



POSITIVE BEHAVIOUR POLICY

2026 - 2027

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Part A

A1 - Ethos

At The Charter School North Dulwich, we wholeheartedly embrace and subscribe to the concept of being "warm strict" in our approach to education. As educators, we believe in creating a supportive and nurturing environment for your children. This is built on the principle of mutual respect with all staff and students being expected to be polite and courteous to one another, and to deal with problems in a non-confrontational way.

Being warm means that we take the time to truly know and understand our students on a personal level. We build strong relationships with them, getting to know their unique strengths, interests, and challenges. We go beyond the classroom and show genuine interest in their lives, fostering a sense of belonging and trust.

However, we are also firm in our expectations and hold high standards for your children's future success. We believe in setting the bar high and maintaining it, because we care deeply about their academic and personal growth. Good behaviour is essential for their overall well-being, and we recognise it as the foundation for both their pastoral and academic success.

When it comes to expectations, our intention is not to simply punish, but to encourage your children to reflect on their behaviour and make positive changes. We implement research-backed strategies and provide additional guidance and support to students who may need it. Our transparency and unapologetic stance on good behaviour ensure that everyone understands our commitment to their development.

Moreover, we prioritise recognising and rewarding students for making the right choices. By focusing our attention on promoting the best behaviour first, we create a positive culture that reinforces and celebrates their achievements.

Our commitment to maintaining a warm and strict environment is one of the key factors that enables us to fulfil our vision. Our vision aspires that "Together we empower students to belong, to feel valued and to succeed in life."

A2 Principles

The underlying principles of The Charter School North Dulwich are to:

- Enable students to study in a safe and calm classroom environment.
- Provide a consistent approach to classroom behaviour management.
- Reward good behaviour and attendance in a consistent way.
- Provide information about student behaviour for teachers, pastoral staff, parents and carers.
- Support all staff in the implementation of effective behaviour management inside and outside the classroom.

A3 Aim

The aim of the Positive Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, to describe the rewards and sanctions and provide guidance on how they will be fairly and consistently applied, to promote good behaviour, set high expectations, and create a culture where students can learn in a safe environment.

Part B

B1 - How we behave at The Charter School North Dulwich

Code of Conduct

Our behaviour expectations at The Charter School North Dulwich are deeply rooted in our core values of **Being Kind, Working Hard, and Doing the Right Thing**. These values serve as guiding principles that inform both our behaviour and the norms of our school community.

Being Kind	Working Hard	Doing the Right Thing
Speak politely to students and staff. Show kindness in and out of class. (Small actions make a big difference).	Always give 100%, maintain a growth mindset and never give up. Complete classwork and homework to the best of your ability.	Wear the correct uniform. Always look smart and follow the school rules.
Do not bully. Help others if they are being bullied.	Arrive on time to school and lessons with the correct equipment.	No play-fighting, running, swearing or shouting.
Follow instructions straight away and accept consequences calmly.	Do not disrupt or interrupt the learning of others.	Eat and drink in the right places. Use bins for your rubbish.
		Stay safe in school and online. Do not bring in banned items including electronic devices.

B2 - Classroom Pedagogy

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with a clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

All teachers are expected to create an inclusive and supportive environment for learning, managing the classroom to maximise opportunity to learn.

They will:

Classroom Strategy	What does this look like?
1. Foster and develop positive interactions and relationships. <i>Promote interactions and relationships with and between students that are based on mutual respect, care, empathy and warmth.</i>	<i>Warm/strict; know your students (including their special educational needs and vulnerable students); use of seating plans; narrate the positive; least invasive interventions.</i>
2. Have high expectations <i>Create a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.</i>	<i>High expectations for all; expect active participation; hands down questioning; no opting out; silent independent work; high standard of presentation following presentation policy; completing all work.</i>
3. Clear classroom routines <i>Manage time and resources efficiently; giving clear instructions; using (and explicitly teaching) routines</i>	<i>Lesson entry and exit routines; silent 'Do Now'; planners & equipment on tables; 100% compliance; Pastore's Perch and Be Seen Looking; efficient transitions; Do it Again.</i>
4. Consistently follow the rules to prevent and deal with disruption <i>Ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied</i>	<i>Praise and house points; use of the warning system; least invasive interventions, narrate the behaviour when giving sanctions; narrate the positive; use of Class Charts</i>

Teachers will support students to understand and follow classroom rules and routines. Teachers will inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help students understand why they are needed and will model rules and routines to ensure students understand them. Teachers will also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

B3 - Monitoring Behaviour

Class Charts is a behaviour management system that enables teachers and parents to track their child's behaviour in real-time. It utilises logging and monitoring features to record rewards and sanctions. With Class Charts, students earn reward points for exhibiting exemplary behaviour, while they can also receive behaviour points for displaying negative behaviour or failing to meet our code of conduct. Parents and students can conveniently access this information through the Class Chart app.

B4 - Responding to Positive Behaviour

We use the following methods to encourage and sustain positive behaviour

- Verbal praise
- Reward Points

- Position of responsibility, such as school ambassador / lead student for transition days and achievement evenings
- Presentations of awards in assemblies
- Reward trips for consistently meeting school expectations
- Letters, post cards, certificates, emails and phone calls to parents/carers from teachers, support staff, Year Leaders; Assistant Headteachers, The Deputy Head Teacher, Head Teacher.

B5 - Behaviour Curriculum

At The Charter School North Dulwich, we firmly believe in the importance of a Behaviour curriculum as a foundational element in sustaining exemplary behaviour among our students. To cultivate a positive school culture and promote values that contribute to their personal and social development, we have implemented a comprehensive focus on character education and emotional regulation.

Our character education curriculum is designed to deliver pertinent and frequent messages on valued behaviour and conduct throughout various platforms within our school community. This begins with our assembly program, where students receive consistent reinforcement of positive character traits and ethical values.

To ensure the seamless integration of character education into daily routines, we reinforce these values during our morning message at line-up and utilize tutor resources explicitly developed to address character-related themes. These resources provide structured activities, discussions, and reflection opportunities to encourage students to consider and practice positive behaviours in their interactions with others.

To uphold the importance of character education, we dedicate time during school briefings to share these resources and messages with our staff. By providing them with the necessary tools and knowledge, we ensure consistency in every interaction with our students, reinforcing the values and expectations we hold for exemplary behaviour.

We believe that character education is an ongoing process, and we continuously evaluate and refine our curriculum to meet the evolving needs of our students and to address emerging challenges. By nurturing their character development, we equip our students with essential life skills that extend beyond the classroom, preparing them to become responsible, compassionate, and respectful members of society.

Part C

C1 - Responding to Unacceptable Behaviour

Our high expectations for the personal development of all our students means that students will be challenged and sanctioned if they breach the Code of Conduct. We firmly believe that students must learn to manage their own behaviour and whilst staff will support them to do this, we expect them to attend any detention as requested. There will be increased level of sanctions for any student who fails to take responsibility for managing their behaviour.

Parents / Carers have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life. The school will work with parents / carers and the student to resolve any difficulties. This partnership is cemented through the Home-School Agreement.

The guiding principle of this policy is to apply sanctions when there is a compromise in learning and teaching, the learning environment, and safety. In line with DFE guidance, schools have the authority to sanction students who fail to meet the school's expectations.

“Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow reasonable instruction the teacher can impose a punishment on that student”.

C2 - Detentions

We use detentions when students fail to meet the expectations of the code of conduct. The emphasis is to focus on enabling students to reflect on their behaviour and improve their outcomes. Parents are informed of the detention date and duration via Class Charts. All detentions are centralised, taking place in either the assembly hall or the canteen after school, providing a consistent and structured setting for students to engage in reflection and growth.

Detentions are scheduled to be sat on the same day they are issued, unless incidents occur after 2.30 pm. In such cases, they will be followed up and sanctioned on the next school day, allowing for timely resolution and accountability. It is essential to understand that the only exemption accepted for deferring a detention is a medical appointment or outside tutoring or similar engagement. In such cases, a valid medical note must be presented to the head of year or senior leadership team (SLT) if a student is unable to sit the detention as scheduled.

C3 - Removal from class

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all students, school staff may remove the student from the classroom for a limited time. Students who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Maintain the learning environment for all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the students successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom. The Headteacher will consider an alternative approach to behaviour management for students who are frequently removed from class. Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

Staff follow a simple procedure in dealing with disruption in the classroom:

- 1st Warning – verbally given by the teacher
- 2nd Warning – recorded on Class Charts by the teacher
- 3rd Warning, removal from class for persistently failing to meet expectations – student taken to the ACE room (Alternative Centre of Engagement).

C4 - Behaviour Sanctions

The school operates a simple approach to sanctions when students fail to meet expectations:

- 3rd warnings/remove from class
- Teacher homework detentions
- Sending students home for incorrect uniform
- Red Cards – all staff have the authority to issue Red Cards. Red Cards are issued for low level behaviour. A student issued with a Red Card will serve a 30min detention on the same day
- Serious Breaches – It is rare at TCSND, but sometimes students behave in a manner that clearly breaches the Positive Discipline Policy and is unacceptable. We class this as a Serious Breach (SB) of the Code of Conduct. If this happens, the member of staff who witnesses the event should report this immediately using a Serious Breach (SB) slip which is completed in Class Charts as a matter of urgency, and the incident will be investigated. SBs will be referred through one of two channels; if the incident happened in the classroom, then the Curriculum Leader will investigate and action with the support of SLT. If the incident happened outside the classroom, then the Year Leader will investigate and action with the support of SLT.

Responding to Serious Breaches

This applies to all students. Any student who commits a Serious Breach (SB) will likely face some sort of placement in our ACE (Alternative Centre of Engagement) room or in some cases suspension from school. In extreme/persistent cases placement at Alternative Provision or permanent exclusion may be necessary.

The potential sanctions for a Serious Breach include:

- Sending the student out of the class to ACE for reflection on their behaviour.
- Loss of privileges, including but not limited to the opportunity to represent the school and participate in school trips.
- A 60-minute detention
- Referring the student to a senior member of staff.
- Letters, phone calls, or meetings with parents.
- Agreeing on a behaviour contract.
- Internal withdrawal to the Alternative Centre of Engagement (ACE).
- Fixed Term Suspension.
- Permanent Exclusion ([Suspension and permanent exclusion guidance](#))

Please note that the specific sanction chosen will be based on the findings of the investigation and the severity of the breach.

C5 - Collecting accounts of incidents

We will collect the accounts of incidents of misbehaviour to ensure we have enough evidence to inform our decision-making process. On occasions these will be safeguarding related. The process of collecting accounts and those that are of a safeguarding nature will be handled delicately to ensure that students do not relive the traumatic experience (this will be through taking careful notes and reporting through CPOMS to the safeguarding team).

C6 - Banned items

Illegal items will be given to the police. Banned items will be confiscated, in some cases they may be returned to parents / carers at their request.

The school accept no responsibility for the loss or damage of banned items that are brought into school. Banned items include the following (this not an exhaustive list and the school reserve the right to deem an item banned):

- Laser pens
- Chewing gum
- Excessive jewellery
- Fizzy drinks
- Large quantities of sweets, crisps, biscuits and unhealthy items
- Mobile devices (see part E1 for further information, phones should be handed in upon request)
- Incorrect uniform (trainers, incorrect trousers/skirts, polo shirts and jumpers/hoodies)
- Hats (these must not be worn on the school site, this also includes masks)

We have '**Zero Tolerance**' (student will receive a suspension or permanent exclusion) of any students carrying knives or other offensive weapons. Similarly, this expectation is also applied to:

- possession, handling or supply of weapons such as knives, pocketknives, replica knives, sharp objects/ bladed implements, guns and replica guns, catapults, long chains, knuckledusters on the school site
- possession, supply, use of drugs and any direct association with drugs/illegal substances
- Possession of alcohol
- Possession of nicotine or tobacco products, Cigarettes, E-cigarettes, Vapes etc
- Possession of solvents
- Students who bring an intruder to the school or close to the school to attack or intimidate any student, staff or parent.
- Possession of fire lighting equipment
- Possession of fireworks
- Possession of pepper spray
- Possession of dangerous chemicals
- Possession and distribution of offensive material (pornographic, homophobic, racist etc)

The school will refer any student who has breached our zero-tolerance policy to the Local Authority Early Help team for additional support for the student and their family. We will require consent from parents/carers for this referral. If the parent /carer does not consent to this important intervention, the school may decide to increase the severity of any suspension.

In rare instances, it may be necessary for a student to be restrained by a member of staff. Reasonable force may be used to prevent a student from hurting themselves or others, from damaging property, from causing disorder or to search for banned items. Key members of staff have completed accredited 'Positive Handling' training and will only physically restrain students when necessary and in line with DfE guidance. Please refer to our Positive Handling Policy.

C7 - Detention Upscale (Missing a detention without valid reason)

Should a student fail to attend a 30-minute detention, the sanction will be escalated to a 45-minute detention. Similarly, if the student fails to attend the 45-minute detention, it will escalate further to a 60-minute detention. If the student fails to attend the 60-minute detention, a one-day internal withdrawal in ACE will be triggered.

Failing to attend ACE, despite the previous stages of escalation, will result in a fixed-term suspension and/or direction off-site.

Please note, at each stage of escalation, staff will cross-reference a student's attendance on the day, to ensure that we consider any legitimate reasons for the absence before proceeding with escalation.

C8 - Reasonable Adjustments for Special Educational Needs

Under the Equality Act (2010) a school has a responsibility to make changes in approach to ensure that the needs of students with Special Educational Needs and Disabilities (SEND) are met. Good discipline and appropriate sanctions form part of the functioning of the school and this applies to all students. It is important to ensure that progress is being made in the classroom and students are engaged, consequently all staff are supported in their training to use measures to ensure adjustments are made in the classroom (such as least invasive interventions) to support engagement and progress and support all learners in the classroom and particularly those with SEND to promote progress.

Where a student's behaviour is an issue, consideration will be given to whether the student's special educational needs played a direct part in their behaviour, and the decision to sanction or the type of sanction given will reflect this. If a student does receive multiple sanctions this provides an opportunity for early intervention to prevent further persistent disruptive behaviour.

To determine if adjustments are required for the Behaviour support process, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Assess, Plan, Do, Review' cycle.

Part D

D1 - Child-on-child abuse (Sexual abuse and harassment)

All staff have received training to be aware that children can abuse other children and that it can happen both inside and outside of school or online. All staff have a duty to ensure that any concerns regarding child-on-child abuse are reported on CPOMS as well as Class Charts.

All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature and must avoid downplaying certain behaviours such as dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys", this can lead to a culture of unacceptable behaviours, an unsafe environment for children and a culture which normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence.)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

HOW WE WILL DEAL WITH INVESTIGATIONS INTO INCIDENTS OF ANY TYPE OF HARM (SEE sections 9 and 17 OF THE CHILD PROTECTION AND SAFEGUARDING POLICY (CPP))

Outlined in the CPP are the actions Trust staff will take when undertaking an investigation regarding any type of harm.

1.1 Recognition and disclosure

- Ensure there is plenty of time to listen and receive the disclosure – this will have your full attention
- Ensure you are somewhere private, safe and comfortable for the child, whilst keeping yourself (as the adult) safe also
- Remain calm and not overreact
- Allow the child/young person to speak freely
- Do not be afraid of silences
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Do not automatically offer physical touch as comfort

1.2 Initial information gathering (unless a crime has been committed)

- If a crime has **not** been committed – Gather the **facts** – do not ask leading/investigative questions, use open and consistent language, use the voice of the child (taking direct quotes where appropriate)
- Do not promise confidentiality
- If you are asking a child to write something down this is an account (not a statement)
- Tell the child/young person what will happen next – that you will pass the information on to the DSL

1.3 Decision making

- Decide on the next course of action – if the child is in need of immediate protection or at risk of significant harm always immediately report your concern on CPOMs **and** face to face to the Designated Safeguarding Lead (DSL) or in their absence a Deputy DSL.
- In the case of an allegation against a member of staff talk to the Headteacher. In their absence contact Cassie Buchanan (Trust Chief Executive and Trust DSL)
- Staff may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the DSL, the DDSLs, the Headteacher or the CEO are not available, and a referral is required immediately.
- Informing Parents - The school will normally seek to discuss any concerns about a student with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified. Further guidance is detailed in [Understanding and dealing with issues relating to parental responsibility](#)
 - I. There may be occasion to apply the Gillick competency for example, if a child or young person: would like to have therapeutic support but doesn't want their parents or carers to know about it
 - II. is seeking confidential support for substance misuse
 - III. has strong wishes about their future living arrangements which may conflict with their parents' or carers' views.
 - IV. Further guidance from the NSPCC is [here](#) ,

HOW WE WILL DEAL WITH INCIDENCES OF CHILD-ON-CHILD ABUSE.

*With these particular incidences the core investigation is managed differently – we will follow all the steps in our policy above **PLUS the ones below.***

Our steps follow the [London Child Protection Procedures](#)

Just as the child's behaviours are on a continuum of seriousness and harm, the response given is also on a continuum. The NSPCC document '[Responding to children who display sexualised behaviour](#)' gives additional guidance on how to respond

Recognition and disclosure (in addition to the above)

- Recognise that these types of behaviours may be as a result of being a victim of abuse themselves.
- If the child coming to you is the child who has harmed, they need reassurance and support that they will be kept safe also.

Initial information gathering (in addition to the above)

Has a crime been committed? – if yes, this has a different response, call the police, if you start investigating yourself this may jeopardise any criminal proceedings

- If the DSL receiving the disclosure, is unsure how to respond, they must seek support, from external agencies as well as making the usual referrals where appropriate.

Decision making

- **Does social care need to be called because the child is at risk of significant harm?** Adults must consider whether there is a risk the child with the harmful behaviour poses a significant risk to

their own siblings, other children and/or adults. The child with the harmful behaviour may have considerable need themselves and may also be or have been the victim of abuse.

- Once the facts have been gathered in the disclosure, triangulate with what you know about the child, their family, the situation, using Hackett's continuum to help and support with the risk assessment
- Seek advice from social care where appropriate
- Informing the parents – (see above)

Strategy for what happens next

- Social care may direct a referral in which case the school becomes part of the wider safeguarding team (as in section 17 /47) these will be 'red' (see Child-on-Child Policy)
- If there is no referral to social care the school must consider their response under green or amber (see Child-on-Child Policy) Is a referral for a specialist assessment needed for anyone involved?
- Is a written risk assessment needed along with a safety plan? If not, why not – in your written records you must state your reasoning (see Child-on-Child Policy)
- At this stage, communicate with parents face to face

Action planning monitoring and review

- If needed – write the risk assessment and safety plan, informing parents of these documents (see below for details)
- Follow the follow-up procedures (below)

KEEPING WRITTEN RECORDS OF THE EVENTS AROUND THE DISCLOSURE

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded, kept confidential, and stored securely on CPOMS. This is the single source of all information relating to safeguarding.

Records should include:

- All concerns
- A record of all emails, phone calls and conversations related to the concern
- details any follow up action taken, decisions reached and the outcome for each concern
- All day-to-day email, phone calls and documentation related to any student about which a concern has been raised or is about to be raised
- All email, phone calls and documentation related to any meetings with safeguarding partners, organisations providing support, or those individuals

If in doubt about recording requirements, staff should discuss with the DSL (or DDSL) but in the interim record the matter in CPOMS.

Follow Up - For the Young Person Who Has Been Harmed

What support they require depends on the individual e.g. counselling, a mentor or they may feel that they can deal with it on their own or with support of friends/family. We will always engage in restorative justice techniques and will continue to monitor the situation and people involved.

If the victim feels very unsafe/vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

Follow up - For the Young Person Who Has Displayed Harmful Behaviour

It is important to find out why the young person has behaved in such a way; one to one mentoring or counselling may also be necessary. It is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice, or it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment (RAMP) may be required. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a sanction as a consequence, such as suspension or internal suspension for a period of time to allow the young person to reflect on their behaviour.

Follow up - After Care for both

After the conclusion of the incident, we will continue to support both parties involved. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

We may also consider a safety plan which consider the behaviours that may be risky and plan ways to manage triggers and to seek support from adults and peers. These plans are designed to support students in feeling secure in the school and identify and manage feelings, situations that leave them feeling anxious.

The plans are completed with the parents, staff and the student (depending on their age)

The language of safety planning is more positive than risk assessment and can give security to the child that a joined-up approach is being followed by all in school.

D4 – Bullying – please see separate child on child section of the safeguarding policy – the school has a zero tolerance to bullying this includes verbal, physical and cyber bullying. The school reserve the right to address bullying incidents away from the school site should the behaviour impact on students' well-being (the school will work closely with outside agencies such as the Police if necessary).

Part E

E1 - MOBILE PHONES/SMART DEVICES (Years 7-11)

A smart device is any device that allows you to communicate with others electronically. This includes smart watches.

A Serious Breach will be issued for any smart devices seen or heard. Mobile phones are not allowed in school for students in Years 7-11. Phones, if brought into school should be kept in a Faraday phone pouch purchased through the school.

- For **first offences** where we suspect a child has not placed their phone in the pouch or they are found either using a phone or found with a phone in their pocket or bag, the student will be spoken to. If the student is found to be in possession of a phone, they will be placed into our internal ACE room for 2 days, their phone will be confiscated for **4 weeks** and only returned when parents attend a meeting.

Refusal to hand over the phone will result in a direct suspension and the phone must be handed over before the child is reintegrated back into school.

- For **second offences** the phone will be confiscated for **6 weeks** and result in a student being **directed off-site for 5 days** (refusal to hand over the phone will result in a direct suspension and the phone must be handed over before the child is reintegrated back into school). A meeting with parents will be held.
- For **third offences** the phone will be confiscated for **8 weeks** and result in a student being **directed offsite for 10 days** (refusal to hand over the phone will result in a direct suspension and the phone must be handed over before the child is reintegrated back into school) A meeting with parents will be held.
- The same sanctions as above will apply for students who deliberately **damage the pouch, are found with an unlocked pouch or found in a possession of a detacher**.
- A direct suspension to the home will stay on the student's record and may impact their applications to post-16 studies. The length of suspension will escalate for second and third offences.

If there is evidence that a student has used their smart device in school previously – for example, a film they have taken in school, this will also be a Serious Breach, and their device will be confiscated.

E2 - SMART DEVICES (Years 12-13)

Given the increased focus on independent learning at Key Stage 5, sixth formers are permitted to bring their smart devices into school and use them in permitted areas only. These are:

- The Bridge
- The Sixth Form Cafe
- The Sixth Form Silent Study Area (permission must be sought and granted)

For the safeguarding of all students, sixth form students must not be seen with smart devices in any communal areas of the school where lower school students are permitted, including the Atrium or courtyard areas. If a smart phone is seen in an out of bounds area, this will result in the confiscation of the phone and a red card logged. This will not incur a detention but will result in behaviour points. The phone will be placed in the safe in the sixth form office until 3.15pm. Mobile phones should be silent and not used during lessons, unless directed by a teacher. If a student has their phone out in any student toilet, this will result in automatic confiscation and a 60-minute Serious Breach detention.

Headphones and earbuds are not permitted to be worn while walking around the school. These can only be worn when seated in the areas where mobile phones are permitted: The Bridge, Sixth Form Cafe and (with permission) the Silent Study Area. Failure to comply with these expectations will result in confiscation of these items.

The escalation process in the event of refused compliance is as follows:

- If there is a refusal by a student to hand over the smart device on the first occasion, there will be a 60-minute Serious Breach detention, and the smart device confiscated.
- If a student persists in refusing to hand over the smart device, there will be an all-day ACE placement.
- In the event of further refusal, the parent/carer will be telephoned by the Year Leader, Deputy Year Leader, or a member of The Senior Leadership Team to ask the parent/carer to support.
- If the student still refuses, the student will be sent home on an external suspension. The student will be in ACE all day the following day.
- **In cases of persistent failure to follow our smart device policy, students will be banned from bringing phones into school: Their device will be confiscated upon arrival each day and returned when the student leaves the school site.**

Part F

F1 - Students' conduct beyond the school gates

Every school has the legal right to sanction students for poor behaviour away from the school site in the same way as they would sanction students if they behave on the school site if they are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform

- in some other way identifiable as a student at the school.

In addition, misbehaviour at any time will be sanctioned, whether the conditions above apply, if it:

- could have repercussions for the orderly running of the school
- causes harm and distress to a student's well-being
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

A Serious Breach of the Code of Conduct, even if not on the school site, may result in a direction to off-site education, ACE placement, suspension or permanent exclusion.

We reserve the right to stop students participating in school activities such as trips/events/sports fixtures where their behaviour has been deemed unacceptable. Parents will be notified of any such decisions.

F2 - Further Sanctions

Alternative Centre of Engagement (ACE)

The Alternative Centre of Engagement is a withdrawal provision at The Charter School North Dulwich to prevent an external fixed-term suspensions from school.

- When the decision is made to place a student in ACE the parent is informed at the earliest point.
- The period in the ACE is logged on Class Charts
- ACE is staffed throughout the day, including break and lunchtimes. Students arrive at 9am and finish at 3.30pm
- Any student failing to comply with the rules of ACE will face an extension to their placement as this will class as a failed day. If the student continues to defy the rules or refuses to attend, then they will face a fixed term external suspension

F3 - Long term Placement at an Alternative Provision School

This may serve as an alternative to fixed-term suspension. According to Section 29A of the Education Act 2002, schools have the authority to direct a student to an off-site provision (e.g. SILS) with the aim of improving their behaviour. The act states, "The governing body of a maintained school in England may require any registered student to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the student". It is important to note that parental consent is not required for this arrangement. Additionally, the school applies the same attendance procedures/policy at alternative provision.

F4 - Short term placement at another school within Trust / Southwark School Partnership

With parents' agreement, students may temporarily be placed at a partner school as a sanction for a serious incident / persistent poor behaviour or when the school needs to carry out a serious investigation and the presence of the student might affect the integrity of the investigation or pose a risk to another member of the

school community.

F5 - Exclusions and Suspensions

Only the Headteacher has the authority to suspend or permanently exclude and will make the final decision on this matter. The expectation is that any time a student is missing their learning due to poor choices around their behaviour, they will be expected to make up for the learning missed. The Charter School North Dulwich will provide work for the students to complete whilst they are off-site.

A student may be withdrawn internally in the ACE from 8.30am – 3:30pm or externally to the home for a fixed period. If a student is suspended externally, they may be required to attend the ACE room as part of the suspension.

In most cases, suspensions are for a short fixed-term period. However, the school may also permanently exclude a student in response to a serious breach or persistent breaches of the behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A compulsory return from external or internal suspension meeting will be held directly after the period of suspension with the parent/carer, the student, Year Leader and Senior leader to support reintegration. In all cases where a student has been rude or insulting towards a member of staff, he/she will be expected to apologise as part of the restorative process.

Parents and carers have the right to make representations about a suspension/exclusion decision to the governing body. If a parent or carer wishes to make representations, they should contact the Clerk to Governors C/O The Charter School North Dulwich, as soon as possible and preferably within 10 days of being notified of the suspension. Whilst the governing body has no power to direct reinstatement, they must consider any representations made and may place a copy of their findings on the child's school record. The Department for Education statutory exclusion guidance can be found [Suspension and permanent exclusion guidance](#)

September 2024

(publishing.service.gov.uk)

- The Charter School Educational

Trust Suspension/Exclusion Policy can be found here:

https://cdn.prod.websitefiles.com/64b46802a1da03188adaff47/668fd2b18297b2a1010730f6_240617%20Suspensions%20and%20Exclusions%20Policy%20Approved.pdf

Part G

G1 - Key Stage 5 (6th Form) Behaviour Policy

The same policy applies for 6th form students as for Key Stage 3 and 4 students, except where noted below.

Mobile Phones Sixth form mobile phones **and headphones** are only allowed in 6th form-only spaces

- The Bridge
- The 6th form silent study area

- The 6th form area of the library
- The Cyber Café
 - *Or with explicit permission of teacher to facilitate learning in a lesson e.g. photography*
- If students have their phone out or headphones in, in any other area, they will be asked to hand it/them to a member of staff. Staff will complete a red card and drop the phone at the sixth form office, but no detention set on the first occasion.
- Students will be able to collect phone from the sixth form office at **3.15pm that day (there will be a member of 6th form team there to facilitate this)** _
- If this occurs on multiple occasions, then student will need to drop off phone with their Year Leader each morning for a period of time to be decided by the Assistant Headteacher or Year Leader.
- During independent study periods, if a member of staff is concerned a student's phone is distracting them, they will ask the student to switch their phone to airplane mode. If the member of staff is still concerned, they will ask the student for the phone and will hand to the 6th form office staff until the end of the day, and a red card will be issued.

G2 - Detentions – for poor out of class behaviour

Staff do not need to insist on writing red cards in 6th form students' planners, but they must be told to attend the Detention.

Students coming to school without their pass will be issued with one Detention point. Students will have to leave their phone at reception to access a temporary pass. If a student comes without their pass twice in one term, they will be issued with a Detention and sent home to collect their pass.

Detentions

6th form Detentions are held in the 6th form silent study room after school from 3.10 by the KS5 Deputy Year Leaders.

G3 - 6th form Dress Code

We expect 6th form students to wear appropriate clothing for a *school* learning environment. This includes wearing a lanyard with an ID card at all times while on the school site. We require all students not to wear hats or hoods whilst in school, no underwear should be visible, and clothes should meet in the middle. If a 6th form student comes to school dressed inappropriately, the student will be asked to adhere to the dress code. If they do not have suitable clothing with them, they will be sent to the 6th form office where they will be given alternative clothing to wear that the 6th form team will provide.

G4 – Smoking/Vaping

Students are not allowed to smoke/vape on the school site or within the vicinity of the school.

If a 6th form student is seen smoking/vaping within the school or the vicinity of the school, a Serious Breach will be issued.

G5 – Behaviour during study periods

All students have a set number of study periods per week when they are not in timetabled lessons or in the supervised study room. During these periods, students may go home to study. If staying on site, students must be seated in a designated study area (the Atrium, the Bridge, the Sixth Form Library, the Sixth Form Cafe) and

complete school work quietly. Any students who are not studying will be asked to get some work out and complete an academic task. Repeated requests may result in phones being confiscated or students being asked to leave the study area. Repeated incidents or disruption or failure to complete work will result in extra supervised study periods being added to a student's timetable.

Part H

H1 - Legislation, statutory requirements and statutory guidance

This policy links to the following policies and procedures:

- TCSND Safeguarding / Child protection policy
- TCSND Child on Child Policy
- Health and safety policy and arrangements
- TCSET Suspension / Exclusion policy

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Suspension and permanent exclusion guidance](#)
- [Searching, Screening and Confiscation](#)
- [Equality Act Advice Final.pdf](#)
- [Keeping children safe in education 2024](#)
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- [Supporting pupils at school with medical conditions](#)
- [SEND Code of Practice January 2015.pdf](#)