



Behaviour & Uniform Policy

Governors Committee Responsible: Achievement & Climate

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BEHAVIOUR POLICY

The ethos of the College is expressed clearly in the College's mission statement, which underpins all policies and practices within the College.

1. MISSION STATEMENT

A clear mission drives Dyke House Sports and Technology College; every young person can succeed given the chance. And for most young people, the best chance is provided by access to high quality education, which embraces an academic curriculum, enriched by a wide range of extra-curricular activities. We have built our success on raising aspirations, expecting the highest standards in everything we do and by putting in place the highest quality support for students and staff.

Dyke House has a warm, caring environment where every student, parent and member of staff feels safe and welcome. We have an outstanding environment for teaching and learning where all staff are supported and all students are challenged and encouraged to fulfill their potential. Here, we have an ethos of high expectations of achievement throughout every aspect of the School. We expect every student to do their best and we will give them every opportunity possible to help them succeed.

We are building upon our past success and raising the expected standard within our purpose-built new facilities. Our schools within schools philosophy supports and challenges students to raise their own expectations of what is possible within school and beyond to ensure that all students reach their full potential in life.

2. AIMS

The whole College behaviour policy aims to:

Reflect the values expressed in the Mission Statement.

Make clear the positive and constructive rules of conduct as agreed by the board Governors, staff, parents and Students.

Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.

The Objectives of the College Behaviour Policy are to:

Ensure that the College is a safe and supportive environment for all.

Ensure that all members of the College community are shown respect and show respect for others.

Encourage a positive approach to behaviour by good example and praise and reward for good behaviour.

Ensure that the environment, curriculum, other factors within the College's control are monitored to ensure the promotion of good behaviour.

Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to Students' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents. The Home/College Agreement, (see Appendix A), has had input from the College and Governors and is reviewed annually. Parents and Students sign the Home/College Agreement on enrolment.

3. EXPECTED STANDARDS OF BEHAVIOUR

Expected standards of behaviour are stated in 'The Code of Conduct' (appendix A) and are regularly reiterated, formally, in assemblies and informally by all members of staff.

The Code of Conduct makes clear the general principles of good behaviour, which will ensure a happy and successful working and social environment for all Students.

4. Student Uniform

Uniform

Black blazer with blue piping and school badge - (provided free in September for year 7 new intake and mid term transfer students)

Pale blue shirt - PLEASE ENSURE THAT THE SHIRT/BLOUSE IS NOT OPEN NECK AND HAS A COLLAR WITH TOP BUTTON ATTACHED (as available from ASDA and Tesco)

Black tie with stripes - (provided free September for year 7 new intake and mid term transfer students) *Replacement ties will incur a cost of £4.50

Black trousers or skirt - (no combat trousers) (Skirts must be no higher than just above the knee)

Black Tights – Any student wearing tights must ensure that they are plain black with no pattern.

Plain black shoes - (no training shoes, no timberland boots, no boots above the ankle, no shoes with other colours across)

Black V-neck jumper with school badge - (optional - available from the Avondale Centre at £13.50 each)

Headwear - Headscarves and hair bands should be plain black.

Bag – All pupils are expected to bring a school bag to carry books and equipment safely around college.

PE Kit

Unisex sports shirt with school badge – (available from the Avondale Centre at £10.50 each)

Black Shorts

Black socks

Black swimming shorts or costume

Blue swimming cap for girls

Indoor training shoes

Outdoor football boots for boys - (with moulded studs not exceeding 8mm)

Replacement Uniform

The following replacements can be purchased from the Avondale Centre

- Blazer £30.00
- V Neck Jumper £13.50
- Tie £4.50
- Sports Shirt £10.50

All other replacement uniform can be purchased locally.

Hair & Jewellery

Students are to not colour their hair using a bold dye (this includes red, green, blue, purple, orange). Only natural type hair dye will be accepted.

Students are not to have any form of shaved patterns in their hair (this includes sports badges, swirls, squares and any other pattern deemed inappropriate)

Students are not to attend school with any form of ear piercing (this is in line with health & safety recommendations) (nose or any other facial piercings are not accepted).

Students that do not meet the college uniform policy will be sent home after contacting parents/carers to make the appropriate adjustments before returning to school. In the event that school fail to make contact home then the pupil will work separate to the rest of the student body until adjustments are made that re-comply with the uniform policy. Students not meeting the college uniform expectations will remain separated for break and lunchtime

5. TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

The following groups of vulnerable Students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy. (Appendix C)

Minority ethnic and faith groups, travellers, asylum-seekers, refugees and Students who need support to learn English as an additional language (EAL), Students with special educational needs and Children looked after by the local authority.

Sick children, Young carers, children from families under stress, pregnant schoolgirls and teenage mothers and other Students at risk of disaffection and exclusion.

6. THE STUDENTS' CODE OF CONDUCT

In recognition of the fact that not only Students but also teachers have responsibilities in their relationship with each other, a Staff Code of Conduct has also been drawn up and is published in the Staff Handbook. Student's code of conduct can be seen in Appendix A

7. THE ROLE OF REWARDS - IN RECOGNISING AND PROMOTING GOOD BEHAVIOUR

At Dyke House College we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved Students.

In Dyke House College the rewards system centres on the awarding of points, which in turn lead to the option of a rewards trip. Points are awarded for the full range of effort and achievement in all areas of College life, and for positive behaviour such as politeness, helpfulness, and co-operation. In this way all Students have the means to receive positive recognition and taste success. Students are rewarded for excellent attendance throughout, and the end of, the academic year.

REWARDS SYSTEM

The rewards system at Dyke House College centres on the awarding of points using a recently developed programme (iPoints).

Points may be awarded when a teacher feels that a Student has for example:

- Achieved something exceptional
- Followed all classroom expectations
- Used her/his initiative
- Mastered a skill

Certificates are given for 100% attendance each term.

In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways:

- Verbal praise
- Comments in exercise books
- Student planners
- Personal praise
- Mention in the College newsletter / website
- Displays of work

8. UNSATISFACTORY BEHAVIOUR

Whilst actively encouraging and rewarding good behaviour, Dyke House College's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when Students willfully ignore the rules of conduct.

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a Student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the Student to improve her/his behaviour in future.

The recording of unsatisfactory behaviour is therefore considered important and helpful.

Recording of Unsatisfactory Behaviour

If a complaints procedure is to be effective:

Every complaint must be logged in SIMS, in the Behaviour Log

The decision taken is to be noted, even if no disciplinary action is recommended

It will ensure:

That a pattern of behaviour be recognised

That the School Team will be aware when intervention is warranted, thus avoiding more serious consequences

Abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken

In the event of exclusion all supporting material is available including the various ways of recording unsatisfactory behaviour such as HOS individual recording systems, ROI etc. It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make a considered decision as to which is the appropriate way or ways to be use, so that the appropriate response is made.

- The Student planner may be used to inform parents of unsatisfactory behaviour. Staff may write comments in the planner in the space for teacher comment. This should be seen by parents when checking and signing the planner and they might choose to record a response in the same section.
- Conduct Log (SIMS)

9. PROCEDURES FOR DEALING WITH SERIOUS DISCIPLINARY PROBLEMS IN LESSONS.

Should a member of staff encounter a serious disciplinary problem within a lesson; there are two possible courses of action.

- Relocation to the HOD / HOS and, where possible, by prior arrangement.
- The Student should be sent, and accompanied by a Teaching Assistant or another to the other member of staff. This should only be done if the whereabouts of the other member of staff is known.
- The teacher sending the Student must follow this up by: Logging the incident in the SIMs Behaviour Log.
- Consulting as soon after as possible with the HOD and or HOS.

Should the Student actually refuse to leave the room or if the incident is so serious that relocation is neither appropriate nor adequate, then the alternative course should be followed:

- Summoning the HOS / AHOS / PL
- The teacher should send another Student to the HOS office or if no one there to Reception. The relevant member of the School team will then be contacted and come to the class. The Student will be removed from the lesson.
- The teacher concerned must follow up by recording the incident in the Conduct Log
- A serious incident is one in which a Student is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour, which makes it impossible for the teacher to continue with the lesson or which poses a threat to the safety of the Students or the teacher.

10. ANTI-BULLYING POLICY

The College places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Dyke House College has a culture of communication and disclosure. There exists a separate Anti- Bullying Policy.

11. HARASSMENT

Implicit in our ethos as a College is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the College therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when Students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

Definition:

Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

Harassment may present itself in the following ways:

Physical assault because of race, colour, culture, gender, sexual orientation or religion, derogatory name-calling, insults and jokes and offensive graffiti

Procedures for Dealing with Harassment

All racist behaviour in any form is totally unacceptable and will be dealt with in the following ways:

Physical assault will be reported to Head of School and Vice Principal. Recorded in the SIMs Behaviour Log as Harassment. Full reports to both victim and perpetrators parents/carers will be given and action taken to prevent recurrence.

Verbal - Staff must not ignore any form of verbal abuse. Action to prevent recurrence will be taken and persistent offenders must be reported to Head of School and the procedure for physical assault then followed.

All other categories of harassment will, like the above, be dealt with. Any graffiti will be removed immediately, any offensive materials must be removed and offensive remarks in the course of discussion must be challenged. All incidents must be recorded on the SIMs Behaviour Log and referred to the Head of School or Assistant Head of School who will then take further appropriate action.

Victim Support:

The College will take steps to comfort and support any Student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of the Academy towards such behaviour clearly stated. The victim will be given the opportunity to express her/his own concerns and feelings, and counseling will be provided where necessary. In serious cases the College will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them.

Relevant Issues:

In order to further promote an environment that celebrates racial and cultural diversity and mutual respect the College will

Ensure displays reflect its racial diversity and recognises the religious and cultural diversity of Hartlepool and North East England.

- Challenge any racism within the classroom
- Challenge racism in books, materials and comments in written or spoken form
- Take care that Students do not have access to racist materials via their use of ICT in the College
- Encourage Students to share and celebrate their cultural experiences through the curriculum

12. VIOLENT BEHAVIOUR

Dyke House College will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour.

Procedure for dealing with fights

The member of staff who first attends to the incident should:

- Ensure that the Students are checked to confirm that they do not need medical attention
- Remove them to a quiet area and keep them isolated from each other
- Inform the Head of School / Assistant Head of School / Progress Leader or if not available the Deputy Head Teacher (Pastoral)

The parents of Students actively involved in violent incidents should always be informed. If initially contacted by telephone this should always be followed by a letter. A copy of this letter should be placed in the Student's file.

A formal warning should be given to the Students who have been violent and also to those who have incited such violence. This should be recorded in the SIMs Behaviour Conduct Log and in the Student's file.

Action should be taken to prevent reoccurrence.

NB. The seriousness of the incident may lead to exclusion straight away.

If the same Student is involved in another violent incident Inclusion 2 should be considered. Parents should be called to the College even if the decision is not to exclude.

Details of all such incidents (with dates) and copies of all letters should be placed in the Student's file.

13. DRUG EDUCATION & MANAGEMENT OF DRUG RELATED ACADEMY INCIDENTS POLICY

Dyke House College has a separate Drug Misuse Policy

14. THE USE OF SANCTIONS

Where a Student's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence.

Principles

- Whole groups should not be punished for the activities of individuals unless there are very exceptional circumstances. Every effort should be made to identify individuals or ringleaders.

- Sanctions should not be humiliating or degrading
- Punishments should be in proportion to the offence
- Students should be clear about why they are being punished and how. Sanctions are applied. A range of sanctions exist, and care is taken to apply the sanction most appropriate to the Student concerned and the nature of the misdemeanor. These include:
 - Moving a Student's position in class
 - Loss of break/lunchtime
 - Withdrawal of other privileges
 - Detention (see detentions procedure)
 - Informing parents by letter, phone call or inviting to a meeting
 - Referral to the Head of School / Assistant Head of School / Progress Leader
 - Being placed on report card
 - Isolating Students by removing them from class for a time (only with approval of the HOS & HOD)
 - Drawing up a contract
 - Issuing a formal warning
 - Internal exclusion
 - Fixed Term Exclusion
 - All the above sanctions will be used whilst following the behaviour flow chart (appendix D)

15. DETENTION POLICY AND PROCEDURE

There is no legal requirement to give 24 hours notice for detentions, however for detentions longer than 30 minutes issued the same day, every effort will be made to contact the students parents / carers.

Detentions may be set for repeated lateness to College or lessons, for unsatisfactory work or behaviour, or for work or homework not done.

Where detentions of 30 minutes or more are given, the parents/guardians will be notified via the Student Planner or a telephone call home.

It is the student's responsibility to ensure that his/her parents are made aware of the detention time and date.

Departments will have their own arrangements for holding detentions for unsatisfactory work, behaviour, homework, or lateness to lessons. When detentions are set, the teacher setting the detention must, in addition to informing the parents log it on the Conduct Log in SIMS. This ensures that the Learning guide, Progress Leader, AHOS and HOS can monitor the Student's behaviour.

SENIOR LEADER DETENTION

In addition to department detentions, SENIOR LEADER DETENTION is held weekly until 6pm. Members of the Senior Leadership Team supervise this.

Senior Leader Detention is set for:

- Students who have exhibited extreme disruptive / dangerous / poor behaviour on that day
- Students whom HOS wish to detain for any reason
- All senior detentions must be recorded in the on the SIMs Behaviour Log

THE HEAD TEACHER'S DETENTION

An additional Head Teacher's Detention is held every Saturday morning from 9:00am – 12 noon. A member of The School Team can only give students this detention. A letter is sent home to the student's parent / carer to notify them of the detention.

Failure to attend the Head Teacher's Detention will be deemed very serious and parents will be involved. Failure to attend these Detentions may result in parents being asked to come to the College.

16. SUPPORTING STUDENTS WHOSE BEHAVIOUR NEEDS TO IMPROVE

It will be agreed with parents as a result of a meeting with them to formalise a plan.

This meeting will consider the causes for concern and the steps suggested to improve the situation. Agencies such as Educational Welfare, the Educational Psychological Service, Social Services, Housing, voluntary organisations, should be involved as appropriate.

In drawing up the plan the College will, in discussion with others:

- Consider offering specialist support and counselling
- Review any learning difficulties and put in place a remedial programme where necessary
- Consider changes of sets or class
- Consider a placement for a period of time in the Learning Support Unit.
- Consider disapplying the National Curriculum
- Consider with agreement of the Student's parents and the LEA a managed move to another College / School.

The programme should have an automatic time limit, be monitored fortnightly and should be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed,
- May be continued for a further period of with or without amendments.

- Or where there has been no improvement at all there may be a permanent exclusion.

17. RESTRAINT

All staff designated by the Headteacher will be entitled to use reasonable force where necessary to restrain Students from:

- Committing an offence
- Causing a personal injury
- Damaging Property
- Prejudicing the maintenance of good order and discipline of the school

This follows the guidance given by DfE on “The Use of Reasonable Force”.

Where force has been used, a record of the actions will be attached to the incident report and recorded on the behaviour log in SIMS.

18. SCREENING, SEARCHING AND CONFISCATION

Dyke House College follows the DfE guidelines (2011) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students.

Without Consent Search

It is a criminal offence to have a knife or offensive weapon on school premises (it is a defense to be carrying one for educational or other lawful purpose). If a young person is suspected of carrying a weapon, the College has the authority to do a without consent search. The College has decided to carry out searches with consent only and if a Student does not consent to a search then the College will opt for one of the following:

- Call the police to carry out the search or
- Send the young person home as unauthorised absence (not classed as an exclusion)

With Consent Search

The College has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence. Where student consents to a search the following protocol will be observed:

- Two members of staff will be present
- The Student will be questioned first
- If questioning confirms suspicion, the Student will be asked to surrender the item
- If suspicion remains then the Student will be asked to remove outer clothing and to

empty bags, pockets etc. At no point will an intimate search or 'patting down' take place

- Searches will take place in privacy where possible and will be sensitive to race, culture, religion etc.

After the search:

- The incident will be recorded on SIMS and parents informed. Governors will be informed annually of the number of searches
- The item will be confiscated
- If the confiscated item is illegal the Police will be informed and the item delivered to them as soon as possible.

Information regarding searches will include:

- Name, Year, Sex and ethnicity of Student searched
- Grounds for search
- Time and Place
- Who carried out the search
- Who else was present
- How the search began and progressed
- Students response
- Outcomes and follow up actions

Nominated senior members of staff are eligible to carry out searches.

19. MONITORING AND REVIEW

Dyke House College Behaviour Policy will be reviewed annually by the Vice Principal (Behaviour and Attendance).

20. Exclusions

Fixed Term Exclusions

- Fixed term exclusions are issued to a student where previous attempts to improve behaviour or previous sanctions have been tried but failed.
- Fixed term exclusions can also be given as a consequence for the following:
 - Abuse to adults within the school
 - Persistent bullying
 - Use of banned substance (including e-cigarette)
 - Pupil assault
 - Persistent refusal to follow instructions
 - Intimidation of staff or students

- On returning from a fixed term exclusion the student may be required to complete a period of isolation in school or be educated at another secondary school in Hartlepool for a fixed period of time (as agreed by the behaviour & attendance partnership).
- After exhausting all other avenues, or following especially 'extreme' behaviour, then the Headteacher can decide to permanently exclude a pupil.

Permanent Exclusion

Permanent exclusion is an extremely rare sanction at the Academy and always avoided wherever possible. The decision to permanently exclude is taken only:

- a) In response to serious breaches of the Academy behaviour policy
and/or
- b) If allowing the student to remain would seriously harm the education or welfare of that student or others at the Academy.

A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academy has exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Executive Principal, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff
- b) Sexual abuse or assault
- c) Serious bullying including cyber - bullying
- d) Being in possession of an illegal substance and / or supplying an illegal substance and/or using an illegal substance on site.
- e) Carrying an offensive weapon
- f) Serious endangering the safety of another student and/or staff.
- g) Malicious/false allegation against a member of staff

Again this is not an exhaustive list and there may be other examples of behaviour where the Executive Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

The Academy operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances.

Any student who brings an offensive weapon or a banned item onto site, or who uses, brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

The Executive Principal will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed - term before the decision is made to permanently exclude.

21. Social Media

- Any use of social network sites on the college network will be monitored using relevant software. If there is a suspicion of anything inappropriate, information will be recorded for HOS, AHOS, and PL to review and take action if necessary.
- If inappropriate or defamatory comments are posted about a member of staff or the school, the relevant behavior procedure will be implemented.
- Dyke House College do not have jurisdiction to investigate instances of social media misuse that has taken place outside of school (evenings, weekends and school holidays).
- Staff at Dyke House will support parents in educating pupils about the dangers of social media (through assemblies and LG time) and make recommendations on how individuals should be monitored at home.

22. conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

The College may discipline pupils for:

Misbehaviour when the pupil is:

- taking part in any school organized or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

If a member of the public, College staff, parent/carer reports criminal/anti-social behaviour or a serious bullying incident to the school then the College behaviour policy will be applied by the Vice Principal/Head of College/Executive Principal.

Examples of this would be:

- Verbal or Physical abuse towards a member of staff/public/parent
- Anti-social activities (disturbing the peace)
- Criminal activities (vandalism, theft etc)
- Disrespect towards a member of staff outside the College day during holidays, weekends, evening (this also refers to addressing staff in the same manner as they would in College)

Students are encouraged to wear their College uniform correctly when travelling to and from the College and must not be involved in behaviour that could adversely affect the reputation of the College.

For example:

- uniform – students will be issued a detention if they remove their tie or blazer at the College gate;
- students should not smoke on their journey to and from the College. If they are found smoking whilst wearing College uniform, the consequences system will be used;
- misbehaviour on the College bus will result in the College behaviour policy sanctions being applied (Inclusion, fixed term exclusion, permanent exclusion) and a ban from using the school bus service for either a fixed period of time, or permanently.

BEHAVIOUR POLICY

APPENDIX A STUDENT CODE OF CONDUCT

CODE OF CONDUCT I must.....

- Be polite to my fellow pupils, all staff and any visitor to the College;
- Be sensible around the College and not shout or run in the corridors. I should always keep to the left. All staff and visitors should be treated with respect and pupils should stand back for adults at doorways, holding the door open if possible;
- Take great care not to interfere with other people's property and always treat it with respect;
- Be punctual and only be absent for a genuine reason and bring a note on my return to the College;
- Bring my Planner and other essential equipment to the College every day;
- Dress tidily and follow the College uniform policy; never wear trainers other than for PE or playing in the playground. Jewellery regulations must be followed. Outdoor coats must be removed before entry to the building;
- Not stop to visit the toilets or go to the Health Development Worker, unless it is an emergency, nor go to see any other teacher without prior permission;
- Do my classwork and homework as well as I possibly can;
- Accept all decisions from staff without argument. If I feel I have been unfairly treated, then I should either speak to the teacher or someone else at a convenient time;
- Leave the room in a tidy state placing chairs under the desks as requested;
- Respect the buildings and College grounds by always using litter bins, remembering that graffiti is forbidden and by only eating and drinking in the appropriate places;
- Arrive punctually at my lessons;
- Not stop to look over the balconies
- Only consume food and drink at break and lunch times and behave in an orderly manner whilst waiting and eating;
- Not consume food or drink in the building other than in the Dining Hall or other designated areas stated by the Head of School.
- Arrive on time for the start of their progression lessons;
- Have respect for the College's neighbours and try to be helpful and considerate in the local community;
- Leave the College by the correct exit and go directly home without lingering around the area.

Appendix B

Before the start of the College day:

- Students may work in their 'open area' on condition that a member of staff is present.
- Students are expected to wait outside if cleaners are still working in the room.
- There should be no playing inside the building. Those who wish to run around should be in the playground.

When the bell sounds for morning registration:

- All Students should ensure that they are appropriately dressed i.e. if, for example they had been involved in a game and were wearing trainers then these should be changed quickly for shoes.
- All Students should go directly to the designated place in the playground and line up
- When the teacher in charge indicates, every Student should stand silently and await instructions

In the Learning Guide room:

- Students should stand silently when they enter
- Students should sit in their places preparing for the day by putting out on the desk, their planner, pencil case and reading activity
- Students should read silently unless there is another activity in progress
- The room should be left in good order ready for the next class

At lesson change:

- Students should move quickly and quietly between lessons in single file
- Students must ensure swift and safe movement between classrooms and Learning Areas
- They should not stop to visit the toilets, (unless it is an emergency), nor should they go to see any other teacher without prior permission
- Students should not stop to look over the balconies

At start of lessons:

- Students should arrive punctually
- Students should ensure they take the right equipment and books to lessons
- Students should enter the teaching room in a quiet and orderly manner and stand quietly behind their desks
- Books and equipment should be got out immediately ready for the lesson to begin
- Planners and 100% book should be placed visibly on desks
- Bags should be placed on the floor under or beside the desk or chair

During lessons:

- Students should not speak when the teacher is speaking to the whole class
- Students should listen carefully and follow instructions
- Students should concentrate fully and do their best at all times
- Students should not disrupt the lesson in any way
- Students should enter all homework into their planners
- Students should stand if an adult visitor enters

At the end of lessons:

- Students should not start clearing away until instructed to do so
- Students should make sure the room is clean and tidy before leaving
- Chairs should be put back underneath the desk neatly
- Students should not leave until dismissed by the teacher at the classroom door
- Students should go quickly, quietly and directly to the next lesson

At lunch time:

- Students should only eat their packed lunch in the area designated by the HOS.
- Students should go to the dining hall for their lunch at the designated time
- They should line up where they are asked to and wait quietly until called to the diner
- They should behave in a mannerly way whilst waiting and whilst eating.
- All food should be consumed before leaving the dining hall
- They should return their own trays and clear them when finished They should clean their table when finished

At the end of the lunch break:

- Students should, proceed quickly and quietly to the designated area in the playground

At the end of the last lesson of the day:

- Students should move silently to their learning guide room/area where their learning guide will direct them.
- During this time students will be informed of any detentions/progress clubs that they are required to attend
- It is the students' responsibility to attend both detentions or progress clubs (failure to attend may result in a consequence)

At the end of the day:

- Students should go directly to the gate and exit the site in a orderly way if they have no progress class or prior commitments with a member of staff

- Students must not gather in large groups in the community (on corners) and cause a disturbance
- All students are expected to conduct themselves in a respectful way to members of staff and the public whilst on their journey home
- Students must not smoke in public whilst wearing the Dyke House College uniform

APPENDIX C TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

The following are examples of unfortunate situations, which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

23. A Student is admonished for failure to follow a long and complicated instruction given by an adult, but the Student has speech and language difficulties, and cannot process complex language. A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.
24. A Student is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this Student's culture it is considered disrespectful to look an adult in the eye. A more appropriate response would be to understand that the Student was attempting to show respect.
25. A looked-after Student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the Student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school. A more appropriate response would be to use a pre-agreed means for the Student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.
26. A Student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The Student has no sense that such comments can be hurtful and should be avoided. A more appropriate response would be for the adult to tell the Student that the comment was hurtful and inappropriate, to inform the Student's key worker or the SENCO, but not apply a sanction.
27. A refugee Student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other Students laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time. A more appropriate response would be to let the class know there are special circumstances and offer the Student re-assurance and support.
28. A Gypsy/Roma child is put on report for speaking in a seemingly over-familiar way to a

teacher when he had not previously had expectations made clear to him, had no intention of being rude but was simply using the register considered appropriate in his culture. A more appropriate response would have been to explain and demonstrate to the Student what is expected in school, and consider involving the Traveller Education Service in providing support.

APPENDIX D



