NORTHWOOD COLLEGE FOR GIRLS

GDST

DISCIPLINE AND BEHAVIOUR FOR LEARNING POLICY

PART A: Aims and Expectations

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 students 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 students can feel and be safe, enjoy all aspects of school life 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 students
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying (in conjunction with the Anti-Bullying Policy)

- 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 students, 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 students 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, Deputy Head (pastoral) in the Senior School and Cecile Halliday, Head of Junior school and Helen Crouch, Deputy Head (pastoral) of Junior School. However, behaviour management is the responsibility of all of the staff in the school.

All staff, and teachers in particular, have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on teaching and learning
- Ensure students follow the school expectations during lessons, in corridors and communal indoor and outdoor spaces 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 student
- Work in partnership with parents and guardians

Whole School Expectations

- Treat others with respect, consideration and good manners in person, and online
- Listen to each other
- Act with kindness and integrity
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions, treating everyone as an individual
- 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
- De-escalate incidents and seek to reconcile
- Adhere to other relevant codes, such as the 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 students 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, students who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and students 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 student 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

Students are expected to behave in a manner which demonstrates respect for 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 fellow students, 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 form time 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 to make arrangements for the student to obtain the correct uniform.

Behaviour outside the School

Students 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 student body as a whole. This includes bullying behaviour within the school community (e.g. student to student (child-on-child abuse) / student 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 student is wearing school uniform or is in some other way identifiable as a student at the school and whether the behaviour could adversely affect the reputation of the school.

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, students 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 students 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 7.45 am;
- 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 the Junior playground/Hockey field 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 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 and if granted permission, will give my phone to my teacher to look after during the school day. It will be switched off whilst in school;
- I will wear the correct uniform each day and look smart and tidy. My hair will be tied or clipped back.
- 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 students YEARS 7 – 11
CODE OF CONDUCT FOR ALL Senior students 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 students in general this means;

- Always try to understand the other person's point of view. Express your views calmly with even voice tone. Coercion, verbal or physical aggression is not permitted.
- 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 in person and online
- Be sensitive to the feelings of others – moderate your language and behaviour accordingly. Do not disrupt the learning of others.
- Think before you speak and act: kindness is valued at NWC and kind behaviour is expected at all times.
- Be an upstander, by intervening if you witness unkind behaviour: it is in your power to prevent and stop unkind behaviour and inform relevant staff if required.
- 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.
- Always adhere to our NWC Acceptable Use of IT Agreement.

In more specific terms we expect the following:

Arrival Each Morning, Looking Smart and Prepared for Lessons

- **Ensure you are smart, punctual and prepared**
- Please do not enter buildings before 8.15am. Students 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
- Your parent will have contacted the absence team to explain absence and your Head of Year will check in with you/ your family on the third day of absence
- Please do not leave school before 4.00pm without permission.
- Ensure your uniform, hair and jewellery is in accordance with our uniform and dress code.
- Ensure that you have all of your learning materials with you- ready for the day.
- Your student planner is an essential and is required for recording homework, behaviour codes and merits. Your tutor and teachers will check this regularly.

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 thoughtless or inconsiderate behaviour.
- Check your behaviour with a question: 'is this behaviour or comment (online or in-person) kind?'
- Be inclusive, by being friendly to everyone. No-one should feel left out and it is in your power to ensure everyone feels welcome.

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

Behaviour in Lessons and meeting the school's expectations
- 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.
- Meet all academic and pastoral deadlines.

Harassment
- 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 will never be tolerated. See Anti-Bullying Policy.

Break and Lunch Time

- **Break time**: Break time provides an opportunity to get some fresh air in the grounds, eat a snack if you wish and pack your bag (if not already done so). Ideally you will be out of your form rooms. Year 7-8 are not permitted to spend break time in form rooms- unless it is wet/cold weather. Electronic gadgets such as chrome books may not be used at breaktime.

- **Lunch time:** You may stay in your form room provided it is left clean and tidy (**Year 10-11**) during lunchtimes when you are not involved in an extra-curricular activity or other activity. 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. **Year 9**: are expected to attend a minimum of two-three clubs and activities a week/ should spend time outdoors in preference to spending lunchtime in the form room. NWC is a community that thrives on developing interests beyond the classroom and there are many opportunities to be involved. **Year 7 and 8**: are expected to attend a minimum of three extra-curricular activities and will spend lunchtimes at clubs, outdoor or attending events. Students will be allowed into form rooms from 1.30pm to pack bags ready for lesson 4. Students in Years 7-9 are <u>not permitted to spend time on chrome books</u> at lunchtime, unless they are working on a group project set by a teacher and this has been approved by their tutor/head of year.
- You should consume food and drink in the Dining Room or in the school grounds – **<u>not</u>** in corridors or form rooms, cloakrooms, Assembly Hall, Sports Complex or Library.
- Please do not do any written homework during break/lunchtime (Year 7-9) unless a member of staff has assigned you a group task.
- 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-style 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 unnatural hair colour is allowed.
- For details of uniform, please refer to and adhere to the uniform list.
- Coats may not be worn in classrooms, indoor halls and spaces or corridors

Mobile Phones

- Please remember that we will enforce the school policy on mobile telephones at all times and that they should NOT be switched on between 8.15am and 4.00pm. Mobile phones should be stored away when you are in your form room prior to your tutor arriving to take morning roll call.
- Mobile phones are required to be handed in during morning roll call and will be stored securely by the school and re-issued at afternoon roll call at 4 p.m. Students with a planned appointment to leave early will be advised where to hand phone and collect prior to leaving the school early.
- Students are reminded that they may not use their mobile phones in their form rooms at the end of the day and should wait until they leave the school buildings.
- Under no circumstances should students use cameras or video in school. You are not permitted to take images of other students or members of staff. Use of social media on the school site is not permitted.

Prohibited Items

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

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

School staff are permitted to conduct a search for prohibited items in the interest of the safety of members of the school community.

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, Vaping, 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.

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

Name …….. Form/Year ……

Signed: …….. Date……

(the above agreement will be sent to you as a google form and records of your agreement retained in the school records).

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.

When 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 on 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 result in a loss of privileges.

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 Head. 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 and feel 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 :

    - 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 during lessons
    - Outdoor coats should not be worn in lessons or in assembly
    - No bare midriffs and no 'spaghetti' straps on tops.
    - Undergarments should not be visible
    - All clothes should be clean and in good repair – not ripped or frayed
    - Shoes or ankle boots should be flat or low heeled.
    - No flip flops or thong type sandals- all footwear should have an upper
    - Jewellery should be simple

- No tattoos should be visible
- School bags should be functional and large enough to carry folders and books
- This Dress Code applies also to exam periods and school trips and visits; often a school trip may require more formal business attire.

PE kit

- plain white shirt
- plain blue shorts, skirt or tracksuit.
- 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 Head being informed and subsequent loss of privileges.

Senior School 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 students display certain characteristics. You will be given every opportunity and encouragement to develop these.

Successful students 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** for 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 cooperatively** with others.
- Be aware of the uniform regulations and to wear the 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 student 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.

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

Name …….. Form/Year ……

Signed: …….. Date……

Note: this agreement will be sent to all Senior Students by googleform and kept on record by the school.

MOBILE PHONE POLICY FOR ALL SENIOR SCHOOL STUDENTS

Mobile phones are allowed in school but they remain the responsibility of the individual student. They must be stored in lockers/ stored by the school 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.

Mobile Phones (Y7-11) will be collected at morning roll call and stored securely by the school and returned at the end of the day at PM roll call. Students may not keep their mobile phone. Latecomers should hand their phone in to their Head of Year or to the Attendance Officer.

If the above rules are contravened and switched on during school hours, the member of staff will confiscate them until the end of the school day and give them to reception staff 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 or smart watches 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 Sixth Form Centre, on silent-mode in study rooms or in lessons, with the permission of a member of staff. Sixth form should also refer to the IT Acceptable Use Agreement for guidance.

Students 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.

PART B: Praise, Recognition and Rewards

Positive reinforcement and rewards introduction

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, of high levels of achievement and participation in many aspects of school life and exceptionally kind behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping students to realise that good behaviour is valued. Community spirit and cohesion is dependent on collective endeavour and sisterhood and the associated qualities and attributes and recognised and praised at Northwood College. Recognising and rewarding positive attitudes towards members of our community and the wider community and positive learning behaviour is central to the promotion of good behaviour and a conducive, inclusive learning environment for all.

JUNIOR SCHOOL, including EYFS Recognition, Praise and Rewards

We have a clear system of rewards which we share with students 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 Teachers or Head of Key Stage for exceptional work.
- Individual mentions in celebration assemblies.
- Lining up tickets 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 Junior School habits certificate is awarded each term in assembly to one girl in each form for impressing staff with embodying our Junior School habits.
- 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.
- A Super Scientist Award is awarded termly to one girl in each form for exceptional Science work.

- 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 the House Cup at the end of term assembly (Years 3 – 6).
- Awarding of Gold Stickers and Head Teacher Certificate 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.

SENIOR SCHOOL RECOGNITION, PRAISE AND REWARDS

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

- Praise- verbal and written (teacher and peer)
- Written comment on work/in book/in planner (WWW/EBI), stickers and stamps
- E-postcards home
- Merits
- Commendations
- Head's Commendations
- Certificates
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies and Prize Givings
- Medals
- House points
- Special positions of responsibility with defined student leadership roles
- Prefect system (Sixth Form)

Merits and Positive E-Postcards: For good work, effort, behaviour, community spirit and kindness to others. 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 using SIMS. 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.

Positive E-postcards - will be awarded for community spirit, helpfulness and acts of kindness and will be sent home to parents. Students will receive the equivalent of one merit credit (marked in their homework diary in addition). The awarding staff will email the post card to the student and cc parents (logged in the student planner as a merit also).

Commendations: For very good work, effort, behaviour, taking initiative, leadership, extra-ordinary community spirit and a variety of other reasons. Subject teacher should:
Sign the piece of work and write "Commendation" **or** if work is not portable, the member of staff should write '"Commendation"- with a short description across 3 merits in the student planner.

The student will then take the piece of work, slip or planner 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 student will be passed to Tutors, Heads of Year and House Captains.

Head's Commendation:

The Head's Commendations are awarded for outstanding contribution to the school or wider community; awarded in recognition of a high level achievement in an extra- or co-curricular activity or pursuit; for students demonstrating outstanding leadership skills, nuanced ideas and entrepreneurship. For students who have made an impact on individuals, the environment or the beyond through ingenuity, empathic or through a kind act of service. Students awarded the Head's Commendation will be invited to Head's Commendation Tea by email with an email to their parents. This is recorded on SIMS.

The student receiving the highest number of commendations achieved per term in each House will receive an award from the Head.

House Points: At the end of term in the 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 students, create a positive learning environment, raise student self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

At the end of each term, form tutors count students' merits and commendations. These are then logged and sent to KFM to process. The list is passed onto Heads of Year and House Captains.

PART C: INTERVENTIONS AND SANCTIONS AND RELATED STAFF RESPONSIBILITIES AND SYSTEMS

Unacceptable Behaviour Introduction

Unacceptable behaviour prevents safe working in school. It includes:

- Physical violence
- Bullying (see anti-bullying policy)
- Threatening behaviour
- Racist behaviour
- Sexist behaviour/ sexual harassment
- Adverse behaviour directed at an individual or group with protected characteristics (Equality Act 2010/ NWC Diversity and Inclusion statement- see website or form board)
- Verbal abuse and swearing
- Theft
- Truancy
- Damage to property and the environment (built and natural)
- Spitting
- Rudeness to others
- Malicious behaviour online

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 students. 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 student who is in distress, listen to them and deal with any incident appropriately
- De-escalate the issue, calmly and proportionately and aim to reconcile, where possible
- Explain and demonstrate the behaviour we wish to see, providing the children with good role models
- Expect students 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 playtime (Junior school); encourage fruitful use of students' independent time in the Senior school (as described in the student code of conduct).

The school will work in partnership with parents to deal with situations appropriately and we expect parents' support in dealing with situations fairly and in confidence to maintain integrity throughout the process. This process can be multi-step and relies on the integrity of all parties involved to allow us to work through it with due diligence and consideration.

Families Keeping the School Informed

The school recognises that family life can be complex and there will be situations which can impact on children's thoughts, feelings and behaviour. With this in mind, parents have a duty of care to inform the school when there are factors which may affect your child.
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.

Step Process of Discipline and Behaviour In the Junior School, including EYFS

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

<u>Step 1</u>
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 spoken to and referred to the Head of Key Stage. Parents may be told at this stage if necessary.

Step 3
If the inappropriate behaviour is persistent or more serious the child will be sent to Junior Deputy Head (Pastoral)
Other sanctions may be necessary. These may include:

- Work being finished or redone at home
- A written apology
- Removing a playtime
- Lunchtime detention
- Separating the child from the class (if this is necessary they will automatically have their playtime removed)
- Paying for damage

Any behaviour deemed a Step One and above is added to CPOMS. 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. At Step 4, girls speak with Junior Head and parents are kept up to date with how incidents have been dealt with and the behaviour plan going forwards.

Step 5
This is extremely serious. Step 5 will result in a fixed term exclusion which will be initially for one day, with additional days added for each subsequent exclusion.
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 students 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.

Step	Behaviour	Examples	Responses
1	**Low level**	• The sort of everyday things that go on in school: late homework, calling out, not following instructions	• Quiet word from teacher • Reported on CPOMS
2	**Repeated Step 1 or more serious misdemeanour**	• Answering back or being disrespectful • Repeated late homework • Disrupting lesson	• Form Teacher will refer pupil to Head of Key Stage • Parents may be told • Behaviour or reward chart may be introduced • Reported on CPOMS
3	**Repeated Step 2 or more serious misdemeanour than Step 2**	• Deliberate disruption to lessons • Rude name calling or using offensive language • Harming someone physically • Deliberately damaging school or pupil property • Inappropriate use of social media or breaking online-safety code of conduct • Stealing or lying	• Pupil will speak to Junior School Deputy Head (Pastoral Development and Wellbeing) and behaviour and actions will be recorded on CPOMS • Pupils will have a lunch time detention with Deputy Head of Junior School, reflecting on their behaviour and future choices • Older girls write a letter of apology • Parents will be told • Behaviour or reward chart may be introduced
4	**Repeated Step 3 or more serious misdemeanour than Step 3**	• Deliberately causing serious harm (this could include verbal abuse, such as using racist language) to other girls or adults • Actions which put themselves or other girls in danger	• A letter will be sent home to parents • Pupils meet with Head of Junior School • Girls write an apology letter at home which needs to be signed by parents and returned to Head of Junior School <u>More than two Step 4s</u>: • A meeting will take place between Junior School Deputy Head (Pastoral Development and Wellbeing) Form Teacher and Head of Key Stage <u>Nursery and Reception</u>

			• Continuous inappropriate behaviour will result in a meeting with parents and Junior School Deputy Head (Pastoral Development and Wellbeing) / Head of Key Stage • A behaviour or reward chart must be introduced
5	**Misbehaviour which really goes against the ethos of the school**	• Repeated bullying that has not stopped despite intervention • Serious and deliberate damage of school property • Serious misuse or breaking IT code of conduct	• After discussion with Head of Junior School, possible exclusion from school

Interventions and disciplinary sanctions in the Senior School

Depending on student age, the nature of the offence, whether it has occurred for the first time or is repeated, and the severity of the behaviour, the school will use a range of strategies to address student behaviour. The process involves exploring the issue in a variety of ways, discussion with students and staff. An acknowledgement from students when they have not met the school's behavioural expectations and/or they are in breach of the code of conduct or IT Acceptable Use agreement followed by the acceptance of the appropriate consequences, including appropriate sanctions for their behaviour.

The range of sanctions will include:

- Discussion with the student around how to meet the school's behavioural expectations
- Meet with the tutor, subject teacher to discuss the behaviour or incident of concern
- Conduct Marks:Log of the code of conduct infringement in their student planner by the teacher/ tutor
- Meeting with the Head of Year to discuss the issue and to prompt reflection and a change in behaviour and/ or attitude going forward
- Coaching meeting with the Deputy Head Pastoral
- Short length detention (15 minutes) – Tuesday lunch times
- Longer length detention (30 minutes) - 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
- Removal of privileges (Sixth Form)
- Being placed on support/ 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 student 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 students require additional support in order to learn and display positive learning behaviour. For these students 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 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 students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

In any case where a member of staff has recourse to use reasonable force, the incident will be recorded on the student 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 students, and confiscating items.

School staff may search students' clothing, bags or lockers <u>without consent</u> 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 student 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 (Pastoral Development and 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:

- Emails
- Phone calls
- Meetings (zoom)
- Meetings (in-person)
- Early involvement
- Letters
- Supporting students on support/ report
- Home school agreement
- Student 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
- Anti Harassment and anti online 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.

APPENDIX 1

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. The table below refers to examples of unacceptable behaviour and is not an exhaustive list. 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 student does not meet our academic expectations, please see **Academic Expectations in the Senior school guidelines**. Teachers will take into account special considerations, such as contributory factors for students and SEND. When dealing with incidents and issues the school will engender an empathy-drive approach.

* **Conduct Mark** will be written in the Student Planner by the member of staff witnessing the behaviour- in the diary section signed and dated. Tutors/co-tutors will check weekly the Student Planners for repeats and will record on CPOMS and apply the appropriate sanction. If the misdemeanour occurred during a lesson or subject-related activity/ pastoral activity, the student will be expected to catch up on work missed.

STEPS	OFFENCE	POSSIBLE INITIAL ACTION	RECORDING THE ACTION	POSSIBLE FURTHER ACTION
STEP 1 (with repeated behaviour leading to STEP 2	● **Talking** in class and disrupting the learning of others. ● Writing notes, doing homework, reading magazines/books unconnected with lesson. ● Textbooks/ materials nor brought to lesson ● **Late homework** ● **Sub-standard homework**	● Verbal reprimand. ● student should be moved to another seat ● Conduct Mark in student planner ● Late HW should be submitted by a newly agreed deadline ● Sub-standard HW should be improved and re-submitted by a newly agreed deadline	**Conduct Mark*** in Student Planner (teacher/tutor)	● If repeated, teachers may arrange time to catch up work missed in the lesson - 15 minutes in the dept/ 15 minute lunchtime detention. Teacher emails student and cc parent. Add to CPOMS and the detention procedure followed.
	● Chewing **gum** at any time. ● **Eating** in lessons/ form room/ corridor.	Challenge behaviour.	**Conduct Mark** in Student Planner (teacher/ tutor)	● Repeated offence –short lunch time deten- form tutor) (15 Minutes). Add to CPOMS and the detention procedure followed.

	● Incorrect **uniform**	● Check for an explanatory note. If none, challenge and inform the tutor. Tutor should instruct student to wear correct uniform where necessary. ● Log on SIMS	**Conduct Mark** in Student Planner (teacher/ tutor)	● Repeated offence – email home to address issue. (form tutor/co-tutor) within a given time-frame. Note in planner.
	● Wearing jewellery or make-up, hair-colours	● Ask student to remove jewellery or make-up. ● Jewellery may be confiscated.	**Conduct Mark** in Student Planner (teacher/ tutor) Item removed (and can be collected at the end of the day)- tutor/co-tutor/HOY	● Repeated offence –short lunch time deten- form tutor) (15 Minutes). Add to CPOMS and detention procedure followed.
	● Lateness to lessons	● Investigate the reason.	**Conduct Mark** in Student Planner (teacher)	● Repeated offence – lunch time detention. Teacher- add to CPOMS (15 minutes)- detention procedure applied. ● If not resolved- liaise with HOY- student placed on punctuality support.
	● Lateness to registration	● Investigate the reason.	**Conduct Mark** in Student Planner (teacher/ tutor)	● If late for am registration (after 9.00) inform parents (by email) ● If repeated 3 times per half term: punctuality support (tutor/co-tutor) and email parents ● If persistent: meeting with HOY:intervention. Punctuality report with

				email to parent. Follow-up meeting with student after two week report. Email/meeting with parents and HOY as required.
	● Mobile phone policy not adhered to (phone not handed in).	Confiscate phone and hand to reception- the student may collect at the end of the school day.	**Conduct Mark** in Student Planner (teacher/ tutor)	● Repeated. Short 15 min lunchtime detention. CPOMS- normal detention procedure followed.

STEP	**OFFENCE**	**POSSIBLE INITIAL ACTION**	**POSSIBLE FURTHER ACTION**
STEP 2			
	● Swearing	● Verbal reprimand and warning ● **Conduct Mark** in Planner	● Repeated: Lunch time detention (15 mins) Add to CPOMS.
	● Rudeness to staff/disobedience	● Challenge behaviour. ● Refer student to the Head of Department- meeting with the Head of Department (sanction) and email parents to inform them. CPOMS. Student to catch up on work for the subject (set by teacher).	● Repeated. Refer top Head of Department. Detention: 30 mins lunchtime- to complete academic work. CPOMS.
	● damage to property or the property of others	● investigate the matter thoroughly and seek evidence ● discussions with the relevant parties to ascertain the circumstances	● if repeated or malicious STEP 3

		● referral to Head of Year to take appropriate action, which may include a sanction ● discussion with students and parents	
	● Absenteeism from a lesson	● ascertain whereabouts and seek help to locate student and check wellbeing ● report immediately to the attendance officer - who will take the necessary action to safeguard the child	● referral to HOY- joint discussion with student to ascertain reason and work through the situation- ● coaching towards optimal student experience (teacher/HOD/HOY) ● enter a period of monitoring ● work catch up after school/ lunchtime- inform parents
STEP	**OFFENCE**	**POSSIBLE INITIAL ACTION**	**POSSIBLE FURTHER ACTION**
STEP 3	● Misuse of mobile phone	● Challenge behaviour. ● Implement Mobile Phone Policy. ● Confiscation of phone. ● CPOMS write up and discuss with Head of Year.	● Confiscation of phone until end of school day, further action depending on type of misuse. ● Teacher and Head of Year to establish. Contact parents. ● Lunch time detention. ● Repeated offence – after school detention.
	● Peer-to-peer incident e.g. unkind behaviour, deliberate isolation, physical behaviour, unkind cyber behaviour	● Challenge behaviour. ● Take steps to find out the details/ involved students and make a note of the information ● Discuss with the student Head of Year ● Meetings and discussions with students and staff with the Head of Year	● Depending on the severity of the situation and actions: the following sanctions may be applied: - removal of independent time and behaviour coaching with the Head of Year Sanction (CPOMS and parents informed)

		● Parent communications (email or phone call as appropriate) with student acknowledgement of responsibility for their actions, culpability and acceptance of consequences. Coaching and reflection with removal of independent time.	- 30 minute lunchtime detention with appropriate task. CPOMS and detention procedures set. (set by Head of Year). If it constitutes online harassment, implement the anti-harassment policy. If it constitutes bullying or cyber-bullying, implement the anti-bullying policy.
STEP	**OFFENCE**	**POSSIBLE INITIAL ACTION**	**POSSIBLE FURTHER ACTION**
STEP 4	● Smoking or vaping	● If a student 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 and vaping.	● Tobacco/cigarettes will be confiscated. ● Fixed term exclusion. Letter home and meeting with parents. In accordance with GDST Exclusions policy.
	● in possession of or drinking alcohol	● If a student is in possession of alcohol/ has drunk alcohol in or on the way to school, staff will check the wellbeing of the student and will take steps necessary (see first aid policy) ● The incident will be thoroughly investigated. ● The school has the power to conduct a search of students' belongings and lockers. ● Contact parents- and implement the school's drugs and alcohol policy.	● Parent meetings. ● Fixed term exclusion, in accordance with the GDST Exclusions policy.

	● Stealing	● Staff to make a written account of the incident, including evidence – where, when, what, who was involved. Inform tutor and HoY who may take the investigation further. Recovery of stolen items- if possible and return to the owner. ● Inform and seek advice from school liaison officer (police)	● If suspected or proven, parents will be informed. ● Meetings held with parents. ● If proven, fixed term exclusion/ internal isolation. Implement exclusions policy.
	● Leaving school between 8.35 a.m. and 4.00 p.m. without permission.	● Check form register and lesson registers. ● Inform tutor and Head of Year- and check SIMS records. ● Contact parents. ● Implement appropriate sanction and work catch up will be required from the student. ● Record as unauthorised absence (the school may be required to inform the local authority)	● If proven, fixed term exclusion or internal isolation periods with supervised work. ● Parent meeting and attendance report will be implemented for a time period. ● The school may be required to inform the Local Authority/ outside support agencies and measures put in place to ensure school attendance
	● Student in possession of alcohol vaping materials or solvents.	● Staff to investigate the incident thoroughly. ● Staff to make a written record of the incident. Inform Tutor, HoY and DH.	● Confiscation of substance. ● Meeting with parents. ● Possible fixed term exclusion.
	● Abuse by one or more students against another student.	● If bullying incident – implement Anti-Bullying Policy. ● If a safeguarding incident – inform DH immediately.	● Implementation of Policy.
	● Malicious content online directed at a member of staff	● Report to the School Liaison Officer who will advise. ● Full investigation will be conducted.	● If repeated, implement the GDST Exclusions policy. ● Meetings with parents.

		● Support from the school to the member(s) of staff. ● Fixed Term Exclusion/ Internal Isolation with appropriate sanctions to encourage reflection.	
STEP			
STEP 5	● student in possession of illegal drugs	● Implement Drugs Policy of the school.	● If proven, permanent exclusion.
	● student dealing in or distributing illegal drugs, legal highs, nitrous oxide, restricted/ controlled substances	● Implement Drugs Policy of the school.	● If proven, permanent exclusion.

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 student 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.
- Head of Year/ DOS/DHP approves the detention with PA to SLT.
- PA to SLT notifies parents and the student by email.
- Lunchtime detention 15 or 30 minutes Tuesday.
- After school detention 60 minutes Friday.
- Detention supervised by duty staff.
- Work set by relevant staff, staff can access suitable reflective tasks on the Year group googleclassrooms.
- A detention log report detailing the type, intervention and type can be accessed on CPOMS and register of attendance. Duty staff should confirm attendance with the PA to SLT

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 student fails to attend, the PA to SLT will investigate and reinstate via the Head of Year.

The detention task will be completed by the student and submitted to CPOMS via the duty member of staff or Head of Year.

Dear

<Student, Form>

Lunchtime Detention Notification

In accordance with NWC'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

Dear

<Student, Form> - After School Detention Notification

In accordance with NWC'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 students through a series of learning steps to facilitate their intellectual development. Subject teachers instil in students a strong work ethic, in the classroom and by encouraging students to undertake independent study.

Academic support and sanctions will be set by subject teachers and academic departments to encourage students 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 students progress through the key stages from Lower school to Upper school to Sixth form, an increasing emphasis will be placed on the student 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 student 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 students 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
	Discussion held with subject teacher. **Note into the Student Planner with teacher initials/ date/ subject.** 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.	2 Warnings per half term. Follow up supervised work catch up given by the department. **Note into Student Planner with teacher initials/ date/subject. date.** Recorded on CPOMS. Resit test (departmental supervision or in the library). Communication to parents by phone call home in KS3 and/or email in KS4.	Student placed on informal support: targets set around a time frame in which to demonstrate improvement by the academic department (teacher and Head of Department). Email the student and cc parents. Option to place student on formal support using record card to be signed off by HOD. Inform HOY. HOY will hold a global view and work across departments if required. Inform parents by telephone call home.	Inform HOD and HOY, involvement as required. Interventions include: Student may be asked to attend a Behavioural Expectations for Learning Meeting and complete and adhere to a Behaviour for Learning Contract (see Appendix 5). Academic After School Independent Work Catch Up (work set by department, supervision in detention room by detention cover staff or if preferred by the department).	Formal meeting with student and parents to discuss appropriate interventions.	After School Detention (work set by department, supervised by member of SLT)

				Communication by phone call home and letter to parents giving notice of after school session time and date.		
Area of focus						
Classwork	Lack of focus on classroom activities e.g. calling out, talking, distracting others, inattentiveness.	Repeated lack of focus.	Continual inattentiveness and 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 student'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,				Unwillingness to follow teacher	Continued unresponsiveness to advice given,	

effort and engagement.				advice, targets and support plans.	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.

Appendix 3

NORTHWOOD COLLEGE FOR GIRLS

GDST

ACADEMIC SUPPORT RECORD

Name :

Form :

Staff Name :

Department :

Dates : From _____ To _____

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.

Student comment:

Head of year comment:

The outcome of this Behaviour support period will be discussed in a meeting with your Head of Year at the end of each week.

Parents will be contacted with the outcome and further steps if required.

NORTHWOOD COLLEGE FOR GIRLS

GDST

Name:

Form Group:

Teachers/ staff:

This card is to monitor conduct in lessons, around the school and in the dining hall.

Please indicate if behavior **meets expectations (Exp) or if it needs improvement/ needs attention (N Att)** and comment on the report if required.

Week Beginning		AM Reg	Period 1	Period 2	Period 3	Break/lunch (club)	Period 4	Period 5	PM Reg
Monday	Please circle	Exp N Att	Exp N Att	Exp N Att	Exp N Att		Exp N Att	Exp N Att	Exp N Att
	Comment								
Tuesday	Please circle	Exp N Att	Exp N Att	Exp N Att	Exp N Att		Exp N Att	Exp N Att	Exp N Att
	Comment								
Wednesday	Please circle	Exp N Att	Exp N Att	Exp N Att	Exp N Att		Exp N Att	Exp N Att	Exp N Att
	Comment								
Thursday	Please circle	Exp N Att	Exp N Att	Exp N Att	Exp N Att		Exp N Att	Exp N Att	Exp N Att
	Comment								
Friday	Please circle	Exp N Att	Exp N Att	Exp N Att	Exp N Att		Exp N Att	Exp N Att	Exp N Att
	Comment								

NORTHWOOD COLLEGE FOR GIRLS
GDST

Northwood College for Girls Lesson Behaviour Expectations for Learning

All students at Northwood College should access a productive lesson environment in each lesson. All students are expected to comply with the following learning code and behaviour code:

Preparation

1. Arrive on time
2. If late for a reason, enter quietly and sit down without disrupting the lesson (talk to the teacher when invited to do so, with your reading for lateness).
3. Ensure you are prepared for the lesson- with all lesson materials.
4. Complete homework well and meet deadlines.

Conduct

1. Follow teacher instructions at all times.
2. Address the teacher by their name, and be respectful to the teacher.
3. Under no circumstances, will you be argumentative or disrespectful to the teacher.
4. Be respectful to all students in the class.
5. When the teacher is talking- you will give your full attention- do not talk or engage in another activity or disrupt the learning of others.
6. Engage in all activities as directed by your teacher e.g. repeating a language back when learning language conversation skills.
7. Do not talk across the classroom at all. You may be asked to work in pairs or groups as directed by your teacher- you are not permitted to talk to others during these activities (unless with permission).
8. Listen to instructions, read the written instructions and follow these- with focus.
9. If you need help- put your hand up. At no point in the lesson should you call out.
10. Try your best in all subjects.
11. Respect the learning environment for the whole class. IF another student is not following these guidelines- **DO NOT ADD** to this by joining in.
12. Understand that your attitude to learning creates the classroom environment for yourself and others and **stepping outside of this will not be tolerated.**
13. Language: the language you use should always be polite and respectful to teachers, staff and other students.

Physical behaviour

1. Under no circumstances should there be pushing, kicking, pulling, play fighting, water fighting or similar behaviour. All of these behaviours in lessons or at break times will be addressed with a serious sanction.

End of the lesson

1. Follow your teacher's instructions at the end of the lesson.
2. Leave the room quietly and in an orderly fashion.
3. Leave the room tidy- with chairs tucked under desks.
4. Do not run, jump, shout, push or interact physically with others in the corridor.
5. Move smartly on to your next lesson.
6. Do not distract others or communicate with other students in other classrooms - this is disrespectful to the teacher and disruptive.

Name **Surname** **Form**

In my <subject name> lesson, I recognise that I did not meet all of the above expectations. I recognise that these are the areas where I did not meet the expectations. (describe here)

I understand that all students in every lesson must comply with the school's learning code (described above) and behavioural expectations (described above). At this stage of my education and with reflection today, my promise going forward is: (please add bullet points)

Signed: Date:

Updated September 2025 (Deputy Head Pastoral Development and Wellbeing) To be reviewed September 2026