to parents to celebrate success of students for outstanding effort or achievement in their subject area and/or to record this in student's planner.

C. SANCTIONS

I. Principles

- 1.1. Sanctions are used to discourage unacceptable work or poor behaviour. They ensure high level of expectations in the classroom and reinforce the right of all students to learn in a safe and supportive community.

2. Procedures

- 2.1. In many cases our sanctions are informal. For example, the use of disapproving looks or of a reprimand (which focuses on the problem or act rather than the individual student) often corrects the behaviour. Similarly, moving a student or threatening more formal sanctions may be sufficient. In most cases, teachers are expected to try informal sanctions before giving a detention. Students may be sent to the department 'parking' room or the 'Time Out' room to enable learning to continue within the classroom. If the problem persists or recurs, then the classroom teacher refers the problem to the Head of Department or, for a tutor, to the Head of Year.

2.2. Lunchtime Detentions

Lunchtime detentions are used to punish students who have not responded to previous warnings, less formal sanctions and actions for instance for ongoing failure to complete homework, poor, disruptive or unacceptable behaviour.

Lunchtime detentions take place on:

Tuesday and Thursday for Key Stage 3 students; and
Wednesday and Friday for Key Stage 4 students.

When a lunchtime detention is given, this is recorded in the Student's Planner on the day on which it is to be served, thereby informing the tutor and parent. It is also written in the lunchtime detention book found in the staff room. If a student does not attend a lunchtime detention then Student Services notifies the relevant HOY who will then speak to the student. If no reasonable reason for failure to attend is given then the HOY gives either an after-college detention or two lunchtime detentions.

It is paramount, if this system is to work, for the HOY to follow up absences from detentions as soon as possible.

2.3. **After-College Detentions**

After-College detentions are used for more serious incidents of poor behaviour or repeated failure to observe College expectations. After-college detentions take place on Thursday from 3.30 to 4.30. When an after-college detention is issued by a classroom teacher (tutor), the relevant form must be countersigned by the Head of Department (Head of Year) and forwarded to the tutor and Head of Year. Parents are informed via a letter in advance of the detention, and a record of detentions given is maintained. Heads of Department should, wherever possible, set work for students in detention.

If an after-College detention is missed, then the student is seen by the Assistant Principal the following morning. Another after-College detention is issued as well as additional sanctions as deemed appropriate by the Assistant Principal. The After-College detention will be logged on CMIS.

2.4. **Subject Report**

If a student fails to respond to the sanctions imposed by the classroom teacher in a particular subject area, the Head of Department will place the student on Subject Report. A letter will be sent home by the Head of Department. The student will then be monitored closely within that subject. Parents sign the report which is shown to the Head of Department at the designated times. Being placed on Subject Report will be logged on CMIS.

2.5. **Full Report**

If a student fails to respond to sanctions imposed in a number of subject areas or if the Head of Year thinks it necessary, the Head of Year places the student on Full Report. A letter will be sent home by the Head of Year. The student is monitored closely in all subjects. Parents sign the report daily which is shown to the Head of Year at the designated times. Being placed on Full Report will be logged on CMIS.

2.6. **College Support Plan**

If a student fails to respond to being on full report, a meeting is organised to discuss the student's future at the College. Invited to this meeting are:

- The student
- The parents/carers of the student
- Head of Year
- Member of College Leadership Team
- Colleagues from other outside agencies as appropriate

A college support plan is agreed detailing future actions and expected responsibilities. A review meeting is planned to take place after 6 to 8 weeks. Being placed on a College Support Plan will be logged on CMIS.

2.7. **Pastoral Support Plan**

If a student is in danger of permanent exclusion, a meeting is organised to discuss the student's future. Invited to this meeting are:

- The student
- The parents/carers of the student
- A representative of the Local Authority

- Educational Welfare Officer
- Representatives of other agencies involved with the student, eg social worker
- Head of Year
- Member of the College Leadership Team

The Pastoral Support Plan is agreed detailing future actions and expected responsibilities. A review meeting is planned to take place after 6 to 8 weeks.

2.8 Internal Exclusion

When a student is internally excluded, he/she works in the Time Out room under the close supervision of a senior member of staff. It is used in the following situations:

- Rudeness to staff
- Failure to follow staff instructions
- Truancy
- Repeated and serious failure to observe College expectations

A standard letter will be sent home.

2.9. Fixed Term Exclusion

A Fixed Term Exclusion is used in the following circumstances:

- Abuse of drugs, including alcohol, as shown in the College's Drug Policy.
- Gross rudeness to a member of the College staff.
- Violence or unacceptable conduct to another member of the College community, including behaviour likely to endanger another's health or safety.
- Persistent failure to comply with the College's Code of Conduct.

The Principal contacts the parents and sends a letter home. After a fixed term exclusion, the student and his/her parents/carers are invited to a re-admittance meeting with a senior member of staff.

2.10 Permanent Exclusion

2.10.1 The decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following the range of strategies as laid down in the College's Behaviour Management Policy. It is an acknowledgement by the College that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

2.10.2 There may be exceptional circumstances where in the Principal's judgement it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- Serious, actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon.

2.10.3 The Principal contacts the parents and sends a letter home. The College then follows Devon Local Authority Guidelines.

2.11 Key Stage 5 Referrals

- The main tool which is used to refer KS5 students is the Sixth Form Referral 'Blue Form'. These are used to ensure a high level of expectations in the classroom in terms of attitude, meeting deadlines and commitment to the course of study.
- A teacher completes it, in negotiation with the student, in order to refer a problem to the Head of Department, and Tutor.
- The Form sets agreed actions for the student.
- If a student fails to respond to these actions, or if there are concerns in more than one subject area, the appropriate Assistant Head of Sixth Form intervenes, contacting parents if appropriate. A student may be put on a Sixth Form Monitoring Card for one week if deemed necessary.
- If a student fails to respond to this level of intervention, the Head of Sixth Form calls a formal meeting with the student and parents to consider the way forward. In extreme cases, a student may be asked to leave the Sixth Form if they are making little attempt to meet our expectations.

2.12 Use of the Time Out Room

- The Time Out Room is used as a last resort sanction when other strategies have been tried and failed
- The Time Out Room is supervised at all times by a member of staff.
- If a student misbehaves in a lesson and all other sanctions fail the teacher can send a student to the Time Out Room. This enables the teacher to re-establish calm in the classroom as soon as possible and prevents the individual from disrupting the learning of the majority.
- The member of staff in the Time Out Room is there in a supervisory capacity and has the responsibility for the room. A record is made of the student's name, the name of the teacher who sent the student out, the lesson and the time of arrival.
- The student is expected to fill in a '6W' sheet and then to work in silence for the rest of the lesson. A bank of suitable work is to be available in the Time Out Room. No other counselling is required at this stage.
- Generally a student will be allowed to leave the room at the end of the lesson unless
 - 1) the member of staff on duty in consultation with a member of the LT feel that this would be unwise; or
 - 2) the student is internally excluded for part or all of the day.
- The member of staff who sent the student out **must complete** an incident form and pass it on to their HOD.
- Sending the student to the Time Out Room is not the punishment. The required follow up is conducted initially by the relevant Head of Department (possibly later by HOY or Assistant Principal). In this follow up the incident will be discussed, the student will need to negotiate their way back into the teaching group and the expectation of future behaviour explained.
- When a student is sent to the Time Out Room the immediate consequences are that a letter is sent home to parents explaining the incident and the student is given a punishment deemed suitable by the HOD in consultation with the member of staff.
- Students are made aware of the follow up consequences.

D. BULLYING

1. Principles

- 1.1 Bullying in any form is a direct contravention of the Aims and Values of the College and is always treated seriously.
- 1.2 Bullying is any deliberate and/or persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. It may also show itself in more subtle ways such as name calling and children excluding others from games or activities.

2. Procedures

- 2.1 The College has a two-pronged approach to bullying, firstly, attempting to prevent it through the tutorial programme and organisational structure of the College, and secondly dealing with any bullies through the Disciplinary Procedures.
- 2.2 Incidents of bullying are dealt with through the Behaviour Management system of the College, in accordance with College guidelines.

E. RACIST INCIDENTS

1. Principles

- 1.1. The Stephen Lawrence Enquiry Report defines a racist incident to be “any incident which is perceived to be racist by the victim or any other person”.

Examples of racist incidents include:

- refusal to co-operate with others
- racist remarks or jokes
- assault
- promotion of racist materials
- racist graffiti
- name calling

2. Procedures

- 2.2 If such an incident should occur it should be dealt with by the Head of Year/Assistant Principal in the appropriate manner. A report form for Racist incidents should be completed and sent to the Deputy Principal (Mick Philips) who will send a copy on to the Divisional Education Officer.

F. DRUGS POLICY

1. Principles

- 1.1 The College ensures that all members are informed about the nature and effects of drugs through its Health Education programme, and this policy complements our PSHE Policy.
- 1.2 All members of the College have the right to be educated in a community where neither the use nor passing of drugs is tolerated. Every situation is thoroughly investigated and any subsequent action takes into account the need to balance the seriousness of the incident, the needs and circumstances of the individual and the need to ensure that the College remains a drug free community. This includes College trips and visits.

2. Definitions

2.1 In terms of this policy, DRUGS include the following:

- Controlled substances (e.g. Amphetamines, Cannabis, Cocaine, Ecstasy, Heroin, LSD, magic mushrooms).
- Prescribed or medicinal drugs that are improperly used.
- Drugs which interfere with a student's ability to learn (e.g. alcohol, , solvents)
- Drugs which have a harmful effect on health (e.g tobacco)
- Drugs which are misused to enhance performance (e.g. steroids)

3. Procedures

3.1 As a result of misusing drugs, a medical emergency may come about when a person is:

- Unconscious
- Having trouble breathing
- Is seriously confused or disorientated
- Thought to have taken a harmful toxic substance
- Is at immediate risk of harm

In any incident involving drugs, the need for medical help overrides all other considerations, and the normal College First Aid Procedures are followed.

3.2 Suspicion that an incident has arisen involving drugs may come about for a number of reasons, including:

- Illness, inappropriate or uncharacteristic behaviour
- Information alleging possession or supply of drugs
- Drugs found

Upon receipt of such information the person is questioned by a Member of the Leadership Team.

3.3 Students who smoke tobacco on College premises, on a College trip or on the way to and from College, including at lunch-times, are punished through the College system of sanctions. A detention is usually given for the first offence, and more serious action follows for persistent offenders. Cigarettes or tobacco found on a student are confiscated and returned to their parents on request.

3.4 A student may be asked to co-operate in a search of his or her possessions by emptying his/her own pockets and bags. A witness is present.

3.5 It is recognised that on some occasions suspicions are quickly shown by investigation to be unfounded, and that on other occasions it is important to question a number of students, keeping them separate to avoid later allegations of collusion. Parents are informed as soon as possible of the outcomes of investigations. The College reports to the Police any relevant information gained in the course of investigations.

3.6 Any illegal drugs found during investigations are passed to the Police or other authority for disposal. Tobacco, alcohol and medications are usually returned to the student's parents on request.

- 3.7 As with any other breach of College rules, care is taken to ensure that the sanction matches the seriousness of the offence. In determining such sanctions, the College takes into account a number of factors including motive, reliability of evidence, the nature of the drug, and the attitude of the student.

The decision about the sanction takes into account the needs of all concerned. It seeks to balance the needs of the individual student concerned with the key principle that all members of the College have the right to be educated in a community that is free from the misuse of drugs and free from any pressure or influence to become involved with them.

- 3.8 The following are the sanctions to be expected:

- A student in possession of drugs or who has used drugs during the College day is usually excluded for a fixed term of three days.
- A student who repeats a similar offence is usually recommended for permanent exclusion.
- A student who is found to be in serious breach of this policy, for example by possessing large quantities of drugs, or by supplying drugs to others for sale or otherwise, is recommended for permanent exclusion from the College even if it is a first offence.

- 3.9 Sanctions are balanced with support, and meetings with parents and students following incidents always explore ways of offering support from within the College and/or referral to other agencies.

This Policy applies to incidents which take place during the College day which include the journey time before and after College and lunchtimes. It also applies to all College trips and visits.

G. CHILD PROTECTION

I. Principles

- 1.1 It is the professional responsibility of all staff in College to be alert to the threat of child abuse, and to refer any suspicion of abuse to the College Co-ordinator (Mick Philips). The Co-ordinator has a similar duty to pass on such information to the relevant Local Authority Department.
- 1.2 Staff should be aware of their vulnerability when dealing with children and be aware at all times of their professional duties and responsibilities.
- 1.3 Child Protection procedures apply to all students in our Community.

2. Procedures

- 2.1 Staff who suspect child abuse refer the matter to the College Co-ordinator immediately. This is backed up by a written report. Staff who have concerns about the behaviour of a colleague make a similar referral.
- 2.2 Staff follow College guidelines when talking to students on such issues and also have regard to the College Policy on Confidentiality.
- 2.3 Staff need to be aware of their vulnerability when undertaking one to one interviews with students. When such interviews take place, they should if possible be conducted in a room with visual access or with the door open, or in a room or area which is likely to be frequented by others.

- 2.4 Following an incident where a member of staff feels that their actions have been misinterpreted, he/she speaks with a senior member of staff and/or their professional association. If a member of staff is subject to an allegation of abuse, he/she contacts the relevant professional association.
- 2.5 Staff are vigilant about the possibility of misinterpretation when using sensitive teaching materials, for discussion, and if in doubt consult with a Senior Member of Staff.

H. UNIFORM

I. Principles

1.1 We have a uniform which:

- ensures that students are appropriately and sensibly dressed for College
- encourages pride in self and in membership of the College
- eases parents' lives by reducing debates on what to wear for College
- prepares students for adult life where there are codes of dress

2 Procedures

- 2.1 It is the responsibility of **all staff** to ensure that students are wearing the correct College uniform. It will be checked by tutors during morning registration and by teaching staff throughout the day.
- 2.2 A failure to wear uniform in accordance with the uniform policy (as set out in the year handbooks) is treated in the same way as any other breach of College discipline.
- 2.3 Tutor/Head of Year to contact parent/carer if student persists in wearing incorrect uniform.

I. MOBILE PHONES AND PERSONAL MUSIC SYSTEMS –

- a) Use of mobile phones is not allowed at any time between the start and finish of the College day, when they must be switched off.
- b) Personal music systems - are allowed at break and lunchtimes only. They are not to be used/worn at any other time, including walking between lessons.
- c) Any items used outside of allowed times are confiscated.
- d) Students bring these items to College at their own risk. We do not have the resources to investigate any loss or theft.

Items of value and money can be left for safe-keeping at student services during the day.

REVIEW OF POLICY

This policy is reviewed by the Governors' Community Committee every two years.

**Ratified by the Governors' Community Committee
9th March 2009**

Code of Conduct

At Kingsbridge Community College we expect all students to:

- Treat all members of the College Community with respect.
- Arrive at lessons on time and be correctly dressed.
- Have the appropriate equipment and be ready to work.
- Follow the teacher's instructions and be co-operative.
- Work to the best of their ability and allow others to do the same.
- Meet all deadlines.
- Look after the College buildings and its contents.
- Respect other people's property and take care of their own possessions.

Appendix 2

UNIFORM

Uniform in Years

College Sweatshirt

Black trousers/skirts, tailored not jean-style

Plain black school shoes (not trainers or skate shoes)

Ties for girls and boys

White shirt (worn tucked in)

Jewellery: Anything discreet

Coat: Any colour

It is important that the overall appearance of students is smart and neat:

Shirt/blouses are tucked in

Outdoor coats and jackets are appropriate for College wear: they may be of any colour, but should be in good condition and not display any offensive slogans or pictures.

All students are expected to leave College in uniform.

Students are expected to wear uniform for trips unless otherwise told by members of staff.

If a student is not in uniform for any special reason, (s)he should have a note of explanation from home.

The following are not acceptable:

- Trainers, canvas or skate shoes
- Polo shirts
- Denim shirts and jackets
- Jeans or cords
- Pullovers, etc, as an outdoor coat
- Coloured T-shirts as vests
- Polo-neck shirts
- Extremes of fashion

Uniform and PE kit can be purchased from The Anchor Sports Cabin, The Anchor Centre, Kingsbridge.

Make-up and Jewellery

Neither make-up or jewellery is necessary in College and can be hazardous. Any items that are worn must be safe and discreet. In order that everyone understands the meaning of this, we define this as:

- one stud/sleeper in each ear or the nose
- one plain ring
- make-up that is not noticed by a casual observer
- one plain necklace not noticed by a casual observer
- one bracelet

In particular, the following are **not** permitted:

- studs in eye-brows etc
- coloured nail varnish
- wearing of **any** jewellery for PE or Technology

Students are asked to remove any items which break these guidelines. With regard to PE lessons, students are required to place all items of jewellery in clear, labelled plastic bags to prevent jewellery being misplaced.

Sixth Form Students do not have to wear a uniform but are expected to dress in a safe and appropriate style for College, ensuring that their clothing is not offensive or distracting, and is in good condition.

The P.E. Kit is:

BOYS	GIRLS
Reversible Red and Navy Blue Rugby Shirt.	Reversible Red and Navy Blue Rugby Shirt.
Blue Shorts.	Blue Shorts.
Red Polo Shirt	Red Polo Shirt
Football boots and Trainers	Trainers.
Shin pads are required for football.	Shin pads are required for football and hockey.
Mouth Guards are also required for rugby.	Mouth Guards are also required for hockey.
Red and Navy Blue rugby socks.	Red and Navy Blue rugby socks.
A Navy blue or Black tracksuit is also highly recommended	A Navy blue or Black tracksuit is also highly recommended

In outdoor lessons students are encouraged to wear extra warm clothing such as a Navy 'hoodie' during times of cold weather.

ALL KIT MUST BE CLEARLY LABELLED