



# BEHAVIOUR AND DISCIPLINE POLICY 2024-25

## Summary of changes

Staff member responsible	Revision date	Approved by	Approval date	Reason for update
Deputy Rector	Oct 2023	SSG	Oct 2023	Updated to include greater detail on Rewards and Sanctions
Deputy Rector	Sept 2024	SSG	Sept 2024	Annual review - minor updates to Fees and Leaving Status

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## **LINKS TO UNCRC**

This policy links to the following UNCRC articles:

- Article 29 – Aims of education

## **LINKS TO OTHER DOLLAR ACADEMY POLICIES**

This policy has links with the following Dollar Academy policies:

- Anti-Bullying Policy
- Alcohol Policy
- Search and Confiscation Policy

## **RATIONALE**

The UNCRC is a universal treaty which covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. Dollar Academy is committed to embedding a rights-based approach. We do this by ensuring:

- Our school is inclusive of all children and does not discriminate any child/ group whatever their ability, race, religion or family background (Article 2).
- Everything we do is in the best interests of all children and young people (Article 3).

Our ethos is to ensure that every child is able to develop to their full potential (Article 29), their dignity and rights are respected (Article 28) and that no barriers are placed in the way of any children and young people achieving their full potential (Article 6).

In any decisions made, the children and young people's views have been consulted, considered or they will actively participate (Article 12).

Great importance is attached at Dollar Academy to courtesy, integrity, good manners, discipline and respect for the needs of others. Good discipline is an essential ingredient of a good school. It is the prerequisite for effective teaching and learning, but it also upholds and facilitates the courtesy which should characterise relationships between pupils and staff and between pupils and pupils. The Academy is well-known for maintaining a courteous and friendly environment and it is a key aim of the school to maintain this ethos.

The Academy aims to set high standards of behaviour which will support teaching and learning – which can take place in and out of the classroom – by providing pupils and staff with a framework of positive support and encouragement and by recognition and appreciation of achievement and by using a fair and consistent system of sanctions. Whilst it is understood that there will be variations in staff acceptance and tolerance of children's behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour, in or out of the classroom. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will not tolerate it. The same standards will be expected out of the classroom: pupils are expected to treat people and property in the school and in the wider Dollar community in a reasonable and responsible manner.

This policy should be read in conjunction with the relevant section of the parent-school contract and the relevant Academy Information Booklets.

This policy will be applied consistently and in line with the Academy's duties and responsibilities under the Equality Act 2010.

## **PROMOTION OF POSITIVE BEHAVIOUR**

Positive behaviour that aligns with our core values is recognised in the following ways.

### **Appreciation**

All staff have a very important role to play in boosting confidence and rewarding pupils with verbal praise as well as written comment on school work and homework.

### **Assemblies**

School assemblies offer a good opportunity to recognise achievement and communicate praise and appreciation. Individual and group/team achievements, whether in or out of school, are announced and pupils are invited to come to the platform to receive awards/medals and are applauded by the Academy.

### **Awards**

Prizegiving is an occasion for publicly rewarding academic achievement and effort. Prizes are also awarded for service to the Academy and for particular forms of non-academic achievement. Other awards, such as Internationalist Awards, reflect wider achievement and effort.

### **Co-curricular programme**

The school's substantial co-curricular programme has, as an explicit aim, the development of positive behaviour and relationships: teamwork, leadership and commitment are thereby encouraged and developed. Hundreds of Dollar pupils participate in school sport and the sporting ethos of the school particularly emphasises positive behaviour and fair play.

### **Colours**

Pupils may be awarded colours or half-colours for achievement and effort in a wide variety of sporting and cultural fields.

### **Form Tutor Period**

Daily Form Tutor time has a significant role to play in encouraging positive behaviour.

### **Information Evenings**

Information evenings are seen as a further opportunity to disseminate school values and to encourage positive parenting, positive behaviour by pupils in and out of school, and a partnership approach between school and parents.

### **Merits**

Merits are a formal way of recognising positive pupil behaviour. They are issued using the Academy's Management Information System. The pupil's Head of Year and tutor are notified when a merit is awarded by a teacher, and this provides an opportunity to reflect upon and celebrate success.

### **Monitoring by Guidance Staff**

Guidance staff monitor pupil attitude, behaviour and progress generally, taking feedback from Form Tutors and class teachers and by using the self-review system. The guidance team take a variety of approaches to commending progress and positive behaviour, from personally congratulating pupils to writing to them.

### **Newsletters, Social Media, School Magazines and Website**

Various media highlight the success and positive behaviour of a high number of current and past pupils, and teachers, in a variety of different ways.

## **On Report**

Where pupils' attitude or behaviour in lessons causes frequent or continued cause for concern, or where pupils are disorganised about homework or bringing books or equipment to class, the Head of Year may place a pupil "on report" for some or all lessons and/or homework for a specified period of time. The report card is initialled by teachers and countersigned by a parent or guardian who is always informed in advance that a pupil is to go "on report". This is intended as a supportive measure to enable pupils to receive regular feedback, positive where possible, rather than as a punishment. There are two types of report, the standard one requiring regular reporting to the Head of Year, and an enhanced version involving a daily meeting with the appropriate Assistant Rector.

## **Posts of responsibility**

Many pupils can develop self-esteem and gain useful experience through various posts of responsibility within the Academy. All Form VI pupils are prefects and many volunteer to act as helpers in various ways. Our boarding houses have appointed Heads and Deputy Heads of House. Younger pupils are often asked to "buddy" new pupils in their year group.

## **PSE**

Many aspects of the PSE programme at Dollar explicitly and implicitly support and encourage positive behaviour both in and out of school.

## **Pupil Committees**

Opportunity is provided for pupils to take on various posts of responsibility through their participation in a variety of school committees: e.g. Welcoming Committee, Charities Committee, Yearbook Committee, Sustainability and Active Travel Group.

## **Reports**

In addition to reporting on academic progress, school reports are an opportunity to praise those pupils who merit compliment and to offer guidance on their continued development.

## **Restorative Practice**

In some situations, restorative practice is used to repair a relationship between a pupil and another pupil, or a teacher, or the Academy. This approach does not look to apportion blame or make examples of pupils, rather the focus is on moving forward positively.

## **Role Models**

Teachers and senior pupils are expected to act as role models for younger children.

## **School Values**

The Academy's Values of Be Kind, Work Hard and Get Involved permeate every area of school life. This was recognised by Education Scotland (February 2020), when they said the school's ethos is inclusive, positive, respectful and supportive.

## **Support for Learning**

The Support for Learning department works with individuals to identify supportive learning strategies, build confidence and raise self-esteem, fostering positive self-images and behaviours towards learning.

## **The School Counsellor**

The school counsellor works with individuals with emotional or behavioural problems with similar aims to the Support for Learning department. Often there is crossover between the two in supporting Academy pupils.

## **BEHAVIOUR THAT DOES NOT MEET EXPECTATIONS AND APPROPRIATE SANCTIONS**

### **Behaviour that does not meet expectations**

This policy applies to breaches of Academy rules and expectations. Whilst some of the behaviour set out below will relate specifically to behaviour in the classroom, pupils and parents should be aware that breaches of discipline within the school campus; in the environs of the town of Dollar; while travelling to and from the Academy; on Academy trips or activities - will also be covered by this policy. Furthermore, where pupils are outwith the Academy's direct influence, on holiday, at weekends, away from the area, but have brought the Academy into disrepute by their actions, the Academy may deem it appropriate to apply this policy.

### **General behaviour management**

Staff aim to create a positive and engaging environment in which our young people can thrive. We recognise that everyone can make mistakes. When behaviour that does not meet our expectations is as a result of a momentary lapse, which is not repeated and does not have a significant impact on others, it will be dealt with in a low-key way, i.e. a conversation between the member of staff and the pupil.

### **Category 1 - minor breaches of behavioural expectations**

The following is a non-exhaustive list of behaviour that will be considered a minor breach of discipline:

- unsatisfactory work or late work
- lateness to class
- low level disruption in lessons
- breaches of school uniform rules
- use of mobile phone when not allowed
- repeated failure to bring books or equipment to class
- repeatedly chewing gum
- littering

### **Response to a category 1 breach of behavioural expectations**

The member of staff who observes the poor behaviour is responsible, in the first instance, for dealing with the pupil. When there is a Category 1 breach of discipline, the following should happen:

- the pupil is spoken to immediately, or as soon as is practically possible, by the member of staff who observed the behaviour;
- the pupil's behaviour is flagged; this is done by giving the pupil a "Flag" on iSams using the Rewards and Conduct manager. The Flag itself is not a sanction; it is a mechanism for other staff who play a key role in the pupil's development to be made aware so that support can be put in place.

Moreover, at the member of staff's discretion, the following action might be taken:

- asking the pupil to repeat unsatisfactory work;
- communication with home;
- requiring the pupil to sit a lunchtime departmental detention (in consultation with their HoD), recorded in using the Discipline Manager on iSams.

Minor breaches of behavioural expectations will not normally result in suspension or exclusion of a pupil.

For repeated Category 1 breaches inside the classroom, the Head of Department should be involved, even if it is just being made aware. A departmental detention will usually be given in these situations. The Head of Year or Assistant(s) Head of Year should also be made aware when

a Head of Department becomes involved; this will allow for potential trends across subjects to be spotted and for the member of the Guidance Team to coordinate communication with home. If a departmental detention is given in isolation, then it is the role of the teacher or HoD to contact the parents / carer of the pupil; for trends across a number of subjects, the HoY/AHoY will take the lead.

For repeated Category 1 breaches outside the classroom, the Head of Year and Assistant Head of Year will usually take the lead. Where trends do emerge, an escalation might be considered.

### **Category 2 – more serious breaches of behavioural expectations**

The following is a non-exhaustive list of behaviour that will be considered a more serious breach of discipline:

- repeated category 1 breaches where learning from mistakes is not demonstrated;
- disruptive behaviour in lessons, which regularly interrupts the learning of others;
- unkind or bullying behaviour (including online behaviour);
- disrespect to fellow pupils, staff, other persons beyond Dollar;
- misuse of, or damage to, school property, including graffiti;
- deliberate attempts at deception or cheating in class or homework;
- an isolated incident of truancy;
- failing to register in the morning.

### **Sanctions for category 2 breaches of behavioural expectations**

A more serious breach of discipline will normally be dealt with by Heads of Department, Guidance staff, the Assistant Rectors and Deputy Rector, although from time to time it may be appropriate for other members of staff to deal with the matter in the first instance.

Staff who observe the poor behaviour are responsible, in the first instance, for dealing with the pupil. When there is a Category 2 breach of discipline, the following should happen:

- the pupil is spoken to immediately, or as soon as is practically possible, by the member of staff who observed the behaviour;
- the relevant Guidance staff and / or Head of Department is made aware.

The relevant Guidance staff and / or Head of Department (in consultation with their SSG link) will decide on one of following sanctions:

- one or a number of early morning 8am detentions, supervised by a member of the SSG.
- a Friday afternoon detention from 3.30-4.45pm, supervised by a member of SSG. This is considered a more serious sanction than an 8am detention.

There is scope for alternative sanctions, like a Saturday morning detention if this is deemed appropriate.

In all situations the parent or guardian of the pupil will be informed.

Repeated category 2 breaches may merit suspension or exclusion as set out below.

### **Category 3 – extremely serious breaches of behavioural expectations**

The following is a non-exhaustive list of behaviour that may merit suspension or exclusion:

- repeated or prolonged truancy;
- grossly discourteous, disobedient, defiant or insolent behaviour towards a member of staff;

- persistent disruptive behaviour in lessons or otherwise disrupting the learning of other pupils;
- physical assault against pupils or other adults;
- verbal or emotional abuse or threatening behaviour against pupils or others;
- use of any discriminatory behaviour, including racial, homophobic, sexist, anti-Semitic and / or any other derogatory / hateful slurs;
- serious damage to property or theft;
- substance misuse and/or possession of banned/illegal substances, including misuse or possession of tobacco, nicotine pouches, vapes, alcohol, drugs, legal highs, or related paraphernalia;
- possession of pornography;
- possession of an offensive weapon;
- cheating in an examination or other formal assessment or attempting to do so;
- serious abuse of ICT and being involved in sending (or posting online) abusive or obscene e-mails, texts or messages;
- sexual assault or harassment;
- bringing the school, its pupils and/or its staff into disrepute;
- unacceptable parental behaviour or a lack of parental support for the Academy's ethos and policies.

### **Sanctions for category 3 breaches of behavioural expectations**

#### **Suspension**

Only members of the SSG have the authority to suspend a pupil. Before a pupil is suspended a member of the SSG will, wherever practical, discuss the situation with the parent or carer.

Pupils will be suspended for a fixed term, which is at the discretion of members of the SSG. The Academy recognises the seriousness of the sanction of suspension and will endeavour to ensure any suspension is limited to a maximum of ten school days. Pupils can, in certain circumstances, be suspended immediately following an incident. A member of SSG, usually the Deputy Rector, will inform the parents or guardian advising them of the suspension and confirming the length of the suspension. In most cases a suspension will be accompanied by some restorative work, to be completed during a suspension. On return from suspension a pupil may be given a final warning about their conduct. Suspensions do not form any part of a school reference for university applications and/or any other post-School destination.

In advance of a formal suspension (or permanent exclusion), a pupil may be suspended without prejudice following an allegation of a breach of a Category 3 offence. This is not a sanction; a suspension without prejudice is used to protect all parties whilst allowing a fair investigation to take place.

#### **Permanent Exclusion**

Only the Rector can permanently exclude a pupil and he will only do so after consultation with the Chairman of Governors. Before exclusion takes place, the Rector will:

- a) ensure an appropriate investigation into the alleged breach of discipline has been carried out;
- b) consult such members of staff as he deems appropriate;
- c) seek the views of the pupil and the parents or guardian at a meeting, before reaching a decision thereafter.

The Rector may exclude a pupil following a category 3 breach of discipline, or for persistent category 2 breaches, or if the Rector is convinced that the pupil's conduct brings the Academy's name into disrepute or is so prejudicial to the discipline of the Academy or to the welfare of

other pupils or staff in the Academy that permanent exclusion is necessary. Breaches of the parental contract may also lead to the permanent exclusion of a pupil.

The Rector, where appropriate, will take into account the pupil's previous record at the Academy and any other relevant circumstances. The Rector, again, where appropriate to do so, will also take into account contrition, honesty and acceptance of responsibility. However, for sufficiently serious breaches, these factors may not apply and it will be appropriate to exclude a pupil for a single breach.

The Rector will write to the parents/guardian confirming permanent exclusion. For a period of five days following verbal or written intimation of a decision to permanently exclude, the parents/guardian will have the right to request, in writing to the Chairman, a review of the decision. Please note, in accordance with the relevant legal framework, any decision by the Rector would only be overturned if a panel of Governors concluded that the original decision was unreasonable given the information available to the Rector at the time the decision was made. The outcome of the review process is final. The pupil shall not attend the Academy pending the outcome of any such review.

Except as required by law, the Academy and its staff will not be required to divulge to parents, pupils, guardians or third parties any confidential information which has been acquired during an investigation.

### **Fees and leaving status**

If a pupil is permanently excluded, there will be no refund of the acceptance deposit or of fees for the current or past terms, but the unspent balance of any lump-sum prepayment will be refunded without interest. All arrears of fees and any other sum due to the Academy will be payable.

As an alternative to exclusion, parents may be granted the opportunity, during or at the end of a term, to withdraw a pupil, from the Academy, if, after consultation with a pupil and/or parent, the Rector agrees that an enforced exclusion is unnecessary. Examples of this might be: that there has been no major disciplinary breach, but by reason of the pupil's conduct or progress the pupil seems unwilling or unable to benefit sufficiently from the educational opportunities offered by the Academy; or that a parent has treated the Academy or members of its staff in an unreasonable manner. In this case, the pupil's status as a leaver will be recorded as "withdrawn" rather than "excluded". The acceptance deposit will be returned once all arrears of fees and any other sums due to the Academy have been paid. The unspent balance of any lump-sum prepayment will be refunded without interest.

The expression 'leaving status' refers to whether the pupil has been excluded or withdrawn and to the record which will be entered into the pupil's file as to the reason for leaving.

### **Behaviour Management for Boarders**

For behavioural issues that occur away from the main school day, for example in the boarding house in the evening or at the weekend, or when a pupil is still in the Academy's care, including on a boarders' trip or when a pupil signs out to go to a local town, the Houseparent will take the lead on the Academy's response. For misdemeanours of this type that are not deemed serious in nature, an in-house sanction may be deemed appropriate, e.g. a pupil misses a curfew and as a result the Houseparent 'gates' them the following night. The reason for this approach is because we aim to create a home from home atmosphere in our boarding houses and believe that, just like in the home environment, the adults will know how best to deal with behavioural challenges.

For serious behavioural misdemeanours in the boarding house, or at the weekend, when a pupil is still in the Academy's care, the Academy's main disciplinary policy will be applied.

## APPENDICES

### APPENDIX I – Extract from Parental Contract

The school-parent contract contains the following section:

#### 1. **ACADEMY RULES**

- 1.1 **Compliance with Academy Rules.** It is a condition of remaining at the Academy that your child complies with the Academy Rules as amended from time to time. Parents will be given notice of such amendments. You shall be liable for the consequences of any failure by you or your child to comply with the Academy Rules, including any damage which your child causes to the property of the Academy or of any person, and you hereby undertake to indemnify the Academy or any third party, as the case may be, for the costs of any such damage.
- 1.2 **Drug Testing.** The Academy shall be entitled to undertake drugs and other substance testing of pupils in accordance with the Academy Rules.
- 1.3 **Email and Internet Monitoring.** You consent to the Academy monitoring your child's email communication and internet use for the purpose of ensuring compliance with the Academy Rules. Any such monitoring shall be carried out in accordance with applicable legislation.
- 1.4 **Disclosure to the Authorities.** You consent to us disclosing information about you or your child to the applicable authorities where the law requires us to do so, to protect the Academy, its pupils or staff or where it is otherwise reasonable in the circumstances for us to do so.

#### 2. **DISCIPLINARY PROCEDURES**

- 2.1 **Your child's behaviour.** The Rector may at his/her discretion require you to remove or may suspend your child from the Academy and in serious or persistent cases, the Rector shall, in accordance with the terms of the Behaviour and Disciplinary Policy, have the power to exclude your child from the Academy if he/she considers that your child's attendance, progress or behaviour, including behaviour outside school, is unsatisfactory, or your child has brought the Academy into disrepute or has committed a serious contravention of the Academy Rules or if, in the reasonable opinion of the Rector, the removal is in the Academy's best interests or those of your child or other children. You may also be required to remove your child if, in the reasonable opinion of the Rector, he or she is unwilling or unable to benefit sufficiently from the educational opportunities offered.
- 2.2 **Your behaviour.** The Rector may in his/her discretion require you to remove or may suspend your child from the Academy and in serious or persistent cases, the Rector shall, in accordance with the terms of the Behaviour and Disciplinary Policy, have the power to exclude your child if the behaviour of you or either of you is, in the opinion of the Rector, unreasonable and adversely affects, or is likely to adversely affect, your child's or other children's progress at the Academy, the well-being of Academy staff, or bring the Academy into disrepute.
- 2.3 **Refund of fees.** Should the Rector exercise his/her right under Clause 6.1 or 6.2, you will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the deposit will be forfeited. In the case of any refund of fees being made, for whatever reason, repayment will be made based on a calculation of the annual fee divided by the number of the days in the academic session.

2.4 **Nature of offences.** The Academy Rules set out examples of offences likely to be punishable by suspension or exclusion. These examples are not exhaustive, and in particular the Rector may decide that suspension or exclusion for a lesser offence is justified where there has been previous misbehaviour or other relevant circumstances.

## **APPENDIX 2 – Prep and Junior Schools**

The Prep and Junior School fully adheres to the principles of promoting positive behaviour and recognises the importance of courtesy, integrity, good manners and respect for the needs of others outlined in this policy. Given the younger age of the children, and the teaching and learning context in which they operate, breaches of school discipline and lapses in behaviour may not always follow the pattern of the sanctions outlined above.

In general, the class teacher takes responsibility for the behaviour within their class. There is often use of circle time and peer support. In cases of unsatisfactory behaviour, however, sanctions are likely to be applied as a deterrent and to help children learn that actions have consequences.

These may include, but will not be limited to:

- Withdrawing the child from the class to spend time with another teacher
- Curtailing a child's playtime for a specified length of time
- Referring a child to the Assistant Head, Prep School or the Assistant Head, Junior School
- Asking for an unsatisfactory or un-finished piece of work to be re-done or completed and signed by parent

In most instances, and where appropriate, behaviour which falls below our expectations is discussed with the parent and any sanctions are explained.

More serious instances of bad behaviour will usually be dealt with as outlined for category 3 breaches of discipline in the main policy above.