



**THE BICESTER
SCHOOL**

Aspire and Achieve



THE BICESTER SCHOOL PROSPECTUS 2023/24



**ACTIVATE
LEARNING**
EDUCATION TRUST

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HEADTEACHER'S WELCOME

The move from primary to secondary school is an important and exciting time for young people. The Bicester School is well on its way to becoming an outstanding provider of secondary education.

Our future is exciting, having achieved an Ofsted grading of 'Good' in June 2018, building on our Ofsted grading of 'Good' in 2014. We've also achieved increasingly improving GCSE results over the last few years.

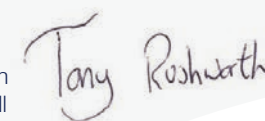
Since August 2015 we have partnered with Activate Learning, a pioneering education group. Through sharing best practice we are uniquely placed in Bicester to provide an all-round excellent education, embracing not only the academic and creative but also the vocational and specialist courses as well. When our students leave The Bicester School they will be well placed to make the next step, whether it is into higher education or a high-quality employment area.

When you come and look around our school and meet our staff teams, we hope you will see just how committed we are to the work we do. We all share the same common belief that every student is of equal value and has the right to learn in a calm, disciplined, purposeful and safe environment, so they can achieve their maximum potential. Excellent teaching and learning is at the heart of this, as we seek to develop each student's passion for learning, interest and curiosity for all subjects, not just the ones they naturally like or shine in.

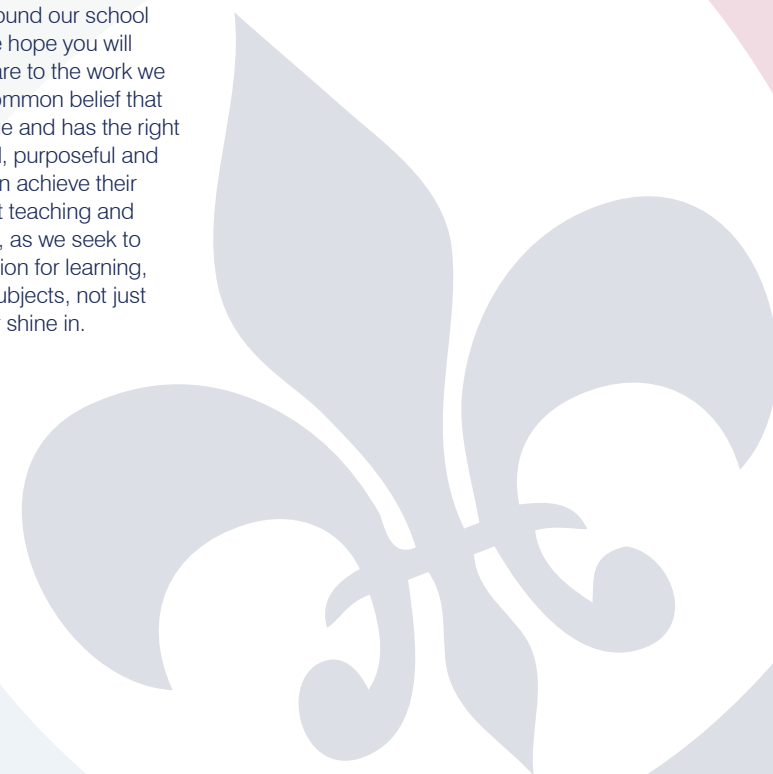
We are keen to ensure that our newest and youngest students get off to the best possible start at the school. Each student is placed in a tutor set, led by a tutor who is responsible for their care, welfare and academic development. This caring, disciplined and family-type environment is at the heart of everything we do.

We look forward to welcoming your child to The Bicester School once they have completed their primary school education and to working in partnership with parents in ensuring the best education possible for all students.

Regards,



Tony Rushworth
Executive Principal



WELCOME TO ACTIVATE LEARNING EDUCATION TRUST

Activate Learning Education Trust is a Multi Academy Trust (MAT) established by Activate Learning, which is run with the support of a number of industry and academic partners.

We transform lives through learning by providing exciting and innovative education for young people.

OUR VISION

Transforming lives through learning

OUR MISSION

To 'transform lives through learning' by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive.

OUR VALUES

Empowerment, enterprise, connectedness and transformation



Activate Learning Education Trust's core purpose is to deliver excellent teaching, learning and assessment and a high quality learner experience, underpinned by high expectations and fostering high aspirations for all.

The Bicester School provides a high-quality education, preparing students for their future at university and in work. Through the Learning Philosophy, students are able to fulfil their potential and develop into positive, motivated, resilient young people when they leave school and progress in life and society.



Joanne Harper
CEO, Activate Learning Education Trust



A GOOD SCHOOL ON A JOURNEY TO OUTSTANDING

Vision statement:

A high-achieving, stimulating and creative learning environment with a caring, compassionate and challenging ethos. Our pupils are aspirational, responsible, self-disciplined and able to function as citizens in a diverse, changing and interconnected world. The Bicester School provides a safe and inspirational start to our students' lifetime learning journey.

In our June 2018 Ofsted report, the following was said:

- » The headteacher has insisted on high standards since his appointment. He has inspired the trust and confidence of leaders, governors and parents with his strongly held view of an excellent education for all.
- » Strong teaching, pupils' positive attitudes and high expectations have ensured that current pupils, including disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities, progress well.
- » Leaders have a good understanding of the school's strengths and weaknesses. Their commitment and focus have led to rapid improvements in teaching, behaviour and progress and a better curriculum.
- » Pupils' behaviour is good. Conduct around the school is calm and orderly. Pupils are well mannered and polite. Relationships between staff and pupils are very positive. Pupils are well cared for.

1. High levels of achievement which provides a solid base for aspiration

- » Our vision is that the overwhelming majority of our students will achieve their personal bests and move into higher education or high-quality employment areas at the end of Year 13. This will be achieved through the provision of an academic, creative and sporting curriculum, delivered by good and outstanding specialist teachers in an increasingly high-tech environment.

2. High levels of personal development

- » Our vision is to support students in achieving their wider personal development goals as citizens and well-rounded individuals. This includes the spiritual, moral, social and cultural aspects of life. Students will learn about their rich cultural heritage and at the same time through our recently-awarded Internationalism status develop an understanding of the global community that we are all a part of. Students will belong to one of our four houses, named after influential, inspirational people: a key part of this will be gaining house points by raising money for charities, involvement in team sports, drama and musical productions. Alongside this, there will be opportunities to take on responsibilities such as prefect duties, student counselling roles and belong to a diverse range of clubs such as Christian Union, literature appreciation society, Duke of Edinburgh Award, chess, art, music, computing, etc.

3. High levels of employability and aspiration

- » Our vision is to work with students, parents, employers, universities and the wider community to develop the qualities, skills and attitudes required by employers and universities. These include: integrity, resilience, self-discipline, teamwork and leadership alongside key skills in numeracy, literacy and technology. This will be achieved through the house or tutor system and wide access to leadership and team-building programmes, enrichment, careers information, community and co-curriculum opportunities which will be available to all students.

ASPIRE AND ACHIEVE

At The Bicester School, we want all of our students to 'aspire' and 'achieve'.

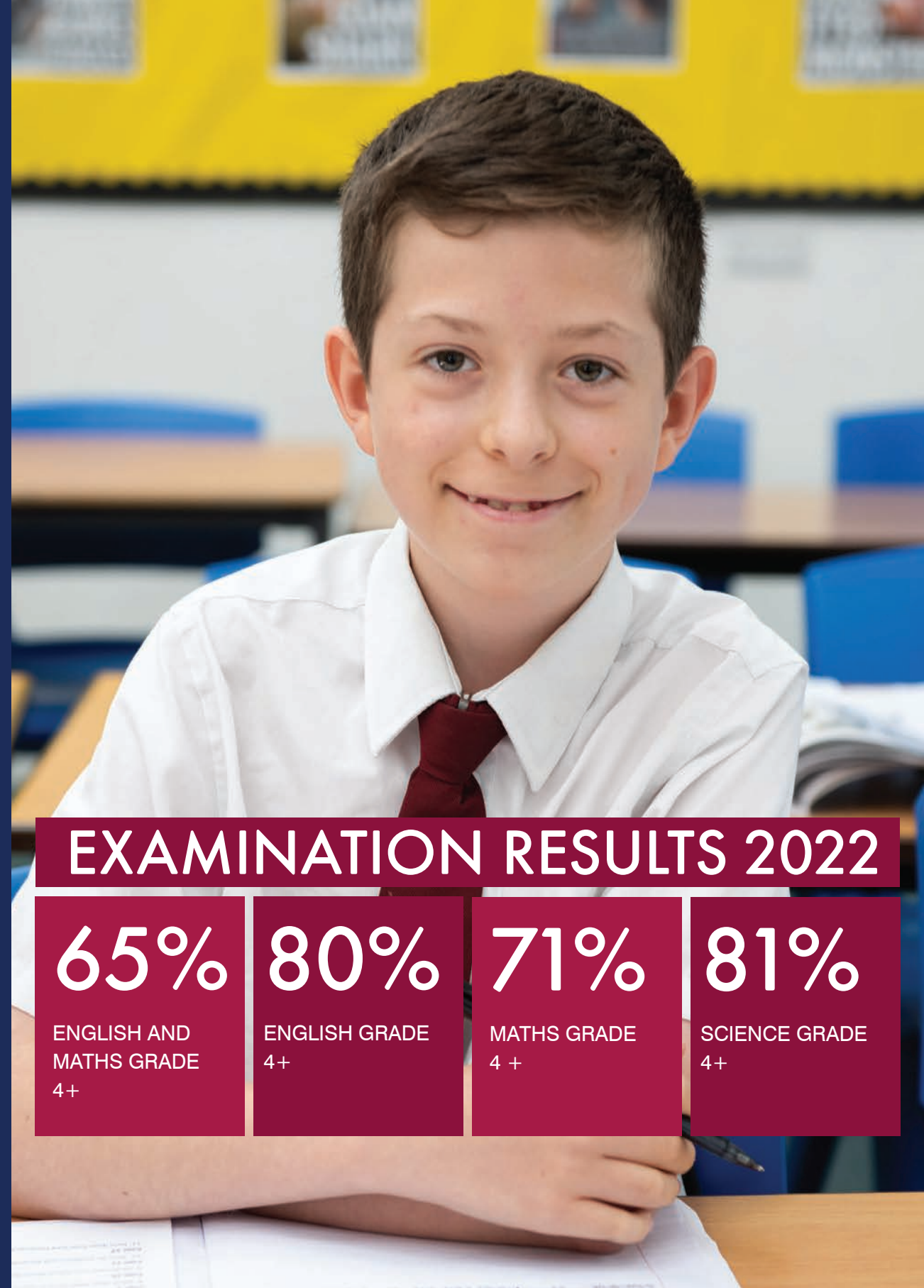
Aspire...

- » Have high expectations of the school and themselves, committed to the lifelong pursuit of personal growth and improvement
- » Make use of all opportunities in school to help shape and realise their future ambitions
- » Have a positive attitude towards adults and peers, regardless of perceived differences
- » Be proud of the effort they make in all they do
- » To learn to be resilient in the face of difficulty and challenge
- » Always pursue personal goals with integrity
- » Be committed to becoming informed and responsible citizens

Achieve...

- » Be in school every day possible, even on those Saturdays when the extra mile is required
- » Be organised, prepared and equipped for learning.
- » Know their academic and personal targets and be committed to achieving them
- » Concentrate and try hard in class, as learning new things can be difficult and challenging
- » Be curious and inquisitive, never afraid to ask their teachers when they don't understand
- » Complete all class and homework to the best of their abilities
- » Take advantage of all opportunities for extra support when it is offered
- » Revise carefully for all tests and assessments so that teachers have a clear idea of what has been understood and what needs to be revisited
- » Be willing to take on additional courses, especially when these increase opportunities for doors to be opened into higher education and employment

'ASPIRE AND ACHIEVE' is our motto and is written on The Bicester School badge and jumper. Let's be the best we can be and do all we can to live up to these ideals.



EXAMINATION RESULTS 2022

65%

ENGLISH AND
MATHS GRADE
4+

80%

ENGLISH GRADE
4+

71%

MATHS GRADE
4 +

81%

SCIENCE GRADE
4+

OUR THREE-WAY METHOD OF WORKING

For students to achieve their personal best in examinations and develop those vital qualities and skills necessary for success in their adult lives, it is essential that school staff, parents and students work together to enable this to happen.

The Bicester School Home School Agreement

Our vision for the school is centred on our strong commitment to aspiration and achievement. We want all of our students to have ambitious and positive goals for their future and to work hard to achieve the best possible exam results which will then provide them with the platform to fulfil their aspirations.

OUR VISION IS BUILT ON OUR 4 CORE VALUES OF RESPECT, RESPONSIBILITY, RESILIENCE AND GRATITUDE.

- » **Respect** - for self, for peers, for adults, the school rules, the local community and the school environment.
- » **Responsibility** - for our behaviour and our learning. Ultimately this means exercising self-control, not making excuses and even at times standing out from the crowd when others around you are reluctant to show responsibility.
- » **Resilience** - in rising to the challenge, overcoming adversity and difficulty; being patient and able to go the extra mile with those you sometimes disagree with, thus demonstrating character, leadership and the ability to be a role model.

AS A SCHOOL, WE AIM TO PROVIDE:

A highly ordered, inclusive, safe and disciplined learning environment where all pupils are challenged to aspire and achieve and supported to behave with Respect, Resilience, Responsibility and Gratitude.

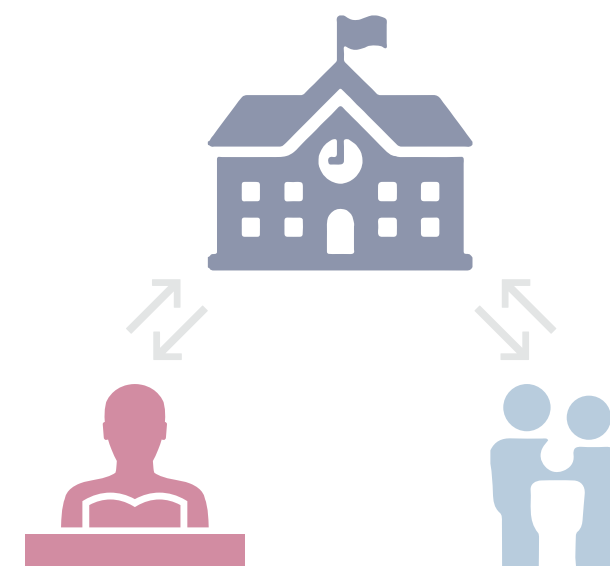
- » A highly academic and aspirational environment where pupils are supported and challenged to learn and achieve.
- » An honest, fair, open environment which seeks to communicate effectively and quickly with parents and carers.
- » Support for all pupils when concerns are raised by parents about welfare, bullying etc ensuring such concerns are acknowledged within 24 hours and a resolution is sought as soon as is possible.

AS A STUDENT, I WILL:

1. Wear the school uniform and take pride in my appearance, following the rules on hair, piercings and jewellery.
2. Make every effort to attend every day, be punctual to school, arrive at lessons on time, with the correct books, dictionary and equipment including scientific calculator, all enclosed in a suitable school bag.
3. Work hard in all lessons, ask when I don't understand, follow my teachers' instructions and obey all the school's rules.
4. Treat others (and the environment) with politeness and respect.
5. Outside of school, not bring the school into disrepute in the community, including via social media; I will complete all homework as required and revise effectively for all summative tests so that my teachers have a good understanding of the progress I am making and can help me if I get behind.

AS A PARENT, BY ACCEPTING A PLACE AT THE BICESTER SCHOOL FOR MY CHILD, I AGREE TO SUPPORT THE SCHOOL, ITS RULES AND ITS SYSTEMS. IN PARTICULAR, THIS WILL INCLUDE:

1. Support for the school's attendance, uniform and appearance policy.
2. Support for the school in checking that homework has been completed and checking of epraise to ensure my child is achieving sufficient house points and upholding the school rules, both general and classroom.
3. Acknowledge that if a mobile phone is used by my child while in school, it will be confiscated and returned to the parent via the school reception.
4. Informing the school of any welfare, medical issues/concerns that may affect my child's learning or behaviour so that the school can offer its full support.
5. Support the school in the wider community, showing fairness to the school at all times including on social media.



THE KEY STAGE 3 PROGRAMME

CORE SUBJECTS

English

Maths

Science

ICT

Physical Education

Art

Design and Technology

Geography

MFL (Spanish / French)

Religion and World Views

Drama

PSCHE

History

Music



THE KEY STAGE 4 PROGRAMME

Our Key Stage 4 curriculum sets out to provide a broad and balanced learning programme for students of all abilities through a combination of compulsory subjects and choices.

Students joining in Year 10 can study core GCSEs including English, Maths and Science alongside either -

GCSE SUBJECTS
Geography
History
Languages
Religious Studies
Art
Graphics
Drama
PE

Or

APPLIED SUBJECTS
BTEC Digital IT
BTEC Sport
BTEC Travel and Tourism
BTEC Creative and Digital Media
BTEC Food Technology
BTEC Health and Social

BTEC subjects

In addition to our GCSE subjects, we also offer a number of BTECs. BTECs are equivalent to GCSEs and are run by subject specialists. The style of assessment is what makes a BTEC different; each course covers a number of units of study which students complete alongside an examination.



SIXTH FORM OPTIONS

BICESTER LEARNING CAMPUS

Students can choose to study A Levels or BTEC qualifications in a range of subjects:

Applied Science	History
Biology	Health and Social Care
Business Studies	ICT
Chemistry	Mathematics
Creative Media	Media Studies
Drama	Music and Music Technology
Design Technology	Philosophy and Ethics
Engineering	Physics
English Literature	Physical Education
Fine Art	Psychology
French	Spanish
Geography	Sociology

Each type of qualification has its own benefits; both can lead to study at university or on to other forms of training and work.

All sixth form students are expected to choose four subjects to be studied in Year 12, which should then drop down to three in Year 13. Students can choose to study a mixture of BTEC and A Level or focus on one type of qualification. We have high expectations and we will work with each student to determine which course best suits their learning.

Each course has its own entry criteria, which are explained on the course information sheets available at open evening or from the sixth form office. In order to study A Level, it is generally expected that students will have at least five 9- 5 grades at GCSE (with at least a 5 in English and maths) and a 6 or above in

the relevant subject. Students will need to achieve seven GCSEs to be accepted on to a BTEC course.

We will take into account Year 11 mock grades when making offers in March, though all final decisions about specific courses will be confirmed on results day in August. Alongside their subject choices, any students who do not achieve in Year 12 a 4 in English or maths will be supported in resitting these.



CO-CURRICULUM ACTIVITIES

A wide range of activities take place at lunchtimes, after school hours and at weekends.

These are carefully planned to enrich the curriculum, to provide additional challenges and to give students opportunities for different experiences. They are run by teaching and support staff, with a particular emphasis on children's health and safety. We see these extracurricular activities as an integral and important part of the education of students at The Bicester School and we welcome and value parental support.

Day/evening visits - are a regular part of the curriculum, ranging from farms to reservoirs, churches to theatres, museums to factories, concerts to exhibitions.

Residential courses - are periodically available during term at one of the Oxfordshire centres, for example Hill End in Oxford. Students also take part in field trips at home and abroad as part of their academic studies.

Music, dance and drama - concerts and productions are a regular feature of our annual calendar. Recent years have seen major productions of Charlie and the Chocolate Factory, Grease, Bugsy Malone, The Sound of Music and Les Miserables. GCSE groups perform regularly to audiences in preparation for practical examinations, and there are X Factor competitions, Christmas carol concerts, dance showcases and a programme of concerts each year.

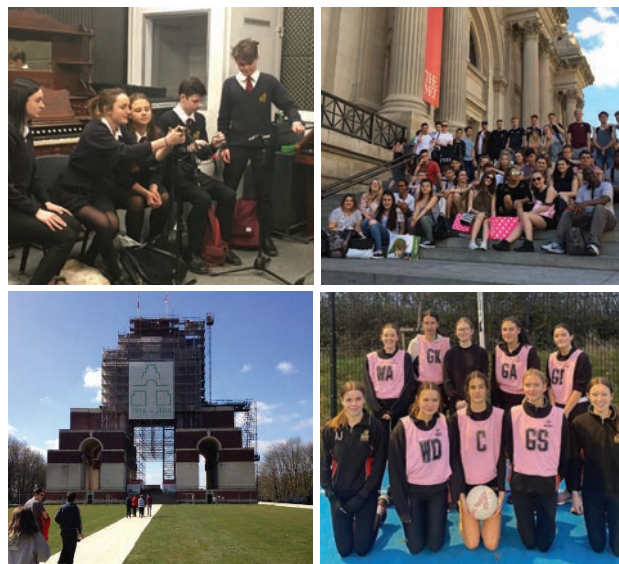
The library - is open to students before and after school for homework and research purposes. Computers are available and a homework club operates after school hours.

The Duke of Edinburgh Award Scheme

- is open to students in Year 9 upwards and enables students to begin the Bronze Award and work their way through the Silver and Gold Award in the Sixth Form.

Music lessons - The Bicester School offers a variety of private musical instrument tuition. At present the choices are piano/keyboard, drums, guitar, clarinet, saxophone, flute, trumpet (and other brass instruments) and vocal tuition. If there is enough interest in students wishing to learn other instruments not on this list, then we will do our best to accommodate this.

Sport - We have a huge variety of sports programmes, including individual and team, (league) sports played and enjoyed at The Bicester School. A number of our students represent the county and national teams in events. Our sports include: rugby, football, cricket, athletics, hockey, basketball, netball, rounders to name but a few.



FACILITIES

In addition to well-resourced classrooms, the school has a wide range of specialist facilities:

- » Science labs
- » Food technology rooms
- » Library
- » Sixth Form study centre
- » Graphics suite and design and technology workshops
- » Music rooms
- » Art rooms
- » ICT suites
- » Performance hall
- » Dance/drama studio
- » Engineering suite with laser cutter and CNC milling machine
- » Extensive sports fields and tennis courts
- » Café
- » Lecture theatre



LINKS BETWEEN HOME AND SCHOOL

We are keen to work as closely as possible with you during your child's time at school. The key methods by which we seek to maintain these links are:

- » The Home School Partnership Agreement issued at the start of Year 7
- » Through personal contact with members of the teaching staff, form tutors and other staff as appropriate
- » Written communication from the headteacher and the newsletter
- » Through the activities of the Inclusion Team
- » Through our website:
www.thebicesterschool.org.uk

How parents are informed of progress

CAP reports (Common Assessment Point)

These reports are sent out three times during the academic year. They provide staff, parents and the students themselves with important information regarding attainment, progress and attitudes to learning.

As part of the school academic monitoring systems, target grades are regularly reviewed and updated. These reports are in addition to opportunities to meet with teachers.

Web-based communications

Epraise - which shows timetable, daily merits and demerits.

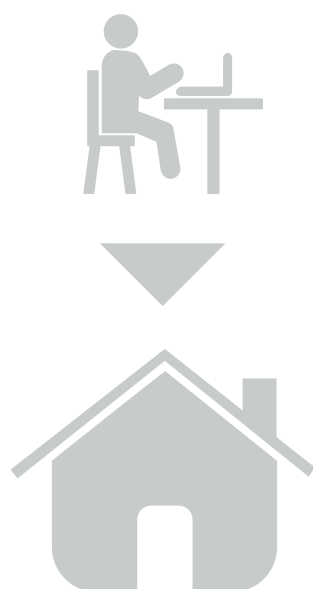
Show My Homework - homework and homework resources.

Availability of documents

A variety of documents are produced by the school and sent to parents at appropriate times. In addition, we hold an increasing number of government regulations, circulars and orders. Copies are available to view during normal school hours. There is also a procedure for formal complaints, details of which are available in the 'who's who' document. It is hoped that such procedures will rarely be necessary, and that parents will always feel able to contact the school whenever they have cause for concern.

Online communication

We regularly use email, texts, website blogs and Twitter to communicate with parents and the wider community.



A DAY AT THE BICESTER SCHOOL

Uniform

Throughout the school day, students should be dressed in full school uniform. Students are also expected to travel to and from school wearing the correct uniform. It should be remembered that whilst in uniform students are representatives of the school and are expected to follow school rules, whether or not they are on the school site.

Item	Boys	Girls
Badged blazer BLACK	Compulsory for all students in Years 7-11	
Badged jumper NAVY BLUE	Compulsory for all students.	
Clip-on tie BURGUNDY	Compulsory for all boys.	Optional for all girls
Formal shirt / revere blouse WHITE	Compulsory formal white shirt.	Compulsory formal white shirt with tie OR, Compulsory formal revere blouse without tie.
Formal trousers / formal knee length skirt BLACK	Compulsory formal black school or office-ready trousers.	Compulsory formal black school or office-ready trousers OR, Compulsory formal black knee length skirt.
	Casual trousers, such as jeans, leggings or cords are not acceptable.	
Formal shoes BLACK	Formal black polishable shoes.	
Plain outdoor coats will be allowed, but no hoodies or non-school jumpers are to be worn over uniform.		

Jewellery, hair and make-up - students are not permitted to wear any jewellery other than a single plain stud in the lobe of each ear. Hair should be cut and/or styled appropriately for the workplace. Extreme hairstyles are not permitted. Students may wear discreet make-up suitable for the professional workplace. However, no coloured nail varnish is permitted.

Equipment for lessons

Materials, apparatus, books and stationery are provided by the school. There are certain items which students need to have as their own personal property, and which help them to be effective learners and well organised students.

Each student should take to class:

- » Pencil case
- » Black pens
- » HB and 2H pencils
- » Colouring pencils
- » Pencil sharpener
- » Eraser
- » 30cm rule
- » Set square
- » Protractor
- » Compasses
- » Scientific calculator
- » Reading book (from home or the library)

PE kit must also be brought to all PE lessons and should be clearly marked with the student's name.

Students will need a proper school bag suitable for carrying equipment, exercise books and textbooks and a packed lunch if required. Care must be taken of all books and any school textbooks, library books or exercise books lost or damaged must be paid for. Students should not bring unnecessary items or valuables.

Mobile phones

In September 2016 The Bicester School became a phone free establishment. We understand that they have become an integral part of the lives of many young people but they are an unwanted distraction during school hours. If a student wants to bring a phone to school, then they can sign it in upon entry to school and pick it up at the end of the day. Any phone which is brought into school and used openly will be confiscated and returned to a parent at a later time.

Students and parents need to be aware that under no circumstances should any

photographs or video footage of students on The Bicester School site be taken without permission of the headteacher. Circulating or publishing such images or footage on the internet could constitute an invasion of privacy and result in action in school and/or police involvement.

Timetable

Students are expected to be on the school site and be ready for lessons by 8.30am. Parents are asked to see that their children arrive promptly and correctly dressed. All students are given a copy of their timetable and will need to check this every day to ensure that they arrive with the necessary materials and equipment for the day. The school operates a two-week timetable that follows a different pattern of lessons to give greater variety and flexibility to the curriculum.

In both Week A and Week B the school day is as follows:

(All students to follow timings for years 7-13)

Monday - Friday	
	Year 7-13
Tutor Time	8.35 - 9am
Period 1	9 - 10am
Period 2	10 - 11am
Break Time	11 - 11.20am
Period 3	11.20am - 12.20pm
Y7 Lunch	12.20 - 12.50pm
Period 4	12.20 -1.20pm
Y8 upwards Lunch	1.20 -1.50pm
Afternoon Register with Tutor	1.50 - 2pm
Period 5	2 - 3pm

Getting to school

Many of our students live close to the school and choose to walk or cycle. Bikes may be brought to the school provided they are roadworthy and written permission is given by parents.

The local authority provides buses to and from nearby villages. Students travelling by bus must:

- » remain seated at all times when the bus is moving
- » wear their seatbelt
- » not distract the driver at any time

If a student misbehaves on the bus they may be excluded from using it and parents will need to make alternative arrangements. If a student misses a school bus at the end of the day they should report immediately to Student Services. If you need to contact the local authority regarding school buses, call **01865 871 670**.

Money matters

In general no charge is made for materials, books, examinations or activities that take place during school hours. Parents will be invited to pay for materials if they wish to own a finished product or to contribute towards the costs of visits, trips, camps and exchanges. A charge will be made for board and lodging on residential visits. Families in receipt of certain benefits, including income support or family credits, may be offered financial support towards board and lodging charges for essential visits. Please contact the school for more information.

Parents will have to pay the cost of examination entry if their child fails to meet the criteria. We shall also send a bill for deliberate breakage, damage or loss of school resources.

The school may be able to assist families in cases of hardship: we do not wish any child to miss out because of a shortage of funds. Please contact the Finance Team in confidence.

Cashless catering

The Bicester School is a cashless organisation. On a day-to-day basis this means that students use either a thumb print or a unique pin code to purchase lunch or snack items from our excellent canteen. Students can add money to their accounts using an in-school paystation but usually money is added by parents via the parent pay service. Over time this service is being used to allow parents to pay for school trips and for students to purchase additional items of equipment from our in-school stationery shop.

Our house system

All students are placed in tutor sets alongside other students from their year group and with a designated team of staff and Head of Year. Students are in this tutor group for the duration of their time at The Bicester School. The tutor set arrangements ensure that every child is known by an adult who is responsible for their pastoral care.

At the same time, all students are placed in a house, one of four. The houses compete against each other throughout the course of the year for the House Cup.

Each one of the four houses has a head of house. The heads of house are responsible for the academic tracking, pastoral support and monitoring of all students within their house. Form tutors are responsible for tracking and monitoring the academic progress of the students in their tutor group. Regular discussions take place in tutor sessions to ensure students are aware of their targets and are provided with the support required to achieve them.

The Bicester School Passport to Success

At The Bicester School, we are always looking for ways to recognise our students' progress towards their long-term goals of academic success, personal growth and readiness for the world of work, apprenticeships or higher education.

The Bicester School Passport to Success is our unique way of recognising students' achievements and contributions across the academic, pastoral, sporting and enrichment dimensions of school life.

In a similar way to the Duke of Edinburgh Scheme, students can achieve one of three standards – **bronze, silver and gold**, depending on the number of house points they receive each academic year. It is expected that every student will be strongly motivated to achieve at least the bronze standard, with many pushing themselves to the higher awards of silver and gold.

House points can be gained in a number of different ways, including:

- » Academic progress – Students will receive at least three progress reports per year. They are set targets in every subject and are awarded 10 house points every time they meet a subject target.
- » Personal best effort – Students are awarded 10 house points for each subject in which they score an effort grade of 1.
- » Teachers can reward students with house points to recognise excellent work in class or homework, such as a high-quality project where the student has put in an effort above and beyond what is expected of them.
- » Students will be awarded house points for representing the school in sports, music, drama, art, maths, science or belonging to a club which evidences them seeking to enrich and widen their horizons further.

- » Students can gain house points when they take on responsibilities such as house captains, prefect duties or participate in school events, such as open days, community sports leader days and primary school transition events.
- » All students who are elected to the school council will be awarded house points for their attendance and contributions to the half-termly meetings.
- » There will be opportunities to be awarded house points for work with the community and employers.
- » Any student who can evidence personal development by a strong commitment to an activity, club, sport, etc. which takes place outside of the school will be recognised by the school and at the discretion of the headteacher or deputy headteacher be eligible for additional house points towards their Passport to Success Award.



Attendance

All students should attend school from 8.35am-3pm every day. Parents should ring between 8-9.30am if their son or daughter is absent on the first day of absence and for every day he/she continues to be absent. Parents may be contacted on the first day of absence if the school has received no reason for their child's absence. In line with new government guidance, absence from school will only be authorised in exceptional circumstances. If students are late for any reason and miss registration, they must sign in at the visitors reception.

No student is permitted to go home to lunch and should not leave the school site unless they have the written permission of a member of staff. A note from a parent is insufficient. Please refer to the Attendance Policy document which is on our website for further detailed information.

Detentions

The school supports its behaviour and attendance policies with detention where appropriate. Parents will be informed in advance if their child has a detention.



CARING FOR OUR STUDENTS

The Inclusion Team

The Inclusion Team works to ensure that all students are able to play a full part in the curriculum and school community. The team provides support for students on a day-to-day basis with matters such as uniform or equipment supplies. The team also provides support for any student who needs first aid attention during the school day.

The Inclusion Team monitors student attendance and engagement in lessons. All students are screened for dyslexia and their reading ages are tested. Students who need extra support will be offered this by the Inclusion Team and parents can expect to be informed and involved. The Inclusion Team works with a wide range of other educational providers and outside agencies to support the students. As students move up the school they may also be offered careers advice and alternative education provision, such as work experience.

Behaviour

Mutual respect is at the core of everything we do. Our expectations for behaviour, conduct and uniform are explained in our behaviour policy which is available on the website.

We anticipate that our students develop the emotional intelligence and maturity to understand the right way to conduct themselves and the consequences of negative behaviour. Where necessary, our behaviour policy provides the appropriate rigour and formality to assist in the development of self-discipline and the self-awareness to understand how actions are perceived by peers and the wider community.

Behaviour in class and around the site is managed using a clear system which involves rewards for positive choices and warnings for students when expectations are not being met. Our aim is to challenge negative behaviour but also model the positive attitude which will allow our students to flourish.

In dealing with behaviour we work proactively with parents and students. Our sanctions, which include detentions and restorative approaches, are in place to change behaviour. Any form of bullying is challenged immediately and thoroughly by all staff.

Health education

Health education, including aspects of drug and sex education, forms part of our science and personal, social and religious education courses. Such matters as contraception, sexually-transmitted diseases, AIDS, abortion and homosexuality are dealt with both sensitively and appropriately. The students are, at all times, encouraged to pay due regard to moral considerations and the values of family life. Parents/carers have a right to withdraw their children from lessons dealing with sex education and may do so by writing to the headteacher.

Use of student images

Sometimes we take photographs or film footage of our students at the school to celebrate success and mark important occasions in the year. We may use these images in our publications and in the media. In order to comply with the Data Protection Act, we require your permission to use these photographs and recordings of your child and need to hold a signed consent form from you on our records.

Health and safety

No items which could constitute a health and safety risk may be brought into the school. Such items include correction fluid, laser pens, aerosols of any kind and any kind of smoking materials. Any student bringing any such item into the school will be given an appropriate sanction and the item will be confiscated.

E-safety

The school regularly monitors internet and restricts access to inappropriate sites.

Safeguarding

The Bicester School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The background image shows three boys in school uniforms walking along a path. They are wearing dark blue V-neck sweaters with a school crest, white shirts, and red ties. The boy on the right is taller and is smiling, looking towards the other two boys. The boy in the middle is also smiling and looking towards the boy on the right. The boy on the left is looking towards the boy in the middle. They are walking on a paved path next to a brick building. A wooden fence is in the foreground on the right. In the background, there are other people, including a woman and another student.

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