



Policy on Discipline and Exclusions

This policy will be reviewed annually.

School ethos

We expect Leighton Park to be a school where all individuals are respected and their individuality is valued in accordance with the school's Quaker values and its statement of aims and objectives.

Self-discipline is promoted and good behaviour should be the norm. We expect rewards and sanctions to be applied fairly and consistently.

Discipline is based upon trust, mutual support and seeking to promote the positive, within clearly defined expectations. A dress code rather than a uniform in the senior school encourages simplicity of dress, which allows a degree of self-expression alongside conformity with the expectations of the community. Rewards, encouragement and positive comments can help create an environment where sanctions can be kept to a minimum.

When things do go wrong, guidance and support are present through our pastoral system where a strong pupil-tutor relationship exists. Staff listen to pupils' opinions: pupils are entitled to reasons, explanation and discussion and this in turn encourages self-discipline. Staff always try to respond fairly and consistently. Quakers set store by how each person lives his or her own life and high ethical and moral standards are central to their beliefs and to the pastoral system at Leighton Park.

Conduct of pupils

All pupils are given a copy of "What to do at Leighton Park", which is printed in both the Calendar and the prep Diary. This gives a useful summary of the rules and guidelines pupils are expected to observe. Both academically and socially we have the highest expectations of all our pupils. The Quaker ethos supports this, in our valuing of each member of the community, and our recognising that everyone has something to offer.

A conventional range of sanctions is available if needed, including detention, gating, community service, or in more serious cases even temporary or permanent exclusion. The extent to which they are used and the type of action taken will vary according to circumstances. A framework is necessary if everyone is to be supported and allowed to develop in a secure community. In such an environment pupils can grow into balanced individuals, respecting and caring for others and recognising their responsibilities as members of the community.

Staff are expected to deal appropriately with any unacceptable behaviour. Pupils are expected to fulfil school commitments and attend lessons punctually. All absence must be explained and will be followed up. Pupils' behaviour in lessons must be appropriate and allow constructive teaching and learning.

The School's responsibilities

The Head and all the staff are expected to promote self-discipline and proper regard among the pupils for each other and for the staff; to encourage good behaviour and respect for others, and to prevent as far as possible all forms of bullying among pupils. Well-planned, interesting and challenging lessons contribute to good discipline: teaching departments should reflect this in their programmes and methodology.

Rewards and sanctions

These must be applied fairly and consistently.

Rewards may take many forms and might include, for example, public recognition.

Sanctions must be proportionate to the offence and should enable pupils to make reparation where possible. They might include the setting of extra work, detention, removal of the pupils from a class or lesson, withdrawal of privileges or of participation in non-essential educational visits, temporary or permanent exclusion.

Suspension

During the investigation into a serious incident, the Head may take the decision to suspend a pupil in order that the investigation may be properly conducted, and that the pupil concerned might be removed from a potentially harmful or incriminating situation. Suspension is not a sanction, but in this case it is a means to ascertain the truth as closely as possible, and to protect pupils from potential harm or difficulty. Suspensions should not be for more than 7 working days, and should as far as possible be for no more than 3 working days. At the end of a suspension period, and should the investigation warrant it, the suspended pupil may be asked to attend an interview meeting at which evidence will be presented, and at which the Head may decide to exclude the pupil.

Exclusion

Only the Head, or in his absence the Deputy Head, can exclude a pupil. For serious misbehaviour, pupils may be excluded for one or more fixed term periods during the school year. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of other strategies has been employed previously, or if an exceptionally serious individual offence has been committed. Such offences might include, for example, serious violence, threatened or actual, against a pupil or member of staff; sexual abuse or assault; supplying or bringing an illegal drug into school; carrying an offensive weapon.

The school will normally try alternative solutions before resorting to permanent exclusion.

Parental co-operation

We aim to work closely with parents and expect parents to abide by the terms and conditions agreed when a pupil enters the school. Parents will be involved in discipline cases as appropriate. Parents are also encouraged to support good behaviour and positive habits in their children.

Review

Parents are entitled to appeal to a panel of governors against any exclusion. The procedure for such an appeal is explained at the time of exclusion, and within the school's published Pupil Exclusion Procedure. A review hearing will be set up as quickly as possible and the governors' decision is final. The school will continue to provide education for a pupil who remains on roll and will consider in each case how this might best be achieved. The procedure for review is outlined in the school's published Pupil Exclusion Procedure.

September, 2011. Reviewable annually.