



DOWDALES SCHOOL DALTON-IN-FURNESS

An Abridged Version of the SCHOOL POLICY ON MAINTAINING STANDARDS

Full policy is available from School

**Review: September 2007
EAM/SSP/DESKTOP**

DOWDALES SCHOOL
SCHOOL POLICY ON MAINTAINING STANDARDS

RATIONALE

School Aims

In order to further all the school aims and values, it is important that the standards we expect are clearly stated, understood and furthered by all staff, teaching and non-teaching, pupils, parents and governors.

This policy will look at the following areas:-

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A. OVERALL STATEMENTS OF EXPECTATION

1. It is expected that all pupils will **behave** in a respectful, courteous, sensible and caring way towards themselves, others and their environment.
2. It is expected that all pupils will keep the school's rules and maintain its standards, and that they will accept the sanctions which may result, if they fail to do so.

General Principles

At Dowdales we believe that it is important for staff and pupils to feel valued and secure in the knowledge that they will be supported in their work whenever necessary. We believe it is more important to encourage, praise and reward achievement and effort, but occasionally steps may have to be taken which reinforce positive behaviour and high standards in pupils.

Pupils, parents and staff work together to reach solutions to problems consulting outside agencies as and when necessary. Our aim is to identify the problems, to help and support the individual pupil to overcome his/her difficulties and to support, if necessary, the teaching and ancillary staff and the parents. However, we believe strongly that if an individual hinders the education and progress of other pupils, positive action must be taken.

SCHOOL AIMS & VALUES

A SCHOOL DESIGNED FOR ACHIEVEMENT

At Dowdales we strive:-

TO PROVIDE a broad and balanced learning experience which enables ALL pupils to achieve their full potential.

TO PREPARE pupils for the opportunities, responsibilities and experience of adult life.

TO PROVIDE a secure, happy and stimulating environment for all, where pupils not only fulfil their potential in all areas of the curriculum, but also learn to respect and value both themselves and others.

TO BE an effective organisation which promotes a positive image and is responsive to local, national and international needs.

RIGHTS AND RESPONSIBILITIES

PUPILS

Rights : Pupils have the right to enjoy and be successful; secure and safe in their learning and leisure in the school and the community.

Responsibility : Pupils have the responsibility to report any instance of bullying immediately to his/her form teacher or any other member of staff

To keep and support the school rules as published in every form room.

To treat others, their property and the school environment with care, respect and courtesy.

Pupils have the right to access school activities and the responsibility to ask permission from their teachers whose lessons they will miss and to give a commitment that all work, including homework, will be completed.

STAFF

Rights: Staff have the right to enjoy teaching and working in a well run, well disciplined and respectful environment.

Responsibility: Staff have the responsibility to actively strive to achieve the aims and values of the school.

To actively encourage pupils to support and keep the school rules.

To treat others, their property and the school environment with care, respect and courtesy.

To treat and investigate any reported cases of bullying seriously and sensitively.

DOWDALES SCHOOL
A SCHOOL DESIGNED FOR ACHIEVEMENT

CODE OF CONDUCT.

Whatever we are doing or wherever we are we should be thoughtful of others and courteous to them.

We do this by:-

- Always treating everyone we meet in school with respect.

- Always speaking politely, even if we are angry.

- Never teasing or saying hurtful things to others.

- Always remembering that someone else's point of view matters too.

- Always behaving sensibly and not rushing through doors or along corridors. At busy times keep to the left of stairways and corridors.
- When we are in school or when we are in town always remembering that people judge us and our school by the way we behave.

- Always thinking about the safety and well being of others.

- Always taking care of our school environment and our town.
- Always remembering that shouting and loud behaviour between lessons must be avoided because it disturbs other people.

DOWDALES SCHOOL
-A SCHOOL DESIGNED FOR ACHIEVEMENT-

PERSONAL APPEARANCE:

- We all should take care and pride in our appearance when we are in school.
- We do this by:-
- Making sure that we are wearing school uniform correctly.
- Always wearing our school tie properly.
- Wearing the school uniform coat.
- Keeping our shoes clean, especially when the ground is wet and muddy.
- Only wearing permitted jewellery-one stud earring per ear and a watch.
- Make sure that we are always tidy and clean and have our shirts tucked in (especially after outdoor games).
- Using mirrors around school to make sure we look smart

A.5

CURRICULUM AIMS:

At Dowdales we strive:

1. To encourage and enable ALL pupils to achieve the highest possible academic standards.
 2. To provide a broad, balanced and coherent curriculum necessary to prepare all pupils for the adult world and to enable them to make informed choices with regard to themselves and the welfare of others.
 3. To provide a curriculum which is exciting, challenging and appropriate to each pupil's needs.
 4. To provide a wide range of extra curricular activities which support and extend classroom activities.
 5. To provide each pupil with an equal opportunity for learning and for participating in all aspects of school life.
- High standards, academic excellence and developing successful caring people are the goals which are at the core of Dowdales.

DOWDALES SCHOOL
A SCHOOL DESIGNED FOR ACHIEVEMENT

CLASSROOM EXPECTATIONS

When you enter a classroom you are expected to :-

- Enter quietly, find your seat, take off your outdoor clothes and sit down.
- Take out your equipment — pen, pencil, ruler, homework diary — so that you are ready to start work.
- Pay attention to the teacher who will be waiting to start the lesson.
- Try your hardest. Do your best work.
- Ask if you do not understand.
- Be polite at all times by not shouting out.
- Always leave the room in a clean, tidy state.
- If you do not arrive at your lesson on time always explain the reason why, privately, to the teacher before taking your seat.

ETIQUETTE IN THE FORM ROOM

Form time should be conducted like any other lesson!

- Mutual respect should be established and maintained.
- Children should be seated behind desks or benches unless that is inappropriate to the activity.
- Bags should not be placed on desks.
- Children should remain in the form for the duration of the session unless they are allowed to leave for a specific purpose.
- Noise levels should be appropriate to the activity.
- a calm and orderly start to each school session. Music should only be played if appropriate to a form activity.
- Students should be productively engaged in worthwhile activity.
- Form time should bring a calm and orderly start to each school session.

FTHB

DOWDALES SCHOOL
A SCHOOL DESIGNED FOR ACHIEVEMENT

STANDARDS OF WORK

The following is a list of equipment which is regarded as essential and should be brought to **ALL** lessons in a suitable school bag.

- A good quality fountain pen or ball point pen
- A pencil (FIB)
- A ruler
- A selection of pencil crayons – felt tips are rarely used.
- A rubber
- A pencil sharpener
- A calculator
- A pair of compasses
- A protractor
- Set squares

PRESENTATION

- All work to be dated and classified as Homework or Classwork and **UNDERLINED.**
- Best writing at **ALL** times on final drafts of work.
- Diagrams in pencil – labels in ink.
- All straight lines, long or short, with a ruler.
- Colour where possible or desirable – shade large areas lightly and in same direction.
- Don't crowd work but don't waste space.
- All headings to be underlined. All diagrams, Graphs, etc to be titled and labelled.
- Errors to be crossed out using one neat ruled line. Correction fluid should only be used under the guidance of the teacher.
- The outer cover of exercise books should NOT be drawn on or written upon – except the following information – NAME, FORM, SUBJECT, SUBJECT TEACHER, DAY AND PERIOD OF LESSON
- All homework should be recorded in your homework diary which **MUST** be brought to every lesson.
- All graffiti is unacceptable.

C



ATTENDANCE

Good attendance is vital for pupils to make progress. The school prides itself on extremely high levels of attendance.

There is first day response for any pupil who has not registered or signed in the late book by 9.30am.

Excellent Attendance

- 100% attendance by a pupil over a term is recognised by a full Merit Certificate or Reference Credit. This must be claimed by individual pupils who monitor their own attendance in their homework diary.
- 100% attendance by a pupil over a year is recognised by a Special certificate.
- 100% attendance over 5 years is recognised by a Special Certificate and a prize at the Presentation Ceremony.
- 100% attendance is part of the PLATINUM level award in the living reference.

Registration

This is a Formal and legal requirement at the start of the morning and afternoon school.

All tutors must be ready to complete electronic registration promptly at 8:45am every morning and at 1:45 on Monday afternoon, and 1:25 Tuesday to Friday afternoons.

If an electronic register cannot be taken, a paper register must be sent to the attendance secretary in the finance office within 10 minutes of the registration period.

Absences

Registers will be checked by the Attendance Secretary who will then contact the parents of pupils who are absent without notice. This response will commence from 9.30am each day.

The Education Welfare Service monitors registers weekly as part of their attendance responsibility.

Weekly compilation of attendance/punctuality figures.

Signing In or Out

Pupils who need to leave school premises during the course of the day must provide a note explanation or an appointment card. This must be shown to their form tutor at registration and then the subject teacher in whose lesson they are prior to leaving. Pupils must sign out at the school office. Staff having any doubts or concerns about the legitimacy of the appointment should refer the pupil to the Head of School or Assistant Head of School.

Extra Curriculum Activities

If a child has elected to take part in an extra curriculum activity and is unable registration it is the parent's responsibility to contact the member of staff concerned. If groups of children are involved the member of staff organizing the activity will inform staff in a briefing and/or post lists in the staff room and in appropriate bulletins (paper and electronic).

E

REWARDS

Rewarding effort and celebrating achievement are essential in all areas of work and life in school

Pupils may receive:

- Verbal praise
- Merit Points)
- Merit Certificates) Lower School
- Reference Credit Points)
- Reference Credit Cheques) Upper School
- Headteacher Certificates/Awards
- Merit Badges -
- Responsibility Badges
- Senior Pupil Status (See Section 1)
- Recognition in Assemblies
- Subject Achievers of the Month
- Other rewards/certificates which departments may issue
- ‘Prize Giving Evening’ Awards
- The living Reference

Merit Certificates/Reference Credit Cheques

These should be awarded to pupils for consistently good work, effort and progress, by issuing a points system. A total of 10 points leads to a subject or ‘Pastoral’ *Merit Certificate* in the lower school and a Reference Credit Cheque in the upper school.

A pupil who has gained ten certificates or cheques (no more than 2 from any one area) should hand them to the Headteacher and they will be issued with the Headteacher Certificate’ and a Merit Badge.

In the upper school Reference Credit Cheques are accredited by Special Certificates in partnership with the Royal Bank of Scotland, at Bronze, Silver and Gold levels. These are awarded at the end of Year 11 for inclusion in their leavers reference.

Each term nominations are taken from the Heads of School for pupils who deserve special awards.

Criteria includes academic achievement, academic progress, outstanding effort or personal triumph.

ROA and Assessment Profiles are also used. These Special Awards are awarded at two levels.

1. Achievers of the Term

One boy and one girl from each year group receive the Headteacher certificate of Achievement’.

2. Certificate of Special Commendation

A selection of boys and girls in each group.

10 MERIT POINTS (LOWER SCHOOL)

10 REFERENCE CREDITS (UPPER SCHOOL)

↓
MERIT CERTIFICATE
REFERENCE CREDIT CHEQUE

↓
10 MERIT CERTIFICATES
10 REFERENCE CREDIT CHEQUES

↓
HEADTEACHERS CERTIFICATE
AND MERIT BADGE

SPECIAL HEADTEACHER AWARDS
EACH TERM

↓
ACHIEVER OF THE TERM - BOY
ACHIEVER OF THE TERM - GIRL
(CERTIFICATE OF ACHIEVEMENT)

CERTIFICATES OF SPECIAL COMMENDATION
*A WARDED TO A LARGER SELECTION OF PUPILS WHO HAVE DONE
EXTREMELY WELL BASED ON ROA AND ASSESSMENT PROFILES*

F. SANCTIONS / System of support

Occasionally, for some pupils it will be necessary to reinforce our standards by applying a sanction, on a system of support.

Maintaining standards in the classroom and form room is the responsibility of the individual teacher.

1. Incidents of unacceptable behaviour in the classroom should be dealt with by the class teacher in the first instance.

The following procedures are available to all staff -

- a) Verbal Reprimand
- b) Extra Work
- c) Break Detention
- d) Lunchtime Detention
- e) Academic detention (Thursday 3.30-4.30)
- f) Behavioural detention (Monday 3.30-4.30)

When sanctions are applied or where there is a concern ALL STAFF SHOULD FILL IN A GREEN SLIP, liaise with their Head of Department and place the slip in the Upper or Lower School box, which is in the main school office. The slip should indicate what action has already been taken.

Incident Performa

Confidential

COMMUNICATION RE PUPIL BEHAVIOUR/PROBLEM INFORMATION

PUPIL NAME: _____ DATE: _____

INFORMATION

Continue Overleaf →

ORIGINATOR: _____

ACTION TAKEN:

Subject Teacher /
HOD /
HOS /

TO BE SENT CONFIDENTIALLY TO HOS A.S.AP.

H

STANDARDS OF WORK

All teachers must strive to maintain the standards laid out in Section A. (Expectations).

HOMEWORK POLICY

At Dowdales we believe homework is important and necessary.

What is the purpose of homework?

Homework is set:-

- To further learning
- To complete work started in class
- To practise work covered previously
- To consolidate work done
- To foster independent learning skills

When is it set?

- Homework is set regularly, usually once per week per subject.

What form will it take?:-

Homework may be written, research, learning, drawing, reading, listening, practical or preparation for spoken work to be carried out in class. As far as possible it should be appropriate to the child's ability.

It may be marked:-

- By the teacher
- By a Learning Support Assistant
- By the pupil him or herself
- By pupils in discussion
- By a test of the learning which has been carried out
- By completing a task started at home.

How is it recorded?

Pupils all have a homework diary which may, if appropriate, take the form of a tape recorder. A pupil lists the homework set for each subject during the course of the lesson and writes the date it is to be handed in. Pupils, parents and staff can see at a glance the homework which is to be completed. Pupils should tick their diary once a piece of homework is done. Parents are asked to check their child's homework diary each week and to sign their name when they are satisfied that all the homework for the week has been completed. In this way parents and staff can check easily the amount of work set with the amount handed in.

If a pupil forgets or does not complete the homework an individual teacher may ask a pupil to report to them either break or lunchtime. There is **zero tolerance** on the failure to do homework. In some circumstances staff will exercise discretion about whether or not to give detention especially if a child brings a letter of explanation from home. Parents will always be given at least 24 notice. Pupils who are having difficulty completing homework should be encouraged to seek help from their teacher before the due in date.

Assessment and Marking:-

Each department should have its own policy which translates the schools' policy for assessment and marking and adhere to its educational philosophy and guide-lines. The regular marking of a pupils work is essential to further learning. **The "Blue Sticker", system must always be used when marking a pupils work.**

HOMEWORK DIARIES

You should **use your diary** to help organise your school life

You should fill in:-

- Personal details
- Timetable
- Term Dates
- Subject Teachers

- Holidays on Planner (you should add key dates on this throughout the year-upper school only)
- Your homework details-enough to identify the task clearly
- Record on-going course work at G.C.S.E level

- Day/Date due to be finished/handed in
- Tick off/ highlight when completed

- Parent's signature (weekly)
- Tutors signature (on request)

HELPING CHILDREN TO BE SUCCESSFUL WITH THEIR HOMEWORK

- I. The Homework they are set should be appropriate to their ability-if you think it isn't, please don't hesitate to contact school. **It is vital that you let us know at an early stage if you are concerned.**
- II. Children need to keep a well organised homework diary and need to know you are interested in it. (If your child has particular problems in using a written diary, it may be possible to use a tape recorder). Please make time to review your child's homework, and find out what your child has achieved. Try to praise good work and please make sure your child meets deadlines.
- III. Children need a quiet area in which to study, and the equipment to study with.
- IV. They need a regular time in which they can do their homework (home routines and chores should be designated around that time).
- V. Make sure that you help your child to achieve a correct balance between successful homework and an active social life.
- VI. Finally, if you are not sure about anything, please contact the school.

Note

If your child has Special Education Needs and you are concerned about homework, please contact the school so we can work together to support him/her. We have for instance, a lunch-time homework club which is particularly useful if children find homework difficult.

DOWDALES SCHOOL



A PARENT'S GUIDE TO HOMEWORK

HERE IS A SAMPLE OF A DIARY PAGE

HOMEWORK POLICY:-

WHY DO HOMEWORK?

- Homework is set:
- (i) to complete work stated in class
 - (ii) to practise work done previously
 - (iii) to consolidate work already done and skills already learnt
 - (iv) to further learning
 - (v) to foster independent learning skills which are very important for later GCSE study.
 - (vi) To involve parents in their children's learning

WHEN IS IT SET?

Regularly, usually once per week according to your child's homework timetable.

THE AMOUNT OF HOMEWORK

THE Government recommends for each day:

- In year 7 & 8 45-90 minutes
- In year 9 1-2 Hours
- In year 10 & 11 1.5-2.5 Hours

Sometimes homework will be shorter than that recommended, sometime larger. The important factor is they are relevant to be carried out in school.

WHAT FORM WILL IT TAKE?

Homework may be written, researched, learning, drawing, reading, listening, practical or preparation for the spoken work to be carried out in class.

IT MAY BE MARKED

- (I) By the teacher
- (II) Sometimes even by the pupil him/herself
- (III) By pupils in discussion
- (IV) By a test of the learning which has been carried out
- (V) By completing a task started at home

HOW IS IT RECORDED?

It is recorded each day for each subject in your child's homework diary. You can see at a glance what homework has been set and once per week you can sign the diary to let us know that you have been monitoring your child's Homework. Your child's form teacher will also be checking the diary.

Week Beginning:.....20			
	Subject	Work Set	Time Taken
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total Time for Week			
Signature of Parent;.....			
Signature of Form tutor:.....			

↓

SMOKING

Smoking is not allowed in school or on the way to and from school.

If a pupil is found smoking he/she should be reported to the Year Tutor.

Action taken by HOS if a pupil is found smoking

Instance 1	-	Main School Detention	
Instance 2	-	Parent Interview	} School Nurse Referral
Instance 3	-	Exclusion	

DRUGS

F.E.C. policy for dealing with instances of Drug Abuse – including illegal and controlled drugs, alcohol and solvents.

Each establishment may wish to amend this policy by using titles and notations appropriate to that institution. However the procedures below should be adopted in the following circumstances.

Circumstances

1. If it is discovered that pupils are in possession or under the Influence of drugs.
2. If an allegation is made that pupil have or are under the influence of drugs.
3. If staff become suspicious or concerned that a pupil has or is under the influence of drugs.

Procedure

1. The incident, allegations or suspicions should immediately be referred to a senior or designated member of staff.
2. The Headteacher should be informed immediately.
3. A staff team will discuss the matter before action is taken.
4. Each case will be treated individually but would involve:
 - a) Ensuring the physical and emotional well-being and safety of the pupil.
 - b) Removing any substances from pupils immediately, recording the time, date and place the substance came into your possession.
 - c) In the presence of the Headteacher or other member of senior staff, placing the substance in a sealed container which should be labelled with signatures and date.
 - d) If appropriate, involving the police to remove or dispose of any substance.
 - e) Interviewing pupil(s), usually in the presence of another member of staff and ensuring, only as far as possible, the confidentiality of pupils involved.
 - f) Informing parents
 - g) Enlisting the assistance of outside agencies-Police, medical services, EWS.

Informing the Chair of Governors as soon as possible

Sanctions

Good practise suggests a staff team, possibly involving outside agencies and Governor representatives, should meet to determine the most appropriate sanctions in each particular case.

Full background information about the pupils involved should be gathered. One or more of the following sanctions will be used for selling, supplying, possessing or taking drugs on the school site during school hours.

- a) Permanent exclusion
- b) Fixed Term Exclusion
- c) Professional help e.g. -counselling by external agencies
- referral to medical services
- d) Other school sanctions as deemed appropriate

Communicating to other staff

- a) Care should be taken to avoid action which could sensationalise the incident or lead to press involvement.
- b) Other staff in school would normally be informed of any instances of drug abuse which take place in school in order to alert them to the problem and to make them aware of possible future activity.

Local Colleges

Local colleges in Furness view drug abuse with the same seriousness and will adopt a similar firm line if situations such as those described above arise.

DOWDALES SCHOOL

ANTI-BULLYING POLICY

School aim 3 – to provide a secure, happy and stimulating environment for all where pupils not only fulfil their potential in all areas of the curriculum but also learn to respect and value both themselves and others.

The school's anti-bullying policy endeavours to further this aim. It has curriculum links through the school P.S.E. programme and is furthered through the schools assembly themes and through its policies on Equal Opportunities and maintaining Standards.

School Statement

Bullying of any description will not be tolerated in Dowdales School. This includes any racist or sexist behaviour and attitudes.

Definition of Bullying

Bullying is defined as "actions wilfully intended to inflict hurt, harm or fear on others". A pupil is being bullied, or victimised, when another pupil or group of pupils say nasty things to him or her, when a pupil is hit, kicked, threatened, spat upon, locked in a room, sent nasty notes, when no-one talks to him/her or when given nasty looks. It also happens if a pupil's belonging are tampered with or insulting comments made about his/her appearance, family and friends. Repeated teasing, name-calling or other behaviour, which hurts a child physically or emotionally, is considered bullying. If a pupil tries to dominate another pupil against his or her will it is also considered as an act of bullying.

Aims of the policy:

1. To create a school society in which any act of bullying is disclosed to an adult.
2. To deal effectively with reported incidents of bullying.
3. To clearly communicate the school's position with regard to bullying and the measures that will be taken to prevent bullying as far as possible.

Action to be taken following the report of an incident:

Teachers

1. Take the incident, or report, seriously-this may not be an isolated incident either for the victim or the bully.
2. Take appropriate action as quickly as possible.
3. Consider carefully which other staffs need to be involved/informed.
4. If you are unsure as to action to be taken, seek guidance
5. The information must be passed on to the Head of School in every instance.

Creating an anti-bullying climate:

- Preserving a child's self esteem and feeling of self worth is essential in all our dealings with pupils.
- Bullying is discussed openly in the academic curriculum and the pastoral curriculum.
- All staff encourage pupils to "speak out" about bullying.
- The school nurse holds weekly "listening clinics"
- Regular surveys on bullying are carried out among the pupils and the response analysed.
- Great attention is given to building each pupil's self esteem through the school's system for rewards.
- Emphasis is placed on developing staff/pupil, pupil/pupil relationships.
- Posters and leaflets are readily available.
- Any reported incident is dealt with, however insignificant it may appear.

Ways in which incidents are dealt with

- Incidents are always taken seriously.
- The pupils concerned are interviewed, as are witnesses.
- Those concerned may be asked to make a written statement.
- A "no blame" approach is used until a thorough investigation is complete.
- If appropriate victim(s) and bully(ies) are dealt with to discuss the problems together, in the presence of staff.
- If appropriate, sanctions are issued to the bully. Those will include
 - o Detention after school
 - o Isolation
 - o Exclusion from school
- Parents of victims and bullies are always informed.
- A written record of the incident(s) is kept to assist in the monitoring of bullying in school.

Monitoring the policy

Pupil Voice is issued to pupils three times per year.

- It enables us to monitor the situation
- It provides opportunity for pupils to disclose bullying

Involvement of parents

- Parents are asked to adopt the schools rules and values by signing the home/school partnership.
- Parents of both victims and bullies are consulted when necessary.

Success in evaluation

- This policy is reviewed annually in HOS meetings and with all the staff.
- The number of incidents of bullying is monitored through HOS meetings.
- Pupils are given formal opportunities to report bullying through the pupil voice. Details are collated and monitored and actions taken as appropriate.

The Prevention of Racial incidents

All racist behaviour is unacceptable. Physical assault, derogatory name calling, insult, racist jokes and language, racist graffiti, wearing racist badges or insignia, bringing racist materials such as leaflets, comics or magazines into school, verbal abuse, incitement of others to behave in a racist way, racist comments in discussion in lessons, attempt to recruit to racist groups, ridicule on a individual for cultural differences, e.g. food, music, dress, customs and refusal to co-operate with other pupils because of their race, colour, ethnicity or language will not be tolerated at Dowdales School.

Any instances of racist behaviour must be reported to the Head of School or Deputy Head straight away using the green slip system. These instances will be thoroughly investigated and recorded in a separate data base. A report of the number of racist incident will be given to the Governing Body at each meeting.

Every member of staff must demonstrate by their behaviour, words and attitudes that they are committed to creating a non-racist learning environment.

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Pupil Guidance and Support

- Pupils will be organised in Year Groups. Each form group has a form room.
- Pupils will register in form groups with one form teacher wherever possible or in lesson groups at the start of each lesson.
- The form tutor's role is as stated in the form tutors handbook. This is a vital role, crucial to our ability to maintain and develop the high expectations and standards of our pupils and of each other. It involves:-
 - Having high expectations of pupils' behaviour and attitudes during form time.
 - Developing open, respectful relationships with individual pupils and between pupils in the group.
 - Knowing your group.
 - Checking, daily, the pupils' uniform and appearance.
 - Checking their homework diaries regularly
 - Checking weekly their equipment.
 - Always passing on information so as to ensure effective communication-that is information to pupils from other staff/pupils and information about pupils to the relevant Head of School/Year Tutor.
 - Working with subject teachers and others as appropriate so as to monitor pupil academic, social or personal progress.
 - Ensuring pupils know and adhere to the green standards guidance sheets which are displayed in every classroom.
 - Attending assemblies with your pupils.
 - Accurate recording of attendance and punctuality passing information/concerns to relevant personnel as soon as possible.

In addition pupils in Year 10 and 11 will have a mentor. This will be a vertical mentoring system with each adult mentoring 10 pupils from each year group.

Mentors will meet their mentees at specified times but also as required according to the particular needs of the individual.

This programme will sit alongside SERID, the MAP programme, The MAC programme and the Careers guidance programme.

We also intend to establish a programme of pupil peer monitoring and this also will feed into the Pupil Guidance and Support Programme.

M

CHILD PROTECTION STATEMENT

The school endorse the joint statement “working together” on the arrangements for Inter agency co-operation for the protection of children from abuse in Cumbria. (Copy available from the Head of Upper School)

Our aim is to provide the best possible provision for all children in Dowdales School. To this end, while working within the law, we will endeavour to treat sympathetically any instance of suspected abuse. However, teachers must recognise that they should not guarantee complete confidentiality when in one to one discussion with pupils.

If a member of staff suspects that a child is a victim of abuse or a pupil discloses that he/she is being abused, information **MUST BE** passed without delay to the Headteacher or the Head of Upper School. The Headteacher has a legal procedure to follow in all cases of disclosed or suspected abuse. In the event of the Headteacher’s unavailability, advice should be sought.

A register of all children referred to Social Services, under child protection, is kept by the Head of Upper School. The Cumbria Child Protection handbook which highlights all aspects of “child abuse” procedures is available for all members of staff and again kept by the Head of Upper School.

The following staff have undergone training in this area:

Mr R Matheson	-	Head of Upper School
Mr R Waddington	-	Assistant Head of School
Mrs L Massicks	-	Assistant Head of School

All teachers must familiarise themselves with:

- Dealing with allegations of abuse against teaching and non-teaching staff (every department has a copy)
- Use of force to control and restrain pupils.
- The full school child protection policy.