

The Constance Bridgeman Centre

Knowledge, Understanding, Opportunity

Family and Student Handbook

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The Constance Bridgeman Centre

1. The Staff Team is:

Tony Clayton	Head of Centre
Olia Clow	Deputy Head
Ashleigh Cook	Office Administrator
Glenda Palmer	Reception/Admin
Cindy Barton	Teaching Staff
Ethan Rashid	Teaching Staff
Oykun Mert	Teaching Staff
Joao Carlos	Teaching Staff
Kenny Adebambo	Teaching Staff
Olivia Jeffrey	Behaviour Mentor
Garry Matthews	Behaviour Mentor
Laura Godfrey	Teaching Staff
Joao Carlos	Sport Instructor
Karen Boot	Literacy Mentor
Dawn Robson	Learning Support Assistant
Candice Brooks	Learning Support Assistant
Comfort Mensah	Learning Support Assistant
Jordan Bigby-Howe	Learning Support Assistant
Joanna Spio	SENCO
Todd Russell	Caretaker

CONTACT DETAILS

- The Constance Bridgeman Centre is located at-

Loxford Youth Centre
Loxford Lane
Ilford
Essex
IG1 2UT

- **Website:** Constancebridgeman.co.uk
- **Follow us on twitter :** [@conbridgecentre](https://twitter.com/conbridgecentre)

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 promote 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 promote 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
- challenge bullying and aggression
- recognise the importance of healthy lifestyles, including healthy eating, adequate exercise and sleep, avoiding alcohol and other inappropriate drugs use
- work in partnership with schools, community links and other external agencies
- establish good links with local providers of Further Education

3. OUR STUDENTS

Students who attend the Constance Bridgeman Centre are in Key Stage 4, the last 2 years of statutory schooling. 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 in order to progress and continue to study post 16.

Regular reviews of progress are held to ensure that students are benefitting from the placement.

4. THE ADMISSION & INDUCTION PROCESS

Potential students and their parent/carer(s) are referred to the Redbridge Inclusion Panel by an appropriate agency and may then be referred onto a Pupil Referral Unit.

The Constance Bridgeman Centre is one of two Pupil Referral Units serving Key Stage 4 in Redbridge. 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. All prospective Key Stage 4 students and their parent/carer(s) are invited to attend an initial interview, followed by an opportunity to complete a diagnostic baseline assessment. For each individual student, this indicates areas of the literacy and numeracy curriculum that need additional support. They are then allocated to a tutor form and given a daily timetable.

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 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.

Illness/Medications

Should a student suffer from a specific medical condition this should be reported at the initial interview and the information recorded. If the condition requires medication to be taken during the course of the day then written authority and 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 students' 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.

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, we 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 receiving penalty notices, fines and possibly prosecution. These penalties are managed by the Education Welfare Service.

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.

Any absence known about in advance, due to medical appointments etc, should 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.

6. THE SCHOOL DAY AND SITE ARRANGEMENTS

We expect all students to arrive by 09.00 each day and to remain onsite until the end of the day. The first lesson will begin at 09.00.

Students who arrive later than 09.00 are marked as late, 7 or more such late arrivals in any one half-term period will be reported to Education Welfare Service and may mean a fixed penalty notice is issued to parents. Also, 12 or more unauthorised absences in the same period will also be reported to Education Welfare Service and is likely to incur a fixed penalty fine notice.

On Monday –Thursday the school day finishes at 15:00 for all students.

On Friday the school day finishes at 13.00.

Lunchtime and break arrangements

Tuck items are sold at a reduced price during both morning break and lunchtime.

Cold drinks and toast are provided during the morning break.

Students and staff eat together in a communal dining area. Lunch is provided free to all students however lunch is not provided on Fridays. Board games and cards are available at lunchtime.

7. 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 its 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 its students’ 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), Contact Point (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.

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 student 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.

8. THE ACADEMIC CURRICULUM

Academic achievement is vital in helping to raise our students' self-esteem and increase 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, but we also use other accreditation, such as BTEC, when this is more appropriate.

The Academic Curriculum comprises:

English Language
English Literature
Mathematics
Biology
PE/Sport
Art
Business Studies
P4C
RSHE (Relationship, Sex and Health Education)
Work Experience where appropriate

External Examinations

All students who have attended regularly and satisfactorily, completed their coursework where appropriate 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 curriculum activities in and around the local area.

9. 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. 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. In the event of an unresolved matter you have the right to use the CBC Group complaints procedure. Details are available from the school office.

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. All private matters will be kept confidential and information will only be released on a 'need to know' basis.

Remember that we are open to parents and other relevant adults at most times during the day. (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. Formal half yearly reports are produced and distributed. However, there is also regular liaison with parents regarding academic and behavioural progress.

Students with an Education Health Care Plan

Annual Reviews for those students with an EHC plan 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 tutor but you are welcome to phone in or visit at anytime to speak to staff and check on academic progress and behaviour.

10. 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.

At the initial interview meeting the Code of Conduct will be explained to both the student and parent /carer(s). This clarifies the behavioural expectations, and 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.

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

Please:

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

Do not trade, lend or borrow possessions during the school day or on the 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 so that it can form part of your Pastoral Support 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

Uniform

All Students will be given two polo shirts and one sweatshirt to take home. A fleece will also be kept at school for each student. Uniform must be worn to and from school, students may wear any trousers, jeans, tracksuit bottoms etc. Students arriving to school not wearing uniform will be sent home and can only return wearing their uniform.

Rewards system and the Role of the Tutor

The progress and behaviour of each student is discussed daily in the staff de-brief meeting, 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 home to you each day. Being on report is not a punishment but a strategy to raise student awareness of their inappropriate behaviour and how best to change.

RESPECT VOUCHERS can be awarded to students for arriving on time and behaviour over and above the general level of expectations. These can then be redeemed for a tuck item free of charge as a reward.

REWARDS

**YOU GET COMMENDATIONS THROUGH YOUR DAILY PROGRESS CARD
WHERE YOU CAN EARN UP TO 28 COMMENDATIONS A DAY**

**ANY DAMAGE TO SCHOOL PROPERTY WILL RESULT IN
COMMENDATIONS BEING DEDUCTED**

NON – NEGOTIABLES

**THE BEHAVIOURS LISTED WILL RESULT IN THE CONSEQUENCES BELOW
WITHOUT EXCEPTION**

BEHAVIOUR	CONSEQUENCE
LATE TO SCHOOL	LOSS OF TRIP
INAPPROPRIATE BEHAVIOUR DURING LUNCH	LUNCH IN REFLECTION ROOM
PLAY FIGHTING	TABLE TENNIS BAN
REFUSAL TO WORK	WORK BREAK
WALKING OUT OF A LESSON	MISS OR WORK NEXT LUNCH BREAK
DISRESPECTFUL/RUDE/ABUSIVE BEHAVIOUR	MISS OR WORK NEXT LUNCH BREAK
REFUSAL TO FOLLOW INSTRUCTIONS	MISS OR WORK NEXT LUNCH BREAK
WALKING OUT OF SCHOOL	INTERNAL EXCLUSION
DAMAGE TO SCHOOL PROPERTY	COMMUNITY SERVICE/POINTS FINE
PHYSICAL ABUSE/ASSAULT	INTERNAL/FIXED TERM EXCLUSION

***The first late in any week gets a 10 point deduction; any more lates will result in missing Extra-Curricular to complete additional work.**

**FAILURE TO COMPLY WITH THE CONSEQUENCES
ABOVE MAY RESULT IN A FIXED TERM EXCLUSION OR A PERIOD OF TIME
BEING EDUCATED AWAY FROM THE SCHOOL COMMUNITY**

11. 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.

Search Procedures

In order to ensure a safe environment, we search students on arrival. Students are expected to remove outer coats, empty their pockets and walk through a metal detector. If this is clear, the student can pass through to the rest of the site. If not, they will be searched further using a hand-held detector and patted down. Students will not pass through until they have satisfactorily passed the search procedures.

Mobile phones, cigarettes, lighters, drinks etc. will be retained in the office.

Online Safety Policy

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. Our online safety policy details the strategies in place to ensure that students are safe from issues and that parents are aware of support.

Encompass: Metropolitan Police Initiative

CBC has been given the opportunity to take part in a project that will run jointly between schools and the Metropolitan Police Service. This project is known as Operation Encompass.

Operation Encompass is the notification to schools that a child (under 18) has been exposed to, or involved in, any domestic incident. Children can be significantly physically or emotionally harmed when this is the case and the information received will be used to make sure the right support is available for children and their families. This will ordinarily be done by the start of the next school day.

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 inform the Police and 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.

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.

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

Mobile Phones

Mobile phones are often a significant distraction in class, and they will be retained on search and kept in the office, where they will be kept securely and returned at break times if required. If you need to contact your child during the school day, please telephone the office numbers supplied. We have found that mobile phones do interfere with the learning environment, so we ask for student cooperation and parental support in this.

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.

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. Some 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.

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. 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 follow up meeting between the student, parent/carer relevant professional 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 making good use of the placement. We will do our best to accommodate parent/carers needs as to the timing and venue for the meeting. At this 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 Review Meeting since there is little point in successive exclusions. **We prefer students to be in school and achieving.**

Crimes will always be reported to the police.

Smoking and Vaping policy

Smoking or vaping are not allowed within the CBC grounds. It is extremely bad for long-term health and we wish to support students who do smoke or vape outside school to give it up.

Students must not encourage others to smoke or put pressure on others to supply or share cigarettes.

Should students be found in possession of cigarettes, lighters or vapes on arrival these items will be confiscated and parents informed.

The Constance Bridgeman Centre

Knowledge, Understanding, Opportunity

**Contracts between Student, School and
Family/Carer**

PLEASE READ ALL THE DOCUMENTS AND THEN COMPLETE THE BACK PAGE TO INDICATE AGREEMENT/CONSENT AND RETURN THAT PAGE TO THE OFFICE.

CONSTANCE BRIDGEMAN CENTRE

1. Student/School/Family Behaviour Contract

The School Commitment

The staff at the Constance Bridgeman Centre undertake to work in partnership with the student and their families/carers to provide an education of high quality which will prepare the students for 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.

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 with other agencies, where necessary, to assist in the education and wider development of their child.

The Student Commitment

I will:

- cooperate with my parents/carers and teachers

- attend school regularly and punctually
- get enough sleep and eat properly
- follow the Constance Bridgeman Centre Code of Conduct, Dress Code, Classroom Code and the ICT Policy

CONSTANCE BRIDGEMAN CENTRE

2. Parent/Carer Contact Agreement

I will 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 offsite 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 offsite 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.

3. Centre Security

We are totally committed to the safety of our students and staff at CBC. All students undergo security screening via a metal-detecting arch supervised by staff whenever they access the building. Bags and coats are also searched. Mobile phones are kept safely in the office and given back during break times. Items such as hairspray, deodorant and lighters are also kept safely for later return.

Drug paraphernalia (such as “grinders”), legal highs or alcohol will be confiscated. Illegal drugs or weapons will be reported to the police.

Security access is a condition of access to the building and if a student refuses to cooperate satisfactorily with this, they will be denied entry and their parent/carers will be informed.

This is not a statement about the nature of our students but a statement about our commitment to their care and protection.

4. Curriculum Activities in the Local Area Agreement

A number of visits and trips, supervised by staff, will take place throughout the academic year as part of the programme of study. It is therefore necessary that you give on going permission for your child to undertake any such trips or visits.

PLEASE NOTE: Students' behaviour on such school activities is of paramount importance. Poor behaviour will result in a student being unable to make further offsite trips until we are confident that they can behave appropriately. In such a case the subject will be withdrawn from their timetable as they will be unable to complete the course of study.

CONSTANCE BRIDGEMAN CENTRE

5. 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. 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.

6. ICT Policy Agreement

At the Constance Bridgeman Centre students will be using computers across the curriculum.

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.
- Students must not damage, disable or otherwise harm the operation of computers.
- Students must not intentionally waste 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.
- When using computers, students must do so in a way that does not harass, harm, offend, or insult others.
- Students should not attempt to 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.
- The school, in line with existing practice regarding inappropriate behaviour, may take additional action.
- Where appropriate police may be involved or other legal action taken

CONSTANCE BRIDGEMAN CENTRE

7. Educational Psychologist Agreement

As a further support for students, we have our own Educational Psychologist* who works at CBC one day each week. Our psychologist will work individually with students, but also where requested by them, with parents or families. They are also available for students to go just go along and talk to.

Much of this work is undertaken in confidence, according to safeguarding guidelines. Where more formal assessments or specific guidance is requested for the centre, this may be shared on a need to know basis with staff or other agencies.

***Provided via Real Group (UK) LTD. 9 Wharf Street, Greenwich, SE8 3FT
www.realpsychology.co.uk**

8. Break and Lunch time arrangements

Every effort is made to encourage students to remain onsite at break times. These breaks are also deliberately kept short: 15 minutes in the morning and 30 minutes for lunch.

- During morning break, tea and toast are available free of charge in the dining area which has a large-screen TV.
- During lunch, nutritious food is available, which as been prepared onsite. This is also free of charge.
- A tuck shop sells snacks and drinks during both break times at a significantly reduced cost to students.

CONSTANCE BRIDGEMAN CENTRE

Agreement and Consent

Please indicate your agreement/consent by ticking the box beside each contract title and signing at the bottom. Students must also sign below.

1. Student/School/Family Behaviour Agreement

2. Parent/Carer Contract Detail Agreement

3. Centre Security

4. Curriculum Activities In The Local Area Agreement

5. Photographs And Video Agreement

6. ICT Policy Agreement

7. Educational Psychologist Agreement



8. Break and Lunchtime Agreement



Signatures:

Parent/Carer: _____

Students: _____

Student name: _____

Date: _____