



## BEHAVIOUR AND DISCIPLINE POLICY

(including Exclusion Procedure)

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**THE NORTH SCHOOL**  
**BEHAVIOUR AND DISCIPLINE POLICY**

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## **SECTION 1: INTRODUCTION**

The North School promotes preparation for responsible adulthood and has:

- A clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- A well organised, secure environment, conducive to learning and the healthy moral and social development that only a long established school can give;
- A curriculum where high personal achievement is a priority;
- A smart, traditional uniform for all students.

This policy is intended to enable students, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote among students, self-discipline and proper regard for the school's authority while at the same time encouraging good behaviour and respect for others.

Other related school policies on Bullying, Racist Incidents, Breakages and Damages, Exclusions, Uniform, Charging, Drug Abuse, Equal Opportunities and Use of Reasonable Force are all available on request to the Head of School.

## **SECTION 2: REWARDS**

The North School has high expectations of its students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them a reward system operates throughout the school.

Students are rewarded by staff in a number of ways. These include department postcards, stickers and stamps. Students can also be sent to the subject leader if they have completed a particularly good piece of work.

Students with the highest achievement points are invited to a Head of School's lunch once a term to celebrate their achievements.

Standards cards are used positively and are collected in for twice termly prize draws. When a positive standard card is completed in full, a positive Schoolcomms is sent home and a new card issued.

Students with 100% attendance are awarded with certificates and badges in school and are also entered for a twice termly prize draw.

Prizes and awards are presented at the annual prize-giving event to those students whom staff feel have excelled in particular subjects or who have made outstanding effort and progress or who have given exceptional service to the school.

The school is pleased to nominate students for external awards relating to work both in school or out in the community. The annual 'Try Angle Awards' are a particular example.

## **SECTION 3: STUDENTS' BEHAVIOUR**

At The North School students are expected to be pleasant and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn.

## **SECTION 4: CODE OF CONDUCT**

- Be on time and ready to learn.
- Follow your teacher's instructions.
- Be positive and purposeful about your learning.
- Always try your best.
- Remember that everyone has the right to learn in the classroom.

## **SECTION 5: ACCESS TO THE SCHOOL**

Students have free access to most areas of the school. However, there are certain restricted areas and students who go 'out of bounds' will be sanctioned.

- Students should not be in classrooms without a member of staff present.
- Students should not go into areas that are fenced off.
- Students should not climb fences or gates to gain access to restricted areas.
- Duty staff will be available to monitor.

*Other areas will be considered 'out of bounds' as and when during periods of adverse weather. Students will be informed of these changes on a termly basis.*

## **SECTION 6: VALUABLES**

It is useful within this policy to remind parents about valuables and damage.

The school cannot accept responsibility for the loss of valuables which are brought to school or for damage to the personal property of students. Pens, watches and calculators etc., should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope clearly marked with the owner's name and handed to the relevant Pastoral Support Manager for safe-keeping immediately as/when the student arrives in school.

PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Electrical/electronic items or other expensive items such as coats may be brought to school but remain the sole responsibility of the student. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way.

Mobile phones may be brought to school for use on the way to and from school but must not be used in lessons unless under the direction of class teacher. If seen being used by a member of staff the phone will be confiscated and placed securely in main reception until it is collected by the parent/carer. Teaching staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the students' own risk and the school will not be liable for any loss, theft or damage however caused.

## **SECTION 7: POLICY ON BREAKAGES AND DAMAGES**

The school's policy on 'breakages and damages' is given below as a reminder:

Parents are liable to pay for breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings and the fabric of the school) where this is a result of student's action, whether this is deliberate or reckless. This also includes damage caused to other students' property.

The charge will be for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair or restore as necessary. A receipt will be issued for all payments made.

## **SECTION 8: HOME-SCHOOL AGREEMENT**

### **Together we will .....**

- Enable our young people to develop into responsible caring adults.
- Give our young people the opportunities to excel.
- Provide role models for our young people.
- Establish open and respectful communications.
- Encourage our young people to respect all cultures and communities.
- Encourage our young people to care passionately about the wellbeing of others.

### **The North School will .....**

- Be open and welcoming.
- Provide a safe well-ordered environment for your child.
- Have high expectations of behaviour, attainment and effort.
- Set and mark homework regularly.
- Provide a balanced and challenging curriculum.
- Listen to and respond to questions, concerns and queries.
- Provide opportunities for your child to achieve their full potential.
- Provide regular opportunities for meetings to review progress.
- Inform parents/carers regularly about school activities through letters home and newsletters.
- Let parents/carers know about any concerns or problems that affect their child.
- Encourage punctuality and good attendance.
- Provide high quality teaching.
- Achieve high standards of work and behaviour, through developing a sense of responsibility and building good working relationships.
- Reward good behaviour and consistent effort
- Value and respect each student as an individual.
- Respect the different cultures of all members of our community.
- Care passionately about the wellbeing of all students.

### **As a family we will .....**

- Ensure our child attends school regularly and punctually.
- Provide the necessary equipment and correct uniform for school.
- Ensure a telephone message is received by 9.30am detailing our child's absence from school.
- Supply a note of explanation following our child's absence, or if our child needs to leave school during the school day.
- Take an interest in our child's school work and ensure they complete homework.
- Keep the school informed about any issues which may affect our child's learning.
- Attend meetings arranged by the school.
- Encourage our child to always do their best.
- Read all correspondence from the school and respond when appropriate.
- Support the school in ensuring high standards of behaviour.
- Support the school's policies and guidelines.
- Cooperate with the school in providing the best education for our child.
- Care passionately about the wellbeing of our child.

### **As a student I will .....**

- Work to the best of my ability at all times.
- Come to school on time with all the equipment I need.
- Wear the correct school uniform, follow the school's dress code and be tidy in appearance.
- Arrive at all lessons on time.
- Take responsibility for my own learning.
- Show respect for the school and its environment.
- Attend school regularly.
- Complete all homework and coursework set on time.
- Follow the school rules.
- Cooperate with school staff.
- Be responsible for taking home information provided by the school.
- Adopt a positive attitude and participate fully in the life of the school.
- Care about my wellbeing and safety.
- Behave in an appropriate manner on the way to, during and on the way home from school.

A copy of the Home-School Agreement will be given to every students/parent/carer/ guardian on joining the school, signed by all parties and retained in the student's file.

## **SECTION 9: SANCTIONS**

It is hoped that staff and parents of school students will work together for the total academic and social education of the child. This involves adherence to the rules of the school and society. Students who fail to conform will, unfortunately, need to be sanctioned.

The school's range of sanctions is listed below. However, it should be borne in mind that the school's positive expectations of students place a strong emphasis on encouragement and expecting positive and co-operative behaviour and the co-operation of parents will be sought to modify poor behaviour.

The aim is for school students to live and work in a happy, friendly and courteous atmosphere. The discipline of the school is intended to support its students so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Criticism and sanctions will be directed towards the act of misbehaviour or failure to meet requirements rather than implied condemnation of a student. The student will be encouraged to work on targets for improvement. The student will be treated in a positive way, with encouragement and warmth, once the sanction is completed.

### **Sanctions:**

#### **1. Reprimand**

Teachers may give a quiet, succinct reminder of agreed standards, or a clear explanation, leaving the student with an understanding of the standards expected.

#### **2. Additional Work**

Additional work may be set at the end of a lesson.

#### **3. Removal to another classroom**

Students who are preventing learning may be moved to another class to help them re-engage.

#### **4. Personal/Department Detention**

Even a short detention during break can establish a teacher's authority and make the point clear to a student and is a direct and immediate technique.

A 15-20-minute detention can be held by teachers during the lunch break. A detention gives a student a timely reminder about inadequate behaviour or work. Detentions can also take place after school and where possible parents/carers will be informed 24 hours in advance.

Although some students will accidentally 'forget' to clear a detention, this should be a rarity. If this occurs the sanction will be increased or the teacher may reprimand and give the student the opportunity to report on another occasion to confirm authority.

Personal/Department detentions can be used as an opportunity to converse with the student and re-establish a working relationship. This may happen during the last few minutes of the detention, for example.

### **5. Referral to Head of Department**

Problems in the classroom or over homework/coursework which are not resolved may be referred to the Head of Department. Reprimand and re-instruction, support for learning or 'subject report' to check on a student's learning over an extended period, are techniques available, as well as the department detentions. A Head of Department may also contact parents by letter or telephone to alert them to problems.

### **6. Pastoral and Curriculum Detentions**

Changes to the Education Act 2011 allow schools to issue detentions without 24 hours written notice to parents.

Parents will be informed by Schoolcomms so it is imperative details are up to date. The safety of the student will remain paramount so if there are concerns raised the school will work with the parents/carers.

When a student's behaviour is serious enough, the Principal/Vice Principal will intervene and issue an appropriate sanction whilst also liaising with parents/carers.

### **7. Department Withdrawal**

Referrals are made through the Head of Department if a student's behaviour is unacceptable over a continued period, threatening the learning of others. The student will be withdrawn from the subject lesson and complete work in the Progress Centre.

### **8. Pastoral Intervention**

More general problems with a student will mean that the community becomes directly involved to work with the student to improve the situation. In extreme cases this may be a Deputy Headteacher or the Head of School.

The PSM's, Learning Leader or Vice Principal will often use the 'On Report' system as a means of both encouraging a student and checking that improvements are taking place. For a student to pass their report they must score 1's and 2's in all areas.

### **9. Alert**

When a student has disrupted learning to the extent that they are affecting the learning of others in the classroom, an alert will be called. The student may be removed to the exit room for the remainder of the lesson. They will complete a 20-minute detention the same day and also successfully complete a six period report card. If they are unsuccessful whilst on report, further sanctions will be put in place. If a student receives two alerts in the same day they will spend the rest of the day in the Progress Centre.

### **10. Progress Centre**

When a student's behaviour is serious enough that exclusion may be seen as no option, a period of time in the Progress Centre may be used to prevent or reduce it. Students will work isolated from the rest of the school completing numeracy and literacy as well as work set by their subject teachers

All students returning from exclusion will be reintegrated into school by spending a day in the Progress Centre.

### **11. The use of Reasonable Force**

Although we would advise against it, in extenuating circumstances, a member of the school's staff may use reasonable force in order to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including their own).
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school.

Although the use of reasonable force is sanctioned by Section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of The North School will normally use other methods to resolve situations. A copy of the school's Safeguarding Policy and the document 'Guidance for safer working practice for those working with children and young people in education setting, October 2015' are available on request from the Head of School.

## **SECTION 10: USE OF STANDARDS CARDS**

Students must carry a Standard Card at all times. The colour of the standard card changes each term. This will be signed when students are:

- Incorrectly dressed for school
- Have not completed homework
- Lack a pen to write with
- Are late to lessons

Students who have five signatures or have lost their card will automatically receive a lunchtime detention set by their tutor who will also replace the standard card.

Students cards are used to promote the good order and high standard of The North School and are also used positively when students achieve.

An example of a Standards Card can be seen at Appendix A.

## **SECTION 11: EXCLUSIONS**

At The North School we value student education, so to support the student we will internally exclude if possible. This means that a student who has been internally excluded will attend school at a time set by the Behaviour Panel and will work in isolation for the day.

Students whose behaviour is a major, on-going problem, or who are responsible for a single, extreme act, may be excluded from school. Only the Head of School, or Acting Head of School, can exclude a student.

An exclusion may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A fixed period exclusion may be for up to 45 school days in a school year.

When the Head of School excludes a student for a fixed period, the parent/s will be informed of the length of the exclusion and the reason for it. They will also advise the parent that they may make representation to the Governors' Discipline Panel. When a student is excluded for a fixed period, arrangements can be made for the student to receive work to do at home. On return, the student will normally be monitored carefully using a variety of strategies via the Progress Centre.

When a student is excluded for between 5-15 days in any term, the Head of School will inform the Governors and a meeting will be arranged to consider the exclusion, if the parent requests such a meeting. For an exclusion of more than 15 days in any term, or a permanent exclusion, a Governors Discipline Panel will be held as a matter of course. If the result of an exclusion would mean that the student may miss a public examination (although at The North School we would endeavour to




avoid this), a meeting of the committee will be arranged. On the rare occasions when it is felt that it is warranted by the Head of School, a Governors panel may be convened to ensure the severity of the exclusion is understood and to agree a way forward for the student.

For a permanent exclusion the contact procedure between school and home is similar to a fixed period exclusion but the Governors' Discipline Panel will meet to consider whether the exclusion should be upheld or whether the student should be reinstated. The parent will be invited to this meeting. If the exclusion is upheld the Committee will inform the parents of their right of appeal against the decision to an Independent Statutory Appeal Committee.

The full policy on exclusion is available on request to the Head of School.

EXAMPLES OF STANDARDS CARD

Front of card

	<p style="font-size: small;">Ashford's Specialist School for Sport, Information Technology...</p>  <p><b>The North School</b></p> <p><b>CONDUCT CARD – POSITIVE</b></p> <p>Name .....</p> <p>Form .....</p> <p>To prevent this card being signed:</p> <ul style="list-style-type: none"> <li>• <b>Wear your uniform correctly:</b> <i>Shirts must be worn with sleeves rolled down; no jewellery; no nail varnish</i></li> <li>• <b>Bring your basic equipment:</b> <i>Bag, pen pencil, rule, PE kit, dance kit and planner</i></li> <li>• <b>Attend all lessons on time.</b></li> </ul> <p>If any of the above are not fulfilled, staff will sign and date this card. Five signatures will result in a school detention and the issue of a new card.</p> <p><b>Should this card be lost you will automatically receive a school detention.</b></p> <p>Tutor Signature .....</p> <p>Date of Issue .....</p>
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Rear of card

<p>This side of the card may be signed by a member of staff if a student has met any of the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>Consistent achievement, good work, effort and positive contribution to the school</b></li> <li>• <b>An excellent piece of work</b></li> <li>• <b>Displaying excellent leadership skills</b></li> <li>• <b>Being a good role model or helping other students</b></li> <li>• <b>Being consistently well organised and self-disciplined.</b></li> </ul> <p>Should this side of the card be signed five times you will:</p> <ul style="list-style-type: none"> <li>• <b>Be put into a termly prize draw</b></li> <li>• <b>Earn points five for your community</b></li> <li>• <b>Be issued with a new from your form tutor</b></li> </ul> <p><b>When complete form tutor to hand to PSM</b></p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p> <p style="text-align: center;">When complete form tutor to hand to PSM</p>	<p style="text-align: center;"><b><u>MEMBER OF STAFF</u></b></p> <p>Please sign and date any incorrect uniform/equipment or lateness to lessons.</p> <p>If card is full, hand it to the relevant Community Office.</p> <p>A school detention and new card will automatically be issued by the Community Team.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>REASON</th> <th>DATE</th> <th>SIGNATURE</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> </tbody> </table> <p>.....</p> <p><b>For Community use:</b></p> <p>Detention Date : .....</p>		REASON	DATE	SIGNATURE	1				2				3				4				5			
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