

THE CONSTANCE BRIDGEMAN CENTRE



Family and Student Handbook

September 2009

CONTENTS

1. CONTACT DETAILS

Staff Team, Site Contact details and maps

2. OUR AIMS & STRATEGIES

3. OUR STUDENTS

Inclusion

4. THE ADMISSION AND INDUCTION PROCESS

Illness/Medications, How Families can best support us

5. ATTENDANCE AND PUNCTUALITY

Part-time Placements

6. TRAVEL TO AND FROM SCHOOL

Oyster Cards, Cycles and Mopeds

7. THE SCHOOL DAY AND SITE ARRANGEMENTS

Lunchtime and break arrangements

8. ICT, DATA MANAGEMENT AND PHOTOGRAPHY

ICT Policy, Data Protection, Open File Policy, Photographs and Videos

9. THE ACADEMIC CURRICULUM

The Academic Curriculum, Accreditation

Parents Rights to Withdraw Students from R.E and Sex Education

External Examinations, Educational Visits

10. COMMUNICATING WITH AND REPORTING TO PARENTS/CARERS

Mutual Support, Reviews and Reports, SEN Statements

11. CODE OF CONDUCT

Our Simple Rules, Managing Anger and Aggression, Dress Code

Merits and Rewards System and the Role of the Tutor

12. CREATING A SAFE AND WELCOMING ENVIRONMENT

Child Protection, Physical Contact, Physical Intervention

Anti-Bullying Policy, Identity Cards, Mobile Phones, Smoking

Damage to and loss of Property, Use of Exclusions

The Constance Bridgeman Centre

Head of Centre/EOTAS Coordinator:	Elizabeth Hales
Deputy Head, Year 10 Coordinator:	Elaine D'Ath
Deputy Head, Year 11 Coordinator:	Jeff Davies
Administration and Office Manager:	Eve Robertson
Behaviour Support and Lunchtime Organiser:	Stephanie Todd
Learning and Clerical Support Assistant:	Karen Boot
P.E. Instructors:	Mike Barnes, Jody Merrick

Other Teachers:

Cindy Barton	PE, ICT and General Subjects
John Compton	English
Teresa Hayward	Media, BACS & Prep for Working Life
Rose Marie Hill	Geography & RE
Victoria Mullen	Art /Textiles & English
Shari Levy	Maths & XL Club
Israel Toko	English, Integrated Humanities and XL Club
Mary Wagstaff	Art/Textiles & English

CONTACT DETAILS

The Constance Bridgeman Centre is located on two sites:

- Redbridge College Campus, main venue for Year 10 students
- Ilford Site, main venue for Year 11 students

- The main office is located at the Redbridge College campus:
The Constance Bridgeman Centre, Redbridge College, Little Heath,
Barley Lane, Romford. Essex. RM6 4XT.

Tel Nos: 0208 599 2972 / 020 8598 8019

Fax No: 0208 597 6532

- The Ilford site is located at:
Redbridge Enterprise Zone Units 12 & 13 Thompson Close, Ilford. Essex.
IG1 1TY.

Tel No : 0208 478 8772

Fax No: 0208 553 3551

MAPS OF SITE LOCATIONS

The Constance Bridgeman Centre, Little Heath, Barley Lane. RM6 4XT.

The Constance Bridgeman Centre, Redbridge Enterprise Zone, Units 12 & 13 Thompson Close,
Ilford. Essex. IG1 1TY.

2. OUR AIMS & STRATEGIES TO ACHIEVE THEM

Ensuring Equal Opportunities for all is fundamental to everything we do because we wish to make a real difference to our students' life opportunities. Therefore:

"We aim to give our students a 'fresh-start' and to support them to achieve academically, improve social skills and gain in self-confidence. This will enable them to increase their future opportunities for further education and employment and help them to contribute positively and participate fully in society as a whole."

To achieve our aim we:

- work in partnership with families and carers
- establish effective communication, understanding and co-operation between all stakeholders
- establish and promoting the positive reputation of the Constance Bridgeman Centre
- provide a welcoming, safe, secure, nurturing and stimulating environment
- create a sense of community
- value diversity and promoting equality
- have high standards and expectations, supported by clear structures and procedures
- develop critical awareness of spiritual, moral and ethical issues within society
- provide good quality teaching and student support
- provide a broad, balanced, interesting and relevant curriculum which leads to useful qualifications
- regard each student as an individual who is entitled to enjoy a fulfilling life
- help students to acquire transferable skills and view learning as a lifelong experience
- encourage a sense of responsibility, work ethic and pride in personal achievement
- foster a sense of personal identity and self-worth
- insist on mutual respect and appropriate behaviour
- improve student motivation and study skills
- enhance problem solving skills
- tackle bullying and aggression
- recognise the importance of healthy lifestyles, including healthy eating, adequate exercise and sleep, and avoiding alcohol and other inappropriate drugs.
- work in partnership with other schools, community links and other agencies
- establish good links with local providers of Further Education
- welcome participation by all interested adults in lessons and school in general

We have an Open Door Policy for all. You are welcome to visit or take part in lessons at any time. It is really good for our students and staff to know that others appreciate their work and having adults other than teachers around helps the students to watch their manners and behaviour!

3. OUR STUDENTS

Students who attend the Constance Bridgeman Centre are in Key Stage 4, the last 2 years of statutory schooling, and have been assessed as able to benefit from study at GCSE level. They reflect the diverse and multicultural mix of the Redbridge population.

For a range of reasons they are best suited to study outside of a mainstream setting. This could be, for example, because they have been permanently excluded or simply because something has disturbed their ability to function well in a large school.

Our students need extra support in order to succeed in education and we aim to provide this in a welcoming and safe environment. They must make a commitment to attend regularly and work with us if they are to benefit from the fresh start that we offer.

Inclusion

We work hard with families to ensure that all our students are able to take their rightful place in society and become fully socially included. We have good links with local colleges and sixth forms in Redbridge schools to enable students to have a range of routes to progress and continue to study post 16.

During Key Stage 4 all mainstream schools run a two-year programme leading towards GCSEs or similar qualifications. It is hard enough for a student without existing social challenges to join a school after the start of year 10 therefore it would be extremely difficult for most of our students to integrate successfully at this late stage. During the later part of year 10 and all of year 11 it is impossible to do so without severely jeopardising potential exam success.

We therefore consider that it is in the majority of our students' best interest to settle with us and remain until they have completed their Key Stage 4 course. Regular reviews of progress are held to ensure that students are well placed. Alternative placements are arranged if appropriate.

4. THE ADMISSION & INDUCTION PROCESS

Potential Students and their parent/carer(s) are referred to Redbridge EOTAS (Education Other than at School) by an appropriate agency and are then invited to attend a 'screening' appointment to assess where their needs may best be met.

The Constance Bridgeman Centre is one of 2 Pupil Referral Units serving Key Stage 4 and courses are also available at Redbridge College. Every student has a right to be educated and given a fresh start. However, they must be willing to change and work with us to learn acceptable ways of behaving and learning if they are to succeed. If it is decided that the Constance Bridgeman Centre may be appropriate the prospective student and their parent/carer(s) are then invited to attend an Induction appointment with the relevant Head of Year.

If this goes well they are invited in for an Assessment session prior to being put on roll. Attendance may be full-time from the start or part-time initially with a phased programme and reviews to build up to a full timetable. Sometimes split placements across more than one setting are appropriate.

Students who are well placed will usually attend, behave well and achieve by following our common sense rules. If there are issues surrounding behaviour and/or punctuality/attendance an early review meeting will be called and a change of placement may be recommended. This is always done in the best interest of the individual student who needs to be motivated to succeed. It is also important that the rest of our students can learn in a calm, work focused atmosphere. Staff also have a right to work in a safe and pleasant environment. On no account can a student attend here if they are not prepared to accept the support offered and keep to the rules.

Illness/Medications

Should a student suffer from a specific medical condition this should be reported at the Induction interview and the information placed on file. If the condition requires medication to be taken during the course of the day then written authority and/or full prescription details must be provided. Non-prescribed medication such as paracetamol, aspirin etc will not be given to students unless it is provided by parent/carer(s) with written instructions. If your child suffers regularly from headaches, period pains, hayfever etc. we would recommend a review by your G.P but in the meantime providing us with medication may prevent the need for your child to miss school unnecessarily on a regular basis.

All medication will be kept secure and a first-aid qualified staff member will monitor the student's taking of a prescribed dosage. This does not apply to those students who may suffer from Asthma and carry Ventolin pumps. These may be kept by the individual students and used at their own discretion.

Family Support for Education

The role of the family or other carers in working in partnership with the school staff is vital to the student's success in reaching their potential. This has been shown by research to be the single most important factor in student achievement.

The carers' role is to ensure that the student attends school every day, is on time and is 'ready to learn'. Being physically and mentally 'ready to learn' means that they attend in a frame of mind and physical state, which enables them to benefit to the maximum from the education on offer. In return the staff will ensure that they are equally well prepared and deliver appropriate and interesting lessons.

The student will need to:

- **Eat sensibly at home and school.** This means to always have breakfast (this is available at school if you arrive on time), eat nutritious food regularly through out the day. No skipping lunch and no 'junk' food. Sugar and additives interfere with body and brain function.
- **Keep sensible hours and get enough sleep, especially on school nights.** This means to be home by 9.00pm and in bed ready to sleep by 10.30pm at the latest. Many of our students find getting to sleep difficult therefore it is important that they do not watch TV or play computer games late at night. A book or quiet, calm music is better once you are in bed.

- **Keep sensible company.** Never let your child mix with people you do not know or approve of. It is your responsibility to ensure your child is safe and avoids getting in to trouble with drink, drugs or crime.
- **Have regular physical exercise.** The brain can't work properly if the body isn't in good physical shape and regular exercise helps to raise self-esteem.
- **Have access to suitable medical attention when required,** including psychological and counselling services, if necessary.
- **Have opportunities to mix socially with appropriate peers.** Encourage him/her to join a sports or youth club, or perhaps consider drama or helping others by volunteering.
- **Do Homework.** This is an important way of reinforcing school based learning and showing commitment. You will need to ensure that your child has a suitable place to work, (this could be the library or school at the end of the day) and monitor that homework is being done.

If you have difficulty in achieving any of the above please seek help. It really is important that you develop a good relationship with your child in which they respect you and accept your authority. It can be difficult but it is never too late to achieve this. It will make such a difference to all your lives now and in the future.

We are always ready to listen and can put you in touch with other agencies who can offer support if you wish. If families are interested will start a support group at school. There is strength in numbers and if the students know that you are working in partnership with school to support them they are much more likely to respond positively.

5. ATTENDANCE & PUNCTUALITY

Regular attendance at school and good punctuality are essential to good progress and achieving your potential in examinations. In addition, parents/carers are under a legal duty to send their son/daughter to school. Should you fail in this duty you risk prosecution.

Please phone to report absence and explain the reason on the first day and keep in touch daily if it is a prolonged absence. Any unauthorised absences will be followed up. Continued or frequent absence or poor punctuality will be notified to the Education Welfare Service and the police truancy patrols regularly.

Any absence known about in advance, due to medical appointments etc, must be notified before the event. As far as is possible all such appointments should be made at the end of the school day, to avoid unnecessary absence from lessons, which may hinder a student's progress. Leave of absence to accompany families on extended holidays or visits abroad will only be granted in exceptional circumstances.

Part-time Placements

Some students find it very difficult to access 25 hours a week of education although they can manage a reduced timetable, perhaps just mornings or a couple of days a week. This may be because the

student is new and has been out of the habit of education for a while or because of a recent trauma or crisis.

Sometimes a reduced timetable may be a recommendation from a placement review meeting as a strategy to maintain the placement longer-term. There are always lots of factors to consider and every student has individual needs.

In general part-time placements are seen as temporary arrangements and are kept under review, working towards full-time placement within an agreed timescale.

If a student is not able to manage his/her behaviour and learning even on a part-time basis a change of placement is normally a preferred option.

During Year 11 each student has an Individual Study Plan negotiated with the parent/carer and student. Reduced timetables are normally associated with the curriculum offer and accreditation opportunities chosen in each student's best interest.

6. TRAVEL TO AND FROM SCHOOL

Students are expected to behave appropriately and safely while travelling to and from school and to respect the other users of the roads, on public transport and pedestrians at both sites.

Oyster Cards

All students need to obtain an Oyster Card for travelling to and from school each day, between sites and also for use on school trips. This Card needs to be looked after and replaced if lost. On no account must students use an Oyster card that does not belong to them.

Cycles and Mopeds

Mopeds are not allowed at either site and there is nowhere secure to store a cycle at the Ilford site. Students may use a cycle to travel to and from the Redbridge College site providing they use the cycle racks provided by the college. They must first ask permission to do so and bring in a cycling proficiency certificate. We cannot accept any responsibility for the cycle. Permission will be withdrawn if the student abuses this privilege.

7. THE SCHOOL DAY AND SITE ARRANGEMENTS

We expect all students to arrive by 9.00am each day and to start the day with breakfast of fruit juice, cereal and/or toast. Eating nothing or unhealthy snacks before school can be a major cause of poor attitude and behaviour. We hold the start-of-the-day assembly meeting promptly at 9.10am and lessons start at 9.20am.

Students who arrive later than 9.10am are marked as late.

On Monday -Thursday the school day finishes at 3.00pm for Year 10 students at the college site, and 3.30pm for the year 11 students at the Ilford site.

On Friday the school day finishes at lunchtime. Students who are entitled to a free school lunch will be provided with a packed lunch to take with them if they wish.

Lunchtime and break arrangements

Good nutrition is an integral part of our ethos to assist you in helping your child to improve their behaviour. We therefore insist that the mid-day meal is not an option and expect all students and staff to eat together. It is an important social activity as well as being important for brain function and general good health.

Mid-morning and lunchtime breaks are short and it is expected that students will not leave the premises during this time. Juice and healthy snacks are provided during the morning break and we provide a range of healthy options for lunch, at a very fair price.

The cost to students not entitled to free school meals is £1.50 per day. At the Ilford site, a choice of baguettes are provided by a local catering company and extra items are available for a further 50p. Parent/carers are encouraged to pay for lunch by monthly cheque but students may pay on a weekly or daily basis if you prefer.

8. ICT, DATA MANAGEMENT AND PHOTOGRAPHY

ICT Policy

At the Constance Bridgeman Centre students will be using computers across the curriculum, as a source of valuable information as well as facilitating improved presentation of work.

Students are encouraged to make full use of these aids in such a way as to ensure they remain available to all. Any damage, malicious alteration or inappropriate use of the computer equipment will not be tolerated. In the interests of all it is essential that students comply with the expectations regarding the acceptable use of ICT technology as described in the ICT Policy. This is attached to the Student, Parent/Carers and School Contract, a copy of which is at the back of this handbook.

Data Protection

The Constance Bridgeman Centre processes personal data about it's pupils and is a "data controller" in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support it's pupils' teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care, and
- assess how well the school as a whole is doing.

This data includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by the law. From time to time the school is required to pass on some of this data to local authorities, the Department for Children, Schools and Families (DCSF), and to agencies that are prescribed by law such as the Qualifications and Curriculum Authority (QCA), Ofsted, the Learning and Skills Council (LSC), the Department of Health (DH), Primary Care Trusts (PCT), ContactPoint (DCSF Directory).

Connexions and organisations that require access to data in the Learner Registration System as part of the MIAP (Managing Information Across Partners) programme. All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Open File Policy

At the Constance Bridgeman Centre we operate an open file policy. This means that parents/carers are entitled to see any written or computer based information concerning their son/daughter, such as individual files, following requests in writing. This does not apply to child protection referrals.

Photography and Video

We use photography and video on a regular basis to assist with teaching, for display and as a way of recording and evidencing pupil work and achievement. When these are only for internal curriculum use they are not in the public domain and we do not need permission to take or store the pictures.

From time to time we may wish to make use of such material for use to a wider audience for publicity, such as for a school brochure or website or for the local press. We would appreciate it if you would be willing for such material that includes your child to be available for use. It would be anonymous or identified, as you request. You would always be informed if such use was to be made of pictures of your child and you would have the right to refuse if you so wished. However, it is much easier if you have given permission in advance then we can make use of good photos and videos that we already have.

9. THE ACADEMIC CURRICULUM

Academic achievement is vital in helping to raise our students' self-esteem and increasing their post-16 choices. We aim to encourage students to realise their full potential, both academic and social, through the provision of a broad, balanced and relevant curriculum.

Accreditation

Learning is accredited by end of Key Stage 4 examinations and certificates appropriate to the subject and student's ability. This is mainly by GCSE, long and short courses, but we also use ASDAN award for PSHE and Citizenship.

Usually our students take between 5-8 GCSEs. This may be combined with a college course or extended work experience/training.

The Academic Curriculum comprises:

English, Language and Literature
Mathematics
ICT
Science
P.E.
Art & Textiles
Business & Communication Systems,
Media Studies
Geography
R.E.

Personal, Social and Health Education & Citizenship, including Preparation for Working Life and Work Experience opportunities

External Examinations

All students who have attended regularly, satisfactorily completed their coursework and who are considered to have a reasonable chance of achieving success will be entered for external exams. Students who have been entered and then fail to complete the examination may be liable for the full fee incurred depending on the circumstances.

Educational Visits

We undertake several activities off-site as part of our normal curriculum, e.g. regular sporting activities. Parents/carers will be informed in advance of any planned educational visit, which is not part of the normal timetable in line with the Educational Visits Policy. In addition, parents/carers are asked to sign a consent form at Induction which gives permission for their son/daughter to engage in ad-hoc supervised or unsupervised curriculum activities in and around the local area.

10. COMMUNICATING WITH, AND REPORTING TO, PARENTS/CARERS

We are working in partnership with you to educate your children; therefore we welcome communication from you by phone, letter or e-mail and will always respond as soon as possible. We expect the same from you in return. If you are able to provide us with an e-mail address we will be able to communicate more easily. In any case it is essential that we always have a telephone number on which we can reach your or your representative in the case of an emergency. **If we do not have such a number in good working order it is unsafe for your child to attend the centre and you will be required to keep him/her at home until we have such access to you.**

You will receive various communications from us from time-to-time and a general newsletter at least at the end of each half term. If there is ever anything you are not clear about or wish to know more about, please contact us straight away. If there is ever anything that we have done or said that you do not agree with we also want to hear from you straight away so that we can put things right.

Mutual Support

We always work closely with parents/carers and appropriate agencies because our students need the support that can only come from such a close and mutual working relationship. We will keep you informed about progress on a regular basis and expect you to do the same.

If anything significant happens outside school we expect you to tell us about it before it creates difficulties for learning or behaviour. Obviously we will keep private things confidential and only release information on a 'need to know' basis.

Remember that both sites are open to parents and other relevant adults at most times. You are encouraged to join classes if you wish or simply come in for a chat. (Please phone first if you can to check it is convenient so that you don't have a wasted journey.)

Reviews and Reports

Students' academic and social/behavioural progress are regularly reviewed and Review meetings are organised for students to attend with parent/carer(s) to personally discuss their individual progress with their tutor.

Students join us throughout the academic year and we normally hold a progress review meeting within the first 6-12 weeks after placement. This is usually coordinated by the tutor and must be attended by a parent/ carer and the student. If there are serious issues to address the Head of Year will also attend.

Review meetings are scheduled for the Spring and Summer terms in Year 10. In addition we hold a parents/carers group meeting in February and June of Year 10 to discuss issues of general concern and to give families a chance to meet all the staff and each other. Being the parent of an adolescent can often be a daunting and lonely business and we like to feel that we can help you to support each other.

Individual Study Plans for Year 11 students

Formal Academic Reports are posted home towards the end of September for Year 11 students. These reports form the basis of discussion at the Individual Academic Review meeting held during the second half of the Autumn term. This is the time to discuss potential exam entries and set targets to support the student's success, which form the Individual Study Plan for each Year 11 student. Further individual student reviews are held during Year 11 to suit personal needs and progress.

Students with Statements of SEN

Annual Reviews for those students with a Statement of Special Educational Needs will be organised in line with statutory requirements and Local Authority guidelines.

Parents/carers will be kept informed about progress on a regular basis by tutors or the Head of Year but you are welcome to phone in or visit at anytime to speak to staff and check on academic progress and behaviour.

11. CODE OF CONDUCT

The Constance Bridgeman Centre is usually a calm environment in which to learn and achieve. In order to maintain our positive ethos we insist on good behaviour and expect all our students to cooperate. We have sensible rules to maintain good order. Persistent failure to keep the rules will result in the student being sent home and the parent/carers informed. In extreme cases of refusal to accept our rules a placement review meeting will be held to consider whether the student's needs may be better met elsewhere.

At the Induction meeting the Code of Conduct will be explained to both the student and parent /carer(s). This clarifies the expected behaviour of students whilst they attend the Constance Bridgeman Centre. Students and Parents will be expected to sign a contract to confirm that they have read, understand and accept the Code of Conduct. A copy of the contract is attached to this document.

It is your responsibility to ensure that we have a contact number on which you can be reached. We will make every effort to contact you but as a last resort your child will be sent home even if we cannot contact you if their behaviour is considered unsafe. We take your child's personal needs very serious but no student is allowed to jeopardise the learning of others and the safety of staff and other students.

Our Simple Rules

Show respect to yourself and others at all times.

Be on time for school and for each lesson.

Work hard and always do your best throughout all lessons.

Obey the Classroom Code and the ICT Policy.

Do as adults tell you, without arguing or being rude.

Do not leave the site during the school day without permission.

Dress appropriately.

Manage your anger and aggression appropriately.

Avoid inappropriate language and actions:

- No physical contact or invasion of personal space
- No play fighting or 'messaging about'
- No cussing or rudeness
- No intimidation or bullying behaviour
- No alcohol, drug or substance possession, dealing or abuse
- No smoking on either site
- No weapons of any kind

Hand in your mobile phone and other valuables at the start of the day for safekeeping. Mobile phones and electronic gadgets, which interfere with learning or good order, will be collected in by staff.

Do not trade, lend or borrow possessions during the school day or on either school site.

The Classroom Code

Be Positive

Work hard and be proud of your work

Show Respect

Ask if you don't know

Succeed

Managing Anger and Aggression

Think about your anger control strategies in advance. Have a plan to help you keep calm. Discuss this with your Tutor and/or Head of Year so that it can form part of your Personal Education/Action Plan.

If you feel yourself getting angry ask for time out rather than losing control.

If you feel that you have been treated inappropriately or unfairly by an adult speak to the person concerned in private later. Do not argue back at the time, simply do as you have been asked and concentrate on learning.

If you get into an argument with another student try to keep calm. Walk away rather than getting angry and out of control. Once you are calm return and apologise/explain your actions to an adult.

Dress Code

There is no formal uniform at the Constance Bridgeman Centre. Parent/carers and students must exercise 'reasonable judgement' as to appropriate clothing for school. This includes any jewellery or piercing. **As a guide:**

Wear clothing, which is appropriate for a practical working environment. This means that it should:

- be clean and in good order
- fit properly and cover a reasonable amount of flesh, no bare midriff or sight of underwear
- cover chest up to collar bone and tops of shoulders, no vest or low cut tops
- cover legs above knees, no shorts higher than mid thigh or too tight, no obvious or large logos that might give offence

In addition:

- Piercings should be discrete and inoffensive or covered.
- Jewellery should not be valuable or heavy. Anything, which may be dangerous, should be removed before physical activity.
- Hoods and hats must be removed indoors.

Students who are not dressed appropriately will be provided with an alternative clean garment, e.g. a baggy tee shirt to cover low cut top and midriff. If students are not willing to co-operate they will be sent home to change, and parent/carers informed. Persistent non-compliance will result in a placement review meeting to consider options.

Merits and Rewards System and the Role of the Tutor

In each lesson students receive merit points depending on their behaviour, whether they engage with their learning properly and the effort they put into their work. At the end of the day, during the tutor period their points are reviewed with their tutor, who is their 'key worker'. The progress and behaviour of each student is then discussed in the staff daily de-brief meeting at the end of the day and this information is available directly to parents. Some parents phone us on a daily basis or once or twice a week. If there is a need to discuss something with you straight away the tutor will phone you.

Sometimes students are on report in order to provide them with more support and they will bring a copy of their merits and teacher comments home to you each day. The report form should be signed and sent back to school the following day for filing in the student's records. Being on report is not a punishment.

12. CREATING A SAFE AND WELCOMING ENVIRONMENT

We take the Health and Safety of students, staff and visitors very seriously and expect everyone to behave in a responsible manner.

Child Protection

The welfare of all our students and staff is paramount. We take all allegations seriously and aim to work with parents/carers, staff and students to build an understanding of mutual responsibilities. This may occasionally require cases to be referred to other investigative agencies. Any such referral record will be kept secure and access limited to the agencies concerned. Our Health and Safety Policy is available on request.

Physical Contact

Physical contact at school is rarely sensible or welcome apart from a polite handshake when appropriate and unavoidable contact during P.E. This is made clear in the Code of Conduct.

Physical Intervention

We expect our students to work hard to control their own aggression and anger. If a student is unable to do so and threatens their own safety, that of others or to seriously damage property we will send for College Security, the Police and/or physically restrain them if there is no other suitable option. This would be a very exceptional occurrence, which would be recorded and reported in line with legislation. If a student needs such intervention more often than rarely the future of their placement with us would be in question.

Anti-bullying policy

At the Constance Bridgeman Centre we aim to provide an environment in which individuals feel safe, valued and have the potential to thrive and make a positive contribution to society as a whole, to achieve personal success and enjoy a healthy lifestyle. We accept that both victims and bullies need help to change the situation and have developed our policy with this in mind. A full copy of the policy document is available on request.

Aims

- To challenge all forms of bullying
- To support the victims of bullying
- To support bullies to change their behaviour
- To raise awareness of bullying and its affects amongst students and staff

Identity Cards

Students and staff are supplied with identity cards at the Redbridge College site. Students are responsible for their own identity cards & admission to the Redbridge College building will be refused without them. Such cards remain the property of Redbridge College and must be shown/surrendered on demand to College staff. In the event of loss parent/carers will be charged £5.00 for a replacement.

Mobile Phones

Students will be asked to hand in their mobile phones and other electronic gadgets at assembly each morning. These will be kept secure in the main office in a named bag until the end of the day. Should a student fail to hand in a mobile phone or electronic gadget and it disturbs a lesson they will be asked to hand it into a member of staff. If a student refuses to do so the student will be asked to leave the site and the parent informed. If this happens regularly a placement review meeting will be called.

Smoking

Smoking is not allowed in any school building and not at all within the Redbridge College grounds. It is extremely bad for long-term health and we wish to support students who do smoke outside school to give it up.

At the Ilford site the location outside the building is a public open space and although smoking is not condoned it would be counter-productive to stop year 11 students, many of whom are over 16, from smoking during official breaks. Therefore, staff will not do so as long as it doesn't interfere with lessons and does not involve any intimidation.

Year 11 students must not encourage others to smoke or put pressure on others to supply or share cigarettes. Bring and smoke your own cigarette or don't smoke at all.

Year 10 students must not smoke at all at either site.

Students who do not cooperate with our no smoking policy will be asked to leave the site and the parents informed. If this happens regularly a placement review meeting will be called.

Damage to, or Loss of Property

We expect our students to show respect for themselves, others and property. We will charge for any damage or loss caused to school property or that of staff as a result of a breach of the Code of Conduct. If another student's property is involved the respective parent/carers will be put in touch with each other if this may prove helpful in resolving matters.

Theft of school or personal property on-site is considered particularly inappropriate because it undermines the trusting relationships that we work hard to develop within our community. A minority of our students have a history of stealing and therefore it is the responsibility of everyone to keep temptation out of their way by taking care of possessions. Valuables are best left at home or handed in at the start of the day as stated in the Code of Conduct. The school can take no responsibility for their loss.

Use of Fixed-Term and Permanent Exclusion

The majority of our students have experienced some form of exclusion prior to attending the Constance Bridgeman Centre. Many have been permanently excluded from a mainstream school and some from more than one school.

We do not believe that exclusion alone can change behaviour and therefore it does not form part of our disciplinary process. Exclusion is not used as a punishment or a deterrent at the Constance Bridgeman Centre since we believe in being positive and that students will respond positively in the right environment. If a student is correctly placed they will thrive and if the Constance Bridgeman Centre isn't the correct placement we seek to find one that is more suitable. This is why we use the Placement Review meeting, which is also not a punishment, in response to repeated misdemeanours.

However, we do use fixed-term exclusion as a warning to all concerned that the placement is currently not working and therefore something needs to change if the placement is to be maintained. This also allows everyone some time to reflect on the seriousness of the situation and gives other students and staff some respite from the unwanted behaviour.

Fixed-term exclusions always involve a meeting between the student, parent/carer and senior staff member to discuss the circumstances leading to the exclusion and the best way forward. The meeting needs to take place before the student returns to school if they are to have the best chance of succeeding in changing their behaviour and maintaining the placement. We will do our best to accommodate parent/carers needs as to the timing and venue for the meeting.

At the meeting specific targets will be set to support the student and these will be recorded in a personal contract. The student may well be put on daily report so that the parent/carer is involved in monitoring the progress towards achieving the targets. Failure to change in a reasonable timescale will result in a Placement Review meeting since there is little point in successive exclusions. **We prefer students to be in school and achieving.**

We use permanent exclusion extremely rarely. It may be necessary if the student commits a crime at school or towards another student and presents a risk to the wellbeing of others. A Placement Review meeting will always be called to consider alternatives to avoid, or soon after, a permanent exclusion. **Crimes will always be reported to the police.**

THE CONSTANCE BRIDGEMAN CENTRE



Contracts between Student, School and Family/Carer

- Behaviour
- Contact
- Curriculum Activities
- ICT
- Photography and Video



September 2009

This contracts must be signed & returned to the Constance Bridgeman Centre by the student and carer on or before the first day of attendance or as soon as possible thereafter.

This agreement applies at both the Redbridge College and Ilford sites. Students attending the college site will also be subject to the Rules & Regulations of Redbridge College.

CONSTANCE BRIDGEMAN CENTRE
Student/School/Family Behaviour Contract

Failure to comply with this agreement on the part of students and families will lead to a placement review and possibly a termination of a student's placement on one or both sites.

The School Commitment

The staff at the Constance Bridgeman Centre undertake to work in partnership with the student and his/her family/carers to provide an education of high quality, which will prepare the students for GCSE examinations in a range of subjects and for the future.

Staff will:

- provide a safe, secure and calm environment in which to learn
- hold regular reviews of progress and advise if a change of placement is recommended
- communicate effectively with parents/carers.
- work in liaison with other agencies
- assist the student in gaining further education opportunities or employment if they so wish.

The Family/Carer Commitment

The Parent/Carer(s) will undertake to work in partnership with the school to support the student.

Parents/Carers will:

- ensure that the student attends school regularly and punctually.
- ensure that he/she is ready to learn by having enough good quality food, sleep, exercise, social opportunities and medical attention.
- Read the Student and Family Handbook carefully with their child and follow its advice, particularly the section concerning home/school liaison.
- communicate effectively with the school regarding all aspects of the student's life, knowing that all aspects of his/her experience will have an effect on his/her behaviour and ability to learn.
- work in liaison with other agencies, if necessary, to assist in the education and wider development of my/our child.

The Student Commitment

I will:

- cooperate with my parents/carers and teachers
- attend school regularly and punctually
- get enough sleep and eat properly
- do my homework
- follow the Constance Bridgeman Centre Code of Conduct, Dress Code, Classroom Code and the ICT Policy

SIGNED: On behalf of the School: _____ **DATE:** _____

Parent/Carer: _____

Parent/Carer Name: _____

Student: _____

Student Name: _____

CONSTANCE BRIDGEMAN CENTRE

Parent/Carer Contact Agreement

I undertake to ensure that the school is always able to contact me, or my representative, in case of emergency. This will include occasions when my child may need to be sent off-site for unsafe or extremely disruptive behaviour, which is interfering with the learning of others and the smooth running of the Centre.

I understand that in such circumstances the school will make every effort to contact me or my representative but as a last resort will send my child home or otherwise off-site without supervision. I therefore undertake that he/she always has access to transport to get home or to another safe place and a key, if necessary.

I understand that persistent failure to provide such reliable contact with myself or another responsible person will make it potentially unsafe for my child to attend the Constance Bridgeman Centre and therefore initiate a Placement Review meeting to discuss a way forward.

SIGNED: On behalf of the School: _____

Parent/Carer: _____

Parent/Carer Name: _____

Student: _____

Student Name: _____

Date: _____

CONSTANCE BRIDGEMAN CENTRE
Curriculum Activities in the Local Area Agreement

A number of visits and trips may be necessary throughout the academic year, as part of the GCSE programmes of study. Most will be supervised by the staff.

However, your son/daughter will be required to make some of these visits within the local environment & alone in order to complete unaided pieces of coursework. It is therefore necessary that you give on going permission for your son/daughter to undertake any such trips or visits as are considered necessary, whether accompanied or not.

Students' behaviour on such school activities is of paramount importance.

- Poor behaviour will result in a student being unable to make further excursions. In such a case the subject will be withdrawn from his or her timetable as they will be unable to complete the course of study.

- Students are held responsible for any damage or theft of any equipment loaned to them to complete the task.

I agree to my child undertaking unsupervised trips out of school during the school day in order to complete curriculum activities in the local area.

I understand that my child is responsible for any school property loaned to them to undertake such tasks, such as a camera. I agree to ensure that compensation payments are made if such equipment is damaged, lost or stolen.

I understand that failure to sign this agreement may mean that my child is not able to study some aspects of the curriculum.

SIGNED: On behalf of the School: _____

Parent/Carer: _____

Parent/Carer Name: _____

Student: _____

Student Name: _____

Date: _____

CONSTANCE BRIDGEMAN CENTRE
Photographs and Video Agreement

We use photography and video on a regular basis as a way of recording and evidencing pupil work and achievement. When these are only for internal curriculum use they are not in the public domain and we do not need permission to take or store the pictures.

From time to time we may wish to make use of such material for use to a wider audience for publicity, such as for a school brochure or website or for the local press. We would appreciate it if you would be willing for such material, which illustrates your child, to be available for use. It would be anonymous or identified, as you request. You would always be informed if such use was to be made of pictures of your child and you would have the right to refuse if you so wished. However, it is much easier if you have given permission in advance.

I have read the above and would be willing to give permission for photographs and Videos to be used for publicity within the Local Authority and Local Press.

Please tick:

- I would like you to inform me if this is going to happen.
- There is no need to inform me

SIGNED: On behalf of the School: _____

Parent/Carer: _____

Parent/Carer Name: _____

Student: _____

Student Name: _____

Date: _____

CONSTANCE BRIDGEMAN CENTRE

ICT Policy Agreement

At the Constance Bridgeman Centre students will be using computers across the curriculum, as a source of valuable information as well as facilitating improved presentation of work.

Students are encouraged to make full use of these aids in such a way as to ensure they remain available to all. Any damage, malicious alteration or inappropriate use of the computer equipment will not be tolerated. In the interests of all it is essential that students comply with the following expectations regarding the acceptable use of ICT technology:

Computer use

- Students must not install or attempt to install programmes of any type onto a computer at either site.
- Students must not damage, disable or otherwise harm the operation of computers.
- Students must not intentionally waste valuable resources.
- Students must not use the Network for commercial purposes, e.g. buying or selling goods.
- Students must not disclose personal passwords or use passwords intended for the use of others.
- Students when using computers must do so in a way that does not harass, harm, offend, or insult others.
- Students are expected to respect and not bypass security in place on the system.
- Accessing, copying, removing or otherwise altering other students' work or computer settings is not acceptable use of the equipment.

Internet use

- Students may access the internet only for study purposes or authorised/supervised activities.
- Students may not access the Internet to download, obtain, send, print, display or otherwise transmit or access unlawful, obscene or abusive materials.
- Students are expected to respect the work and ownership rights of all students and staff.
- Students must abide by copyright laws.
- Students must not engage in chat activities over the Internet.
- Students must not give personal information - addresses, telephone numbers etc - to any contacts through electronic mail.

Failure to comply will result in:

- Withdrawal of access to ICT resources.
- Additional action may be taken by the school in line with existing practice regarding inappropriate behaviour.
- Where appropriate police may be involved or other legal action taken

I understand the above and agree to use the computer facilities in a responsible manner.

SIGNED: On behalf of the School: _____

Parent/Carer: _____

Parent/Carer Name: _____

Student: _____

Student Name: _____

Date: _____