



## DITCHAM PARK SCHOOL

### DISCIPLINE, BEHAVIOUR & EXCLUSION POLICY

We expect all members of the school community to behave well, work hard, achieve high standards, show respect for one another and to ensure that Ditcham Park School is a positive and safe place to be.

#### EXPECTATIONS

- Pupils will try their hardest in all lessons and show respect for all members of the school community at all times.
- Pupils will have high standards of behaviour in the school and the local community and act as positive ambassadors for Ditcham Park School at all times.
- Pupils will come to school with the correct equipment and in the correct uniform.
- Pupils will celebrate the success of others and encourage each other to achieve high standards of education and behaviour.
- Pupils will respond to the support they are offered.
- Pupils will follow any sanctions which are issued and work to improve their behaviour to avoid further consequences.
- Pupils will demonstrate high standards of behaviour on their way to and from school.
- Pupils will take responsibility for their actions

#### **Personal Qualities**

In order for pupils to become responsible members of the school community and to prepare for a successful life beyond school it is essential that they develop as well rounded individuals. Our staff will therefore work with pupils to provide an environment and ethos which enables pupils to discuss a variety of personal qualities and to understand why they are important. During tutor time, PSE and subject lessons pupils will also be encouraged to develop these qualities. Some of the characteristics that we seek to develop in our young people are listed below.

Respect  
Courage  
Generosity  
Enthusiasm  
Modesty  
Honesty  
Confidence  
Perseverance  
Creativity

Self-discipline  
Optimism  
Tolerance  
Trust  
Friendship  
Forgiveness  
Kindness  
Empathy

### **Celebrating success**

The school regularly celebrates the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below:

- Verbal praise in class.
- Written praise in marked work.
- Sharing and celebrating success during tutor time
- Sharing and celebrating success in assemblies
- Sharing and celebrating success in our weekly newsletter
- Merits awarded in lessons or tutor time for homework, good classwork
- Certificates in assembly which are awarded for a wide range of reasons such as exceptional work, participation in activities, etc..
- Bronze, Silver and Gold certificates for certain numbers of merits.
- Headmaster's Award for outstanding achievement, progress, improvement, representing the school etc.
- Junior Merit Award presented in assembly for outstanding work or effort

### **Tutor Time**

This is an essential part of the day in terms of consistency. The importance of tutor time and quality tutors is highly valued at DPS.

Tutors will also check uniform and each registration must start and end with every pupil in full uniform. Senior leaders in the school will drop in to tutor times to support tutors in achieving high standards and to ensure that there is consistency across the school during tutor time.

### **Assemblies**

Assemblies are seen as an important means of creating an ethos of inclusivity, celebration and consistency. Senior pupils will have regular assemblies each week and these will involve almost all senior pupils. Tuesday assemblies are linked to weekly PSHE topics of and the celebration of success. Friday assemblies may be run by a tutor group and is likely to be linked to House activities.

Junior assemblies take place three times a week. During the autumn and spring terms parents are invited to join relevant year groups as they celebrate their achievements.

### **Out of school behaviour:**

The school is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses
- good behaviour on the way to and from school
- positive behaviour which does not threaten the health and safety of our pupils, staff or members of the public

### **Sanctions and Consequences**

Inevitably, these standards are not always met, and when pupils fail to meet expectations the school will take action. Our aim is for pupils to take responsibility for their own behaviour and achieve self-discipline by discussing any behaviour problems with an appropriate member of staff. This might be their Form Teacher, a particular Subject Teacher, or a member of the school's Senior Leadership Team. When necessary, parents might also be consulted, and if appropriate, the school's sanction system could be implemented.

### **Sanctions and Disciplinary Action**

There is a clearly defined process for issuing sanctions in school. Where possible students are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

At no time does Ditcham Park School use any form of corporal punishment.

#### **Junior School Sanctions are:**

#### **Senior School Sanctions are:**

Behaviour Sanctions	Detention : Subject/HOD/ Form Tutor
Minus Marks	SLT Detention and letter home
To be put 'On Report'	To be put 'On Report'
	Internal exclusion
	Suspension
	Exclusion

### **JUNIORS**

#### **Behaviour Sanctions**

Behaviour Sanctions are issued initially by the Class Teacher or a member of staff on duty. This often involves giving the offending pupil a "cooling off"

period where they might be set aside from the group to calm down and think about their actions. A more serious sanction is `Minus Marks` which are given for unacceptable behaviour or repeated misdemeanours. These are taken very seriously by the children as they count not only against them, but against their house.

### **ON REPORT**

On rare occasions a Junior School pupil might be placed 'On Report' where there are genuine concerns about their work or behaviour. Should this happen, following a consultation with the Head of the Junior Department and the individual's parents they will be monitored more closely by their Form Teacher on a lesson-by-lesson basis. This will be followed by a written comment at the end of each day.

### **SANCTIONS, INTERVENTIONS AND STRATEGIES: SENIORS**

Sanctions are used for dealing with poor behaviour or attitude. In this respect it should be noted that there is no physical punishment in the school.

Minor misdemeanours are dealt with on the spot by the Form Teacher, the subject teacher, or any member of staff observing the errant behaviour. Punishments are correspondingly mild e.g. being moved in the classroom or put outside for a short period and the emphasis is on the pupil understanding his/her misbehaviour and the way it can be prevented from happening again.

#### Subject Grades

The marks for effort and achievement issued by subject teachers are issued each half-term and are analysed by the School Data coordinator and the Head of Seniors. Pupils receiving consistently excellent effort and attitude grades are rewarded with a letter from the Head Master which goes home to parents. Pupils who receive a number of effort and attitude grades that suggest a concern will be subject to intervention determined by the individual circumstances and needs. These may include any combination of the following:

- Letter/phone call home to parents from Form Tutor or Head of Seniors
- Form Tutor monitoring
- Formal meeting with pupil to set targets
- Subject Report
- Full Report
- Mentoring

#### Confiscation

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and are not used, except in accordance with the school rules.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school week. For repeated offences of this nature parents may be asked to collect confiscated items. Where items are not collected the school will dispose of them at the end of every term.

## **Detention**

### Subject Detention

Subject staff may issue their own break and lunchtime detentions to resolve issues with homework, attitude or behaviour. During detentions pupils are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour.

Detention is a supervised activity which takes place for 30/35 minutes during one lunch hour a week.

### Senior Leadership Detention

Pupils may receive a Head of Seniors's Detention for the following reasons:

- Failure to attend a departmental detention
- Persistent failure to hand in homework on time and at the appropriate standard following departmental intervention
- Persistent failure to meet classroom expectations following departmental intervention
- Inappropriate behaviour outside lessons
- Isolated incidents of serious misbehaviour

Names of pupils are receiving a SLT detention are recorded in a log available on the staff public drive. The parents of all pupils placed in this detention will receive a letter detailing the reasons for the detention.

If a pupil receives two detentions in a half term, a letter is sent to his/her parents providing the details of an **after school detention**.

Should this pattern of detentions continue, it will lead to the parents being called in to discuss the issues arising with the Headmaster or Head of Seniors

## **Reports**

Following a range of other sanctions, a pupil can be put "on report" after discussion at SMT level involving the Headmaster or Head of Seniors. This procedure is normally used for more persistent behavioural or work related problems and is regarded as a serious sanction. In each case the parents or

guardians of the pupil are notified by letter and are advised of the area in which an improvement is expected. The particular report used with the pupil will be dependent on the needs of the pupils. Reports are seen as a way of supporting individual pupils rather than as a means of punishment.

### Subject Reports

Pupils can be put on 'subject report' by their teacher if the member of staff feels that they are consistently underachieving or causing low level disruption in a subject. This report card is regarded as a minor sanction and can be issued by teacher request. Its primary use is as a monitoring device over a 2 week period and it is managed by the issuing HOD Department concerned.

### Homework Report (Blue)

For Homework Report the pupil will record the homework set in a subject and then ask the Teacher to initial this entry. When homework is given in, this is also recorded, and the quality of work produced can be indicated by a number 1 – 5. (The number 1 being excellent and 5 unacceptable)

### Full Report (Yellow)

For the monitoring of behaviour and attitude. Pupils are placed on report following a formal meeting with the Head of Seniors.

When a pupil is placed on Full Report the report card should be given to the subject teacher at the start of every taught lesson. At the end of each lesson the report card will be signed by the teacher and a number recorded by the member of staff with regard to the quality of behaviour and working attitude in that lesson. Again the numbers involved are 1, 2, 3, and 4 with a number 1 being excellent, and a 4 being poor or unacceptable. Space is provided on the reverse of the report cards for written comments to be made.

Pupils put 'On Report' have to report to the Head of Seniors at 3 specified lunchtimes during the week when a brief review of progress and targets will be made. They should also show the report to their Form Teacher who will sign it at the beginning of the week and briefly check it on a daily basis and make a written comment if they feel this is appropriate. At the end of the week the pupil will take the report home to their parents and ask them to sign it confirming that they have seen it.

At the end of the week, the pupil will show the report to the Head of Seniors who, when necessary, will liaise with the rest of the SLT to decide if the pupil stays on report for a further period of time. When a student is taken off full report a brief note to the parents should be written in the pupil's homework diary to that effect.

Should good progress not be swiftly seen, parents will be invited in for a meeting to discuss further strategies.

## Targeted Report/Self-assessment Report

These may be used with pupils where it is felt that a focus on key targets will provide the most appropriate support.

### **Individual Behaviour Plan (IBP)**

These may be used in more serious cases where previous intervention strategies have failed. They are drawn up by the Head of Seniors following consultation with subject teachers, parents and the pupil. Again, this designed as a support for the pupil rather than a sanction.

### **Internal Suspension**

In special circumstances, following a particular incident, or where a range of sanctions has proved to be less than effective, a pupil can be 'internally suspended' for up to a maximum of 2 days. For this sanction they will be separated from their teaching group and be expected to produce their set subject work in isolation, closely monitored by a member of the SMT. As a part of this punishment they will also have their morning break at a different time to the rest of the school. Parents will be informed by a member of SMT of the decision to internally suspend a pupil and would be expected to meet with the Headmaster once the suspension had been served. A decision to internally suspend a pupil would require the authorisation of the Headmaster.

### **External Suspension**

In more serious cases, following a particular unacceptable incident, or where a range of sanctions has proved to be less than effective, a pupil can be 'externally suspended' for between 1 and 3 days. **This is regarded as a most serious disciplinary sanction** and the protocol followed is the same as detailed in the exclusion procedure below. A decision to externally suspend a pupil would require the authorisation of the Headmaster.

## **EXCLUSION (and Appeals from Parents)**

A decision to exclude a pupil **permanently** should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. The decision to proceed with an exclusion would be that of the Headmaster following consultation with the Senior Management Team.

Unless the Governors have serious and justifiable reason to doubt the judgement of the Headmaster they should always uphold his/her decision on external suspension or exclusion. Not to do so places him/her in an intolerable position vis a vis the pupils and their parents and it also undermines the confidence that the staff have in the Head's willingness and ability to take the more serious or ultimate disciplinary action when necessary.

The Governors should, however, seek to reassure themselves that the following steps have been taken before the Head has reached the decision to exclude :

1. All pupils and their parents know the Rules and Sanctions, including the possibility of pupil exclusion by 'Suspension', (a temporary measure), and by 'Exclusion' (a permanent measure).
2. If the exclusion is for the "last straw" in a sequence of offences, the pupil in question will clearly have been given :
  - a) A series of verbal warnings;
  - b) Appropriate punishments and sanctions of a more minor kind to accompany the later warnings, including being put 'On Report'.
  - c) In-house (in-school) support in coming to terms with his/her problem behaviour and how it needs to be modified until it is satisfactory. This is likely to involve a detailed Individual Behaviour Plan (IBP)

In this respect his or her parents will also have been:

- i) informed in writing of the misdemeanour(s) and the methods which the school is using to improve the child's behaviour;
  - ii) invited to discuss them and any other issues arising with the Head and/or the Deputy Headmaster;
  - iii) asked to seek expert psychological help if normal disciplinary practice is proving unsuccessful.
  - iv) clearly made aware that a final warning has been issued before the exclusion takes place. This will take the form of a 'Formal Letter' from the Headmaster, where the nature of exclusion, the school's ultimate sanction, is explained.
3. If suspension or exclusion is for a single, serious act, the reason should be given to the pupil during an interview with the Head, then to his/her

parents over the telephone. These reasons will be clarified in greater detail to the parents in a letter sent by registered post.

This letter should include :

A photocopy of the appropriate sections of the School Rules and Sanctions (punishments) and a photocopy of the registration form signed by the parent before entry to the school against the line "I agree to support the rules".

### **Appeals from parents following an external suspension or exclusion**

If parents wish to appeal against the decision made by the Head and supported by the Governors, this is considered by an appeal panel of Governors. **When an Appeal is made**, it is essential that the Governors are seen to give it proper consideration. For this reason, it is wise for the Chairman not to give full details of the events to his/her fellow Governors immediately, as a number of them will form an 'Appeals Panel' to objectively consider the Appeal.