



**NORTHWOOD  
COLLEGE**

FOR GIRLS

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G D S T

## **DISCIPLINE AND BEHAVIOUR FOR LEARNING POLICY**

### **Key Requirements/Legal Duties**

This policy responds to the Independent Schools Standards Regulations 2014, which includes the requirement that all schools must have a behaviour policy which must be available to all parents and prospective parents.

The school also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities.

### **Statement of behaviour principles**

At Northwood College for Girls we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary.

### **Introduction**

Northwood College for Girls endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility; it is all of ours.

### **Policy Aims**

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying (in conjunction with the Anti-Bullying Policy), including cyberbullying, prejudice-based bullying and discriminatory bullying.
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

## **Roles and Responsibilities**

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the school.

The members of staff with day to day responsibility for behaviour management are Jill Ferguson, Senior Deputy Head in the Senior School and Cecile Halliday, Head of Junior School and Bluebelle House.

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

## **Expectations**

The following principles should underpin all of our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile
- Understand that all pupils have a voice and that situations can be complex and that intricacies should be explored and considered when deciding the appropriate follow-up actions

These principles are consistent with the Northwood College for Girls Code of Conduct which states:

## **JUNIOR SCHOOL CODE OF CONDUCT INCLUDING EYFS**

The Junior School (Nursery to Year 6) accepts and supports the Northwood College for Girls Behaviour Policy.

The Junior School Code of Conduct is to help staff, pupils and parents ensure that all girls can learn and develop in a well-ordered, caring environment.

- I will be helpful, polite and respectful at all times to staff, other pupils and visitors;
- I will support and encourage other girls and I understand that bullying of any kind will not be tolerated;
- I may only enter the buildings after 8.15am, with an adult's permission, unless I am having breakfast when I may enter the dining room after 8.00am;

- I must be punctual and be on the playground before 8.30am so that lessons can begin promptly following registration;
- I understand that I must stay within the College grounds at all times and will be collected from either Vincent House playground/Junior Terrace by the adult meeting me. I will return to the Junior building if I am not collected (Year 3 - 6);
- I understand that the Sports Hall, swimming pool area, Back Field and the car park are out of bounds unless I am with an adult;
- I will move around the buildings and grounds quietly. I will keep to the left on the stairs and the hallways;
- I may bring fresh fruit/vegetables and a small sports style bottle of water for break. I know that any other items of food, sweets or drink are not allowed;
- I will have all the necessary items for each day with me. I will not borrow any property without an adult's or the owner's permission;
- I will only go to the School Nurse with a staff member's permission (Years 3 - 6). I will be taken to the School Nurse by a member of staff (Reception - Year 2);
- I may wear a small neat watch (Years 3 – 6 only). If I wish to wear a small religious token I will wear this under my uniform and will for safety reasons remove it for PE;
- I will not wear jewellery to school, including earrings, studs or any form of retainer. I will not bring valuables to school;
- I will not bring a mobile phone to school without permission of the Head of Junior School;
- I will wear the correct uniform each day and look smart and tidy. My hair will be tied or clipped back. I will wear my coat/blazer/school hat to and from school, unless I am given permission by a member of staff not to;
- I will behave in a way that brings pride to myself, my friends and the school, when in school and on visits and on residential trips.

I understand the Code of Conduct and will do my best to follow it.

Name ..... Form/Year .....

Signed: ..... Date.....

I/We, ..... have read the Code of Conduct with my/our daughter and will help her to follow it. I/We understand that I/we may be contacted by the Head of Junior School if serious misdemeanours occur.

Signed: .....Parent/Guardian Date: .....

## **INFORMATION FOR PUPILS YEARS 7 – 11**

### **CODE OF CONDUCT FOR ALL PUPILS OF NORTHWOOD COLLEGE FOR GIRLS**

This Code of Conduct is designed to ensure the safety and well-being of all members of our school community. Central to the code is that we all treat each other with respect at all times.

For pupils in general this means;

- Always try to understand the other person's point of view.
- Make it as easy as possible for everyone to learn and for the teacher to teach. This means prompt arrival at lessons with all the correct equipment as well as sensible co-operative behaviour in lessons.
- Speak to everyone courteously.
- Be sensitive to the feelings of others – moderate your language and behaviour accordingly.
- Keep the school tidy so that it is a welcoming environment. This means putting all litter in bins and keeping walls and furniture clean and unmarked.
- As you go to and from school remember that the public will judge all members of the school on your behaviour.

**In more specific terms we expect the following:**

#### **Arrival Each Morning**

- Please do not enter buildings before 8.15am. Girls may go to the Dining Room from 7.45 am. We expect you in your form rooms by 8.30am. for roll call at 8.35 am
- Remember to bring a note explaining absence on the day you return and inform your tutor in advance of any planned absence.
- Please do not leave school before 4.00pm without permission.

#### **Courtesy**

- Remember the importance of “please”, “thank you” and table manners.
- Look behind you and hold doors open for those who are following.
- Respect the rights of others and their property.
- Show consideration in everything you do, particularly in crowded places. In school and out of school, please do not engage in loud, thoughtless behaviour.

#### **Respect for the School Environment**

- Look after our equipment, furniture and resources. Show respect for the work of others.
- After each lesson and break, leave the room clean and tidy with tables and chairs arranged in an orderly fashion and litter having been disposed of carefully.
- Any damage to property, including graffiti should be reported immediately to a teacher.
- Remember that chewing gum is not permitted in school and that you should not eat or drink in form rooms.

#### **Moving Around the Buildings**

- As a general rule, please keep to the left.
- Please carry your bags in a considerate manner.
- Never run in corridors or on the stairs as this is potentially very dangerous.
- Observe the “Up” and “Down” notices on the Upper School stairs.

#### **Behaviour in Lessons**

- Punctuality is very important – late arrival is discourteous and can disrupt the lesson.

- All homework must be handed in on time and other deadlines must be adhered to.
- After absence, it is your responsibility to make up work missed and hand in all work that is outstanding. Your teacher will be happy to help and advise you.

### **Harassment and Sexual Harrassment**

- If you are bullied or harassed in any way, tell a teacher. We want everyone to feel happy and supported at Northwood College for Girls and bullying, cyberbullying, prejudice-based bullying or discriminatory bullying will never be tolerated. See Anti-Bullying Policy and Online Sexual Harassment and Sexual Harassment Policy.

### **Break and Lunch Time**

- You may stay in your form room provided it is left clean and tidy. This is a form responsibility and all members of the class are expected to play their part in ensuring the room is left ready for the next lesson. Failure to do this, or to behave sensibly in the room may result in the loss of the privilege.
- You should consume food and drink in the Dining Room or in the school grounds – **not** in corridors or form rooms, cloakrooms, Assembly Hall, Sports Complex or Library.
- Please do not do any written homework during break and lunch times unless you have written permission to do so from a member of staff.
- Please do not misuse the furniture. Do not sit on tables or stand on chairs.

### **Appearance: Uniform and Jewellery**

- Please do not wear any jewellery. The only exceptions are a pair of small gold or silver (or diamond – Y9 upwards) stud earrings and a religious symbol under your uniform.
- Please remember – no make-up or nail varnish.
- Please tie back long hair with blue, black or brown hair bands. This is particularly important in practical lessons. No extreme hair colour is allowed.
- For details of uniform, please refer to and adhere to the uniform list.

### **Telephones**

- Please remember that we will enforce the school policy on mobile telephones at all time and that they should NOT be switched on between 8.15am and 4.00pm. We will confiscate telephones used inappropriately. See Mobile Phone Policy on page 11.

### **Prohibited Items**

The following may not be brought to school OR taken on school trips:

- Any material related to smoking, including matches and lighters.
- Any illegal substances.
- Any weapon.
- Alcohol.
- Chewing or bubble gum.
- Correction fluid.

### **Stealing**

- Fortunately, stealing in our community is rare. To protect your possessions ensure that all property is named. Please leave valuables at home and do not bring large quantities of money to school. Keep your possessions locked in your lockers.
- In the event of suspected theft tell a member of staff. We may inform the Police and ask them to help us take the appropriate action.
- Stealing is taking other people's possessions without their permission. A thief may be excluded temporarily or permanently from Northwood College for Girls.

**Drugs, Alcohol, Solvents, Tobacco**

- The use of these substances is strictly forbidden and they should not be brought into school for any reason. If you disregard this rule you may be excluded temporarily or permanently from Northwood College for Girls.
- Medicines prescribed by a doctor are allowed, but must be left with the School Nurse.

## **SIXTH FORM CODE OF CONDUCT**

Sixth Form study is challenging but it should also be rewarding and enjoyable. Experience shows that successful students display certain characteristics and adopt particular working habits and you will be expected to demonstrate these characteristics and habits.

You should therefore:

- attend all lessons unless a compelling reason prevents this
- be punctual to registration and lessons
- take all necessary materials to all lessons
- contribute purposefully and positively to classroom discussion and group activities
- meet all academic and pastoral deadlines
- ensure that you do not disrupt the learning of other students or the teaching of your teachers

At this level of study you must take more responsibility for your own learning. Remember that you are expected to spend six hours per subject per week working outside the classroom.

Our aim is to work with you and your parents to achieve the best possible outcomes and we will therefore communicate with your parents as appropriate.

### **Behaviour**

We believe that every student has the right to learn in a quiet and disciplined atmosphere and that the teacher has a right to expect co-operation. Inappropriately talking, interrupting or otherwise disrupting the learning process will not be tolerated. Such behaviour will be dealt with firmly. Rudeness in any circumstances is unacceptable and will be punished.

### **Absence**

Attendance at all lessons is vital for success at this level. If you are unwell and your illness is so severe that you cannot attend lessons, please remember that it is your responsibility to find out what work you have missed (see below). In the case of prolonged absence, your parents should contact your form tutor so that arrangements can be made to assist you.

Where you know you are going to be absent, you should inform your tutor and teachers as soon as possible and a formal letter requesting leave of absence should be given to your form tutor. This includes university visits. If you are going to be absent when work or other material is due, you should hand this in before your absence.

Whenever you are absent, you must ensure that you catch up missed work as soon as possible. It is also your responsibility to find out (from fellow students) what assignments have been set and deadlines for these assignments. Absence when work was set will not be accepted as an excuse for late submission of work.

### **Deadlines**

Deadlines are set by teachers after careful consideration and must be met by students.

If you find that you are struggling with deadlines, you should speak to the relevant subject teachers and your form tutor. It is essential that you do this sooner rather than later so that a programme can be drawn up to help you.

### **Lateness**

We regard lateness to lessons seriously. When you are late, you start at a disadvantage and miss valuable focusing time. You cannot then do your best. It is also discourteous and disrupts the flow of the lesson. Lateness will be recorded by teachers and if it occurs regularly, will be punished.

### **Sanctions**

If you fail to follow these guidelines or your progress is causing concern, your teachers will inform your tutor. Your tutor will speak to you and you may be subject to any or all of the following sanctions:

- detentions, as per the School Behaviour Policy
- loss of privileges (for example, you may be barred from leaving school premises at certain times, and/or you may have your private study time 'directed' so that you work in the Library or under the supervision of a teacher)
- if you repeatedly hand in work late, your teacher has the right to refuse to mark the work
- if you repeatedly fail to comply with our guidelines, staff have the right to send you to see a senior member of staff

Your parents will be informed when these sanctions are imposed.

Continued failure to abide by these guidelines will be reported to the Head of Sixth Form or the Headmistress. In these circumstances, it would be normal practice for your parents to be contacted and asked to come into the school to discuss the situation. In some cases, this may lead to the setting of particular objectives for students.

In addition to the above, you are expected to comply with the Sixth Form dress code as detailed below:

### **Dress Code**

#### **Principles**

We want Sixth Form girls to:

- Look smart, tidy and business like, ready to work and participate fully in the day
- Feel proud of themselves and the school
- Be role models to younger girls
- Give a good impression of the school to visitors and the local community
- Feel comfortable enough to participate fully in lessons
- Be able to express their individual personalities through their dress, within reason

#### **Policy**

- Sixth Form girls do not need to wear uniform; they may wear their own clothes. Smart casual clothes are therefore permitted. However, the above principles need to inform what is and what is not appropriate. The following rules must therefore be adhered to :
  - Trousers should be dark coloured. Jeans are permitted but they must not be bleached, frayed or torn.
  - Skirts should cover  $\frac{3}{4}$  of the thigh (  $\frac{1}{2}$  when seated)- even when worn with opaque tights
  - Shorts are not permitted, even if worn with tights
  - No leggings worn as trousers; tops must always be worn over them and must come down to mid-thigh
  - No track suit bottoms



- No very large logos, political or commercial slogans, or offensive words should be visible on clothes
- Outdoor clothes such as hats and gloves should not be worn around school
- Outdoor coats should not be worn in lessons or in assembly
- No bare midriffs and no 'spaghetti' straps on tops.
- Underwear should never be visible and cleavage must not be shown
- All clothes should be clean and in good repair – not ripped or frayed
- Shoes or ankle boots should be dark coloured and flat or low heeled.
- No trainers or Doctor Martin type boots of any colour
- No flip flops or thong type sandals- all footwear should have an upper
- Jewellery should be simple
- No visible piercings other than one ear-ring in each ear and a small nose stud
- Make up should be discreet
- No tattoos should be visible
- Hair should be a natural colour
- School bags should be functional and large enough to carry folders and books; they should not be hand bags!
- This Dress Code applies also to exam periods and school trips and visits

### **Formal occasions**

On formal or public occasions, we expect Sixth Formers to look particularly smart. We therefore require all girls to wear the following:

- A matching tailored jacket and trousers OR jacket and skirt OR jacket and A line dress, to form a suit, in a plain, dark colour- black, dark grey, burgundy or navy blue. The skirt should cover at least  $\frac{3}{4}$  of the thigh, or half when seated. Skirts may have a small slit at the back only. Skirts should be no longer than mid-calf.
- If wearing trousers or skirt, girls should also wear a plain white or coloured buttoned shirt with collar and long or short sleeves and cuffs (no polo or t shirts).
- Shoes should be flat or a court shoe type in black or navy and should be well polished; heels should be no higher than 7.5cm (no stilettos, platforms or wedges).
- Plain tights should be worn with skirts and dresses, and these should be neutral or black.

### **PE kit**

- plain white shirt
- plain blue shorts, skirt or track suit.
- In House and team competitions, regulation PE kit must be worn.
- For swimming, any one piece costume is acceptable.

If you are in any doubt about whether an item of dress is acceptable, please talk to your Form Tutor, the Director of Sixth Form or Assistant Director of Sixth Form. Please note that if you do not follow the Dress Code, this will be reported to the Head of Sixth Form. Your parents are likely to be contacted, and repeated infringements may lead to the Headmistress being informed and subsequent loss of privileges.

I have read, and agree to abide by, the Sixth Form Code of Conduct and Dress Code

Signature of student:

Form:

Date:

Signature of parent:

Date:

Signature of Head of Sixth Form:

## LEARNING CODE

At Northwood College for Girls, we believe that effective teaching and learning can only take place in a well ordered environment. We have defined acceptable and unacceptable behaviour in the Behaviour Policy and in the school rules which support it. This Learning Code focuses on what you will be expected to do in order to reach your potential as a learner.

As you progress through the school, you will be expected to take increasing responsibility for decisions about your own learning both in terms of which subjects you study and also how you study. Learning is an active process. Hence, throughout the school you will be expected to contribute purposefully and positively to all the lessons and all the activities in which you take part and show a commitment to your learning and the courses and activities you undertake. Experience has shown that successful pupils display certain characteristics. These are described in the 'Thinking and Learning Dispositions at Northwood College for Girls'. You will be given every opportunity and encouragement to develop these.

Successful pupils also adopt particular work habits and you will be expected to demonstrate these. You should therefore:

- **Take all reasonable steps to minimise absence** and to adhere to the attendance policy.
- **Arrive on time** to lessons, activities and appointments, moving swiftly and efficiently through the school.
- Ensure that you arrive **fully equipped** to all lessons and activities.
- **Persist** when faced with a challenge or difficulty.
- **Focus on what you are achieving** and how you can improve and less on unhelpful comparisons with others.
- **Reflect upon the advice** your teachers give you in your work and act upon it.
- **Approach your learning positively** and always work to the best of your ability.
- **Take maximum advantage of the learning opportunities and resources**, for example, assemblies, the library, clubs and extracurricular activities, school visits, guest speakers, made available to you.
- **Work co-operatively** with others.
- Be aware of the uniform regulations and to wear **correct uniform** on all occasions.
- **Show respect** for others at all times with regard to their welfare, belongings, feelings and ideas.
- **Listen** when another person is speaking, be it pupil or teacher, without interruption.
- **Take responsibility** for your own learning and be prepared to work independently.
- **Admit your mistakes** and see them as things from which you can learn.
- **Use time productively.**
- **Follow staff instructions** without argument or delay.
- **Meet all academic and pastoral deadlines.**
- **Make up any work missed through absence** as soon as possible and ask your teacher if you do not understand any aspect of the work missed.
- **Behave responsibly and safely** at all times.
- **Show respect and care for equipment**, buildings and other people's property.
- **Specialist areas** – certain departments have further guidelines to which you must adhere. You will receive further information on these from your teachers.

## **TEACHING CODE**

At Northwood College for Girls, we acknowledge that teachers have a key role to play in pupils' learning, and believe that effective teaching and learning can only take place in a well ordered environment. We have defined acceptable and unacceptable behaviour in the Behaviour Policy and in the school rules which support it. The expectations of pupils are set out in the Learning Code. This Teaching Code focuses on what teachers are expected to do in order to assist pupils in reaching their potential as learners.

In order to create a positive learning environment, we recognise that it is incumbent upon teachers to:

- Act as role models.
- Act professionally at all times.
- Have high expectations.
- Be firm but fair.
- Structure their teaching in order that pupils progress and are able to take increasing responsibility for decisions about their own learning.
- Be prepared to admit lack of knowledge or awareness on the odd occasion when this may arise.
- Recognise learning as an active process and assist pupils in becoming effective learners.
- Believe that challenging situations, problems and tasks are a key to effective learning.
- Recognise that pupils need to have the skills to ask for help and that the ethos of the school and the classroom environment must encourage this.
- Understand the different learning styles that pupils possess.
- Use their professional skills to encourage, motivate, challenge and inspire learners.
- Establish a classroom ethos of trust and belief in everyone's ability to achieve.
- Acknowledge that effort can lead to success and that everyone has the capacity to learn and improve
- Be willing to work collaboratively and co-operatively with others
- Support the needs and development of the individual learner
- Set tasks and tests which inform pupils about their learning
- Ensure that pupils are aware of and understand assessment criteria
- Monitor the effectiveness of learning and provide accurate, constructive and timely feedback to pupils, parents and colleagues
- Take into account feedback received from pupils, parents, colleagues and others
- Have a professional commitment to pupil success, praising pupils and celebrating success whenever possible
- Be committed to personal learning and professional development
- Plan courses and lessons using all relevant information including base-line data

The Performance Management document, the Behaviour Policy and other supplementary documents which will be produced in the future set out in more detail the expectations concerning teaching staff.

## **MOBILE PHONE POLICY FOR ALL SENIOR SCHOOL PUPILS**

Mobile phones are allowed in school but they remain the responsibility of the individual pupil. They must be stored in lockers and never left unattended in bags, cloakrooms or changing rooms. The school cannot be held accountable for loss, or damage to, such equipment. Mobile phones must be switched off between 8.15am and 4.00pm.

If mobile phones are switched on during school hours, the College will confiscate them until the end of the school day and a detention will be given. Persistent offenders will be referred to their Head of Year and parents may be requested to collect the phone on their daughter's behalf.

On school trips, girls are allowed to take mobile phones for emergency use only. They must ask permission from a member of staff before using them.

Examination board regulations state that mobile phones are not allowed in any examination area. Even if they are switched off, a candidate's marks will still be cancelled. We operate this policy for all our internal and external examinations.

Identical rules apply for music players and all other electronic entertainment and communications equipment.

The Sixth Form may access their mobile phone during the school day, but only when they are in the Common Rooms.

Girls are reminded that they must take great care when using any of these items of equipment inside or outside school and should appreciate that their awareness of their surroundings may be impaired. In particular, girls must be especially vigilant when crossing roads or driveways.

### **School's Expectations**

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the IT Acceptable Use Agreements, Anti Bullying Policy, and Drugs Policy

Our success is tested not by the absence of challenges but in the way we address them.

### **Behaviour in lessons**

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

## **Uniform, behaviour around the building and out of lessons**

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change.

## **Behaviour outside the School**

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes bullying behaviour within the school community (e.g. pupil to pupil / pupil to staff outside school), behaviour in the immediate vicinity of the school or on a journey to or from the school. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil at the school and whether the behaviour could adversely affect the reputation of the school.

## **Positive reinforcement and rewards**

Northwood College for Girls recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour are central to the promotion of good behaviour and good order.

Northwood College for Girls uses a range of rewards and positive reinforcement strategies. Examples of these include:

- Praise
- Written comment on work/in book/in planner
- Merits
- Commendations
- Certificates
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies and Prize Givings

## **JUNIOR SCHOOL REWARDS AND SANCTIONS INCLUDING EYFS**

### **Rewards**

We have a clear system of rewards which we share with pupils and parents. The rewards are accessible to all children. They include:

- Praise and recognition
- Stamps, stickers, marble jar rewards systems
- Written comments on the child's work
- Special responsibilities within class
- Special school-wide responsibilities for older children
- Special praise from the Junior Head Teacher, Deputy Head Teacher or Head of Key Stage for exceptional work.
- Individual mentions in celebration assemblies.
- Lining up cards are awarded every day at morning break and lunch time by the teacher on duty to the class that lines up most quietly and sensibly. A certificate is awarded each half term to the winning class.
- A star badge is awarded each half term in assembly to one girl in each form for impressing staff with their kindness, manners, perseverance or resilience.
- Achievement marks are awarded for good work and effort, leading towards certificates and star badges in the school achievement system (Years 3 – 6). Two achievement marks can be awarded for exceptional work, effort or progress. Three marks awarded for an extended piece of work or a project. 25 achievement marks, she is awarded a bronze certificate and badge in assembly. A silver certificate and badge are awarded for 50 achievement marks and an owl certificate and badge for 200 achievement marks.
- Peripatetic music teachers give stickers, not achievement marks as rewards.
- Awarding of house points. House points are awarded for good manners, kindness, helpfulness etc. The house achieving the highest number of house points each term is awarded a teddy in the end of term assembly (Years 3 – 6).
- Awarding of Gold Stickers of excellence by the Junior Head Teacher.

It is our ultimate desire to see children display good behaviour because they understand the true value of this in any community.

### **Unacceptable Behaviour**

Unacceptable behaviour prevents safe working in school. It includes:

- Physical violence
- Bullying
- Threatening behaviour
- Racist behaviour
- Sexist behaviour
- Verbal abuse and swearing
- Theft
- Truancy
- Damage to property and the environment (built and natural)
- Spitting
- Rudeness to others

All of these behaviours are regarded very seriously and will not be tolerated at Northwood College for Girls.

## Reducing Inappropriate Behaviour

**We will never use sanctions which humiliate pupils.** We feel that children should learn from experience to expect fair and consistently applied sanctions for inappropriate behaviour and that the sanctions make the distinction between serious and minor offences apparent. We recognise that some flexibility must be allowed to take account of individual circumstances. Staff will:

- Deal sensitively with any child who is in distress, listen to them and deal with any incident appropriately
- Explain and demonstrate the behaviour we wish to see, providing the children with good role models
- Expect children to be responsible for their own behaviour
- Ensure that any criticism necessary will be constructive by naming the problem and the expected change in behaviour
- Keep parents/carers informed about their child's behaviour
- Follow school procedures when supervising playtimes.

We aim to develop responsible behaviour through using a system of consequences as follows:

### Step 1

**Reminders** of appropriate behaviour will be given.

**A verbal warning** will be given for the breaking of a class or school rule or for preventing a teacher or teaching assistant from teaching.

### Step 2

If the child chooses to continue the inappropriate behaviour the child will be removed from the group to work on her own within her classroom and some/all of playtime will be taken from her. Class visual behaviour chart will be adjusted accordingly.

### Step 3

If the inappropriate behaviour is persistent or more serious the child will be sent to complete work in another classroom (parallel class) within that year group.

Other sanctions may be necessary. These may include:

- Work being finished or redone at home
- A written apology
- Removing privileges
- Removing a number of playtimes
- Lunchtime detention
- Separating the child from the class (if this is necessary they will automatically have their playtime removed)
- Being sent to Junior Head Teacher or Deputy Head Teacher
- Paying for damage

**A Behaviour Log** will be completed on the day of the incident of Step 3 behaviour and sent to the Head Teacher. Parents may be invited into school to discuss the child's behaviour. For Step 3 behaviour: **A Behaviour Diary or Home/School Behaviour Link Book may** be kept for an agreed period of time. The child's parents/carers will be invited to work with the teacher and child to devise an individual behaviour programme to help the child learn appropriate social behaviour at school.

This will involve putting the child on a daily report where the teacher and parents keep a diary of the child's behaviour. The diary will be reviewed at regular intervals by the teacher and parents/carers. If necessary, a referral to the LEA Behaviour Support Team will be made through Special Educational Needs procedures.

#### Step 4

**Persistent** poor behaviour, which has not improved despite the adoption of several support strategies, may result in a fixed term exclusion. Cases of extreme violence will always result in an exclusion. Fixed term exclusions will be initially for one day, with additional days added for each subsequent exclusion.

#### Step 5

**This is extremely serious.** Step 5 will result in a permanent exclusion. It is used for repeated cases of violence or other behaviour that causes extreme disruption to school life. The Head Teacher or appointed deputy reserves the right to exclude pupils if necessary.

#### Parents

**Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is vital.**

The school has a right to expect that parents will give their full support in dealing with their child's behaviour and staff undertake to inform parents of concerns about poor behaviour at an early stage.

We expect parents to:

- Keep us informed of behaviour difficulties they may be experiencing at home
- Inform us of any trauma which may affect their child's performance or behaviour at school
- Inform us about their child's ill health and any absences connected with it

#### The Anti-Racist Code

Racist incidents will be logged and parents informed in line with LEA guidelines.

Racist incidents are reported to the Governing Body. The impact of this policy is measured regularly.

<b>Step</b>	<b>Inappropriate behaviour</b>	<b>Sanction</b>
Step 1	Pupil chooses to break any of the six rules	Verbal warning given – make girl aware of which rule they have broken.
Step 2	Persistent Step 1 behaviour Disrupting lesson Damage through carelessness Answering back/disrespectful behaviour Entering classroom without permission Late homework/forgetting resources	Warning recorded on Class behaviour chart/book  EYFS-Year 3: Visual behaviour chart -Girls photograph/name moved down/ to straight line face/ or other symbol appropriate Nursery happy/sad faces to go home Form teacher to inform parents (verbally or as appropriate) on the day that



		their daughter received a step 2.
Step 3	<p>Persistent Step 2 behaviour  General refusal to follow instructions  Harming someone  Deliberately throwing something  Deliberately damaging school/pupil property  Rude name calling/using offensive language  Inappropriate use of social media/breaking e-safety conduct  Stealing/deception</p>	<p>Behaviour recorded in behaviour log</p> <p>TA (optional) to accompany girl into parallel class and reflect on behaviour for a period.</p> <p>Form teacher to verbally inform parents on the day that their daughter received a Step 3</p> <p>EYFS- Photograph/name moved to sad face/or equivalent symbol.  Nursery: Girl to sit out with adult for three minutes  Reception -Girl to sit out with adult for five minutes  Behaviour/reward chart strategy may be introduced.</p> <p>Form teacher to verbally inform parents on the day, discuss incident with parents and discuss appropriate strategies for home and school.</p> <p>Girls to write reflecting on their behaviour</p>
Step 4	<p>Persistent Step 3 behaviour  Intentional harm/derogatory remarks to other girls or adults  Verbal abuse of girls or adults</p>	<p>Lunchtime detention 30 minutes</p> <p>Form teacher to write up incidents leading to Step 3. (DHJS to investigate as per Bullying Policy) send letter home to parents informing them of Step 4.</p> <p>Girl: Reflect on actions and strategies for rectifying situation  Write an apology letter at home, parents sign and return letter to DHJS</p>

		<p>More than 2 Step 4s requires strategy meeting with DHJS, FT and HOKS</p> <p>EYFS: continuous inappropriate behaviour requires a meeting with parents, DHJS/HOKS. Behaviour/reward chart must be introduced.</p>
Step 5	<p>Proven persistent bullying that has not stopped despite intervention</p> <p>Serious and deliberate damage of College property</p> <p>Serious misuse or break IT code of conduct</p>	<p>After discussion with HJS-internal exclusion arranged. Parents informed and letter sent home</p> <p>Possible fixed term exclusion</p> <p>Possible permanent exclusion</p>

## SENIOR SCHOOL REWARDS AND SANCTIONS

### MERITS, COMMENDATIONS, SPECIAL COMMENDATIONS

It is in keeping with the ethos of Northwood College for Girls that we reward the good work and behaviour of our pupils. Such rewards are at the discretion of each member of staff but departmental guidelines on the use of Merits and Commendations may be useful.

**Merits:** For good work, effort, behaviour. Subject teacher should sign and date the section headed "Merits" in the homework diary.

When 3 Merits have been given the Form Tutor should award a commendation. The colour of the commendation slips changes each term and cannot be carried forward, so girls are encouraged to make sure they hand them in before the end of term.

**Commendations:** For very good work, effort, behaviour and a variety of other reasons. Subject teacher should either:-

- a) sign the piece of work and write "Commendation" **or** if work is not portable
- b) issue a commendation slip and give it to the pupil.

The girl will then take the piece of work or slip to the Head, who will ensure it is logged on the school's management information system. At the end of each term, the list of commendations for each pupil will be passed to Tutors, Heads of Year and House Captains.

#### **Head's Commendation:**

10 commendations in one term – certificate for pupil.

20 commendations in one term – certificate for pupil and letter of congratulations to parents from the Head.

30 commendations in one term – book token and letter from the Head.

**House Points:** At the end of term in final assembly House Captains will read out the names of girls who have been awarded 10 or more commendations.

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

### Disciplinary sanctions

At Northwood College we recognise that children's behaviour can at times deviate from the expected behaviour. We believe in the values of discussing our behaviour expectations with students and the importance of exploring all angles in depth. Our approach is to coach students through situations, offering restorative options, collaborative reflection, and we use techniques to encourage reconciliation.

Dependent on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. The range of sanctions will include:

- Telling off and correction
- Short length detention – Tuesday lunch times
- Longer length detention – Friday after school
- Making good missed work
- Redoing work to the required standard
- Loss of break times
- Removal from the lesson to work under supervision elsewhere
- Being placed on report
- Isolation
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Internal exclusion
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded in the office of the Deputy Heads' PA.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm safeguarding procedures will be applied as appropriate.

### **Detentions**

The school will inform parents of detentions by letter or email.

### **Corporal Punishment**

Corporal punishment is against the law and is never used or threatened.

### **Pastoral Support Framework: Monitoring, support and intervention**

Through the pastoral and guidance systems the school has staff (tutors and Heads of Year) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

The school accepts that for a wide variety of reasons (such as having a special education need or disability) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal Q provision, placement on a behaviour or pastoral support programme, and use of external expertise.

### **The use of reasonable force**

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

In any case where a member of staff has recourse to use reasonable force, the incident will be recorded on the pupil file and parents will be informed as soon as reasonably practicable thereafter, save where there may be a safeguarding reason not to do so.

### **Screening, searching and confiscation**

The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item which we believe could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the school may give due regard to police involvement or initiating safeguarding processes as appropriate.

As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

### **Malicious accusations against school staff**

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### **Staff Support and Development**

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head (Pupil Wellbeing) and other pastoral staff, regular Head of Year meetings and periodic staff training.

## **Partnership with Parents**

The School believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

## **Related Policies**

This policy operates in conjunction with:

- GDST and School Safeguarding and Child Protection Policy
- Anti Bullying Policy
- GDST Inclusion Policy
- GDST Exclusions Policy (this is available on request from Northwood College for girls)
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy
- Academic Expectations in the Senior school guidance
- Online Sexual Harassment and Sexual Harassment Policy

## **Monitoring, Evaluation and Review**

The Deputy Head will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other consequences such as detentions, and report to the Head.

Date: September 2021 (review date September 2022)

**STAFF GUIDELINES TO SUPPORT THE BEHAVIOUR POLICY  
LOWER AND UPPER SCHOOL – YEARS 7 – 11**

The table given below is for guidance only and is not to be regarded as a set of rules. Staff will exercise their professional judgement and use their discretion when deciding upon a course of action. All behaviour code infringements should be logged on SIMS, giving a comment where required. Where a pupil does not meet our academic expectations, please see **Academic Expectations in the Senior school guidelines**.

<b>OFFENCE</b>	<b>POSSIBLE INITIAL ACTION</b>	<b>POSSIBLE FURTHER ACTION</b>
<ul style="list-style-type: none"> <li>Talking in class and disrupting the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>Verbal reprimand.</li> <li>Pupil should be moved to another seat.</li> <li>Log on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>Inform Tutor.</li> <li>Repeated offence – lunch time detention.</li> </ul>
<ul style="list-style-type: none"> <li>Chewing gum at any time.</li> <li>Eating in lessons.</li> <li>Writing notes, doing homework, reading magazines/books unconnected with lesson.</li> </ul>	<ul style="list-style-type: none"> <li>)</li> <li>) Challenge behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Lunch time detention.</li> <li>Repeated offence – after school detention.</li> </ul>
<ul style="list-style-type: none"> <li>Incorrect uniform.</li> </ul>	<ul style="list-style-type: none"> <li>Check for explanatory note. If none, challenge and inform tutor. Tutor should instruct pupil to wear correct uniform where necessary.</li> <li>Log on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>Repeated offence – letter sent home.</li> <li>Possible detention depending on outcome.</li> </ul>
<ul style="list-style-type: none"> <li>Wearing jewellery or make-up.</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupil to remove jewellery or make-up.</li> <li>Log on CPOMS</li> <li>Jewellery may be confiscated.</li> </ul>	<ul style="list-style-type: none"> <li>Item removed.</li> <li>Confiscation of item until the end of that half term.</li> </ul>
<ul style="list-style-type: none"> <li>Lateness to lessons</li> </ul>	<ul style="list-style-type: none"> <li>Investigate reason.</li> <li>Consult form tutor as this may be part of a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil placed on report.</li> <li>Repeated offence – lunch time detention.</li> </ul>
<ul style="list-style-type: none"> <li>Lateness to registration</li> </ul>	<ul style="list-style-type: none"> <li>Investigate reason.</li> </ul>	<ul style="list-style-type: none"> <li>If late for a.m. registration, telephone parents.</li> <li>Repeated offence – lunch time detention.</li> </ul>

<b>OFFENCE</b>	<b>POSSIBLE INITIAL ACTION</b>	<b>POSSIBLE FURTHER ACTION</b>
<ul style="list-style-type: none"> <li>Textbooks/equipment not brought to lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher to challenge and keep log.</li> <li>Inform tutor.</li> </ul>	<ul style="list-style-type: none"> <li>Tutor interview to assist with organisation.</li> <li>Repeated offence – lunch time detention.</li> </ul>

• Bullying	• Implement the Anti-Bullying Policy, completing appropriate paperwork.	
• Swearing	• Verbal reprimand.	• Lunch time detention. • Repeated offence – after school detention.
• Rudeness to staff/disobedience	• Challenge behaviour.	• Lunch time detention. • Repeated offence – after school detention.
• Using Reception phone during registration, assembly or lesson time.	• Clarify if permission given. • Verbal reprimand if no permission.	• Lunch time detention. • Repeated offence – after school detention.
• Misuse of mobile phone.	• Challenge behaviour. • Implement Mobile Phone Policy.	• Confiscation of phone until end of school day. • Lunch time detention. • Repeated offence – after school detention.
<b>OFFENCE</b>	<b>POSSIBLE INITIAL ACTION</b>	<b>POSSIBLE FURTHER ACTION</b>
• Smoking	• If a pupil has been seen smoking in school, or out of school in NWC uniform, or has tobacco or cigarettes in her possession, refer immediately to HoY and DH. This includes E cigarettes and smoking Shisha.	• Tobacco/cigarettes will be confiscated. • Suspension for a fixed term. Letter home and meeting with parents.
• Stealing	• Staff to make written account of incident, including evidence – where, when, what, who was involved. Inform tutor and HoY who may take the investigation further.	• If proven, parents informed. Suspension for fixed term.
• Leaving school between 8.35 a.m. and 4.00 p.m. without permission.	• Check form register and lesson registers. • Inform tutor and check if red chit has been given.	• If proven, suspension for fixed term.
• Pupil in possession of alcohol or solvents.	• Staff to make written record of incident. Inform Tutor, HoY and DH.	• Confiscation of substance. • Meeting with parents. • Possible suspension.
• Abuse by one or more pupils against another pupil.	• If bullying incident – implement Anti-Bullying Policy. • If safeguarding incident – inform DH immediately.	• Implementation of Policy.
• Pupil in possession of drugs.	• Implement Drugs Policy of the College.	• If proven, permanent exclusion.

• Pupil dealing in drugs.	• Implement Drugs Policy of the College.	• If proven, permanent exclusion.
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A period of In School Service may also be used as a sanction in many of the above examples.

It is also possible in extreme cases of rudeness or provocative behaviour to ask a pupil to leave the classroom and report to the Deputy Head or Head, but this should be a very rare occurrence with the Head or Deputy warned in advance.

Detentions will carry the penalty of the loss of House Points.



**Detention Procedure:**

- Staff member logs detention on CPOMS giving details of breach of behaviour code.
- Staff member gives pupil one week warning.
- Email Head of Year, Deputy Head's PA, Deputy Head Pastoral to action a letter home.
- Lunchtime detention 30 minutes Tuesday.
- After school detention 30 minutes Friday.
- Detention supervised by duty staff.
- Work set by relevant staff.
- A detention log report detailing the type, intervention, strategies used, behaviour code breach, date, staff is available on CPOMS.

NAME	FORM	Detention letter completed and sent to Administration (tick)	Detention task form completed? (tick)	Initials of teacher issuing detention	Initials of detention duty teacher confirming attendance

If a pupil fails to attend, the detention duty teacher should write the girl's name in the page for the next available detention. Detentions will carry the penalty of the loss of House Points.

**Detention Task Form**

Name of pupil ..... Form .....

Detention date .....

Detail below the task to be completed during the detention or attach the task to this sheet.

.....  
.....  
.....  
.....

Work set by ..... (Staff member's initials)

ATTACH THE COMPLETED TASK TO THIS SHEET AND POST IN STAFF MEMBER'S PIGEON HOLE.

**Detention Task Form**

Name of pupil ..... Form .....

Detention date .....

Detail below the task to be completed during the detention or attach the task to this sheet.

.....  
.....  
.....  
.....

Work set by ..... (Staff member's initials)

ATTACH THE COMPLETED TASK TO THIS SHEET AND POST IN STAFF MEMBER'S PIGEON HOLE.

Dear

**<Student, Form>**

**Lunchtime Detention Notification**

In accordance with the College's Behaviour Policy, <Student> has been given a lunchtime detention by <staff> because <reason>

<Student> will attend the detention in school during the lunchtime of Tuesday <date>.

Yours sincerely

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Dear

**<Student, Form> - After School Detention Notification**

In accordance with the College's Behaviour Policy, <student> has been given an after school detention by <staff> because <reason>

<Student> will attend the detention in school between 4.00 p.m. and 5.00 p.m. on Friday <date>. I would be grateful if you could sign and return the reply slip below.

Yours sincerely

✂-----

**AFTER SCHOOL DETENTION REPLY SLIP**

To be returned to <Tutor>, Form Tutor

I confirm receipt of the information regarding <student>'s detention on Friday <date>.

Signed: \_\_\_\_\_ (Parent/Guardian)      Date: \_\_\_\_\_

**Academic Expectations and Sanctions**

In line with the school's educational philosophy of growth mindset, we set high expectations and guide pupils through a series of learning steps to facilitate their intellectual development. Subject teachers instil in pupils a strong work ethic, in the classroom and by encouraging pupils to undertake independent study.

Academic support and sanctions will be set by subject teachers and academic departments to encourage pupils to maintain high standards. The steps below outline examples of remedial

measures that will be put in place in response to situations that may arise. This list is not exhaustive.

As pupils progress through the key stages from Lower school to Upper school to Sixth form, an increasing emphasis will be placed on the pupil taking responsibility for her learning by taking the initiative to seek help, by exploring different study techniques, by being time efficient and using independent study time effectively.

Where a pupil has been identified with a specific learning difficulty that may impact upon her ability to complete work which has been set, teachers will take steps to differentiate tasks, whether in terms of the content or the length of work set and will, if necessary, seek advice from the SENDCo. We would ask that parents, and the girls themselves, maintain a dialogue with the school through the Head of Year so that teachers are made aware if pupils are spending a disproportionate length of time on individual assignments.

	Suggested remedial steps and sanctions					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	<p>Discussion held with subject teacher. Warning given and recorded on CPOMS. Arrangements made for work to be completed, re-done at home or extra work set. Deadline for submission, the following day. Or where appropriate, written apology set to be submitted the following day.</p>	<p>2 warnings per half term. Follow up supervised work catch up given by the department. Recorded on CPOMS.</p> <p>Resit test (departmental supervision or in the library).</p> <p>Communication to parents by phone call home in KS3 and/or email in KS4.</p>	<p>Pupil placed on informal support: targets set around a time frame in which to demonstrate improvement. Option to place pupil on formal support using record card to be signed off by HOD. Inform HOY. Inform parents by telephone call home.</p>	<p>Inform HOD and HOY, involvement as required.</p> <p>Academic After School Independent Work Catch Up</p> <p>(work set by department, supervision in detention room by detention cover staff or if preferred by the department).</p> <p>Communication by phone call home and letter to parents giving notice of after school session time and date.</p>	<p>Formal meeting with pupil and parents to discuss appropriate interventions.</p>	<p>After School Detention</p> <p>(work set by department, supervised by member of SLT)</p>
<b>Area of focus</b>						
Classwork	Lack of focus on classroom activities e.g.	Repeated lack of focus.	Continual inattentiveness and			

	calling out, talking, distracting others, inattentiveness.		disengagement in lessons. OR Disruption to learning of others.			
Homework	Failure to complete HW to acceptable standard. Incomplete HW. Failure to meet HW deadline.  Copying another pupil's HW.	Repeated.	Refusal to fulfil requirements of the HW tasks.			
Tests	Underachievement in test. KS3	Underachievement in test. KS4 and 5	Consistent lack of effort and underachievement in tests.	Cheating in a test.		
Attitude to learning, effort and engagement.				Unwillingness to follow teacher advice, targets and support plans.	Continued unresponsiveness to advice given, repeatedly unwilling to complete work, deadlines not met.	
Combinations			HW and classwork unsatisfactory over time.	Underachievement and unresponsiveness to intervention over time.	Deadlines not met and work completed to a standard well below expectations.	Refusal to meet expectations with little or no attempt to comply with advice.



**NORTHWOOD  
COLLEGE**  
FOR GIRLS

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G D S T

**ACADEMIC SUPPORT RECORD**

**Name** :

**Form** :

**Staff Name** :

**Department** :

**Dates** : From \_\_\_\_\_ To \_\_\_\_\_

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Academic Targets: to be set by the teacher

1.

2.

To be reviewed each lesson by the subject teacher and recorded.

Lesson Date/Period	Teacher Comments on Targets
	1.  2.
	1.  2.
	1.  2.
	1.  2.

Updated September 2021 (Deputy Head Pastoral Development and Wellbeing)