

The DASP Citizen - A Community Charter

We believe our students should:



Be interested in your school and the other students and concerned about their welfare. Look out for others, do not bully.



Respect others and their property. Take care not to inconvenience or hurt others. Open doors and clear up your litter.



Be willing to talk and pass on information to other students and teachers. Get your ideas across and open up in class.



Be polite and demonstrate good manners (Please, thank you, put your hand up).



Work with others in a helpful way. Be willing to do things when asked to.



Be honest and do the right thing. Get involved in all aspects of school. Get things done and follow through a task.



Be positive and sure, saying I CAN (not I CAN'T). Feel able to talk and listen to others.

DASP CITIZEN BEHAVIOUR CHARTER For Parents



Sometimes parents or schools believe that action needs to be taken to improve a situation.

There can be disagreement about what needs to be done. This document is to help make clear to parents the rights and responsibilities we all have and the reason schools will make certain decisions.

THE RIGHTS OF PARENTS

If you feel that your child is being discriminated against or that their education is not suitable or that their health, safety or well being is not being provided for properly, then you can be reassured by the following.

Parents have strong statutory rights which all DASP schools uphold. You will be informed of these rights. You will be helped to have all necessary assistance and information. DASP schools have all policies required by the Department for Education. All DASP schools will give you guidance and access to information. They might be, for example, concerning issues such as homework or bullying. You have the right to have access to information concerning your child such as school records. DASP schools will give you information concerning external agencies and how and when such agencies are brought in to help your child; this would include services such as Educational Psychologist or Educational Social Workers.

When the school decides to discipline your child, you can expect to be given information showing you how to appeal against such a decision.

If you do not agree with a school decision, you can expect to be able to communicate with an appropriate member of staff by letter, phone call or meeting. You can expect this within a reasonable time scale. DASP schools cannot, however, promise to give you access to staff on demand. Sometimes, an appointment will have to be made at a future time. You can expect to be given a clear indication of when this will be.

You should be confident, as a parent of a child at a DASP school, that your child's school will have consistent and high standards in their care and provision. The support your child receives in his or her school, should be very much the same as that on offer in all the schools within the pyramid. DASP schools work at communicating with each other and being consistent. This consistency should also apply to disciplinary responses. Your child should expect the same standards of discipline in all DASP schools.

If you or the school are worried about your child's behaviour, and this is a serious concern or has been the case for a long time, then you could expect the following response:

To be informed of this without discrimination.

To be able to communicate with relevant members of staff within a reasonable time scale and have your views noted.

To have access to school support, if this is thought to be appropriate by yourself and school.

To have access to external agencies, if this is thought to be appropriate by yourself, school and the agency.

That you are treated in line with standards and procedures to be expected in all DASP schools.

THE RIGHTS OF CHILDREN, SCHOOLS AND PARENTS

In order to include everyone in a safe, positive and fair education, we all need the children/students:-

- to be safe in their behaviour towards other children and adults;
- to be free from severe or prolonged disruption to their education;
- to be accepting of the rules and routines within schools;
- to accept the reasonable request of staff.

We need these 4 important conditions so that all are included. It is sometimes necessary to act to make sure that this is the case. Disciplinary action is necessary at times. This is at the discretion of teachers, head teachers and governors. We try to make sure that everyone understands and agrees with the need for disciplinary action. It is the case however, that sometimes, parents will not agree. In these cases there is the right of complaint and appeal but schools do not always need the agreement of parents to decide on discipline. We try to get this agreement because this gives the child a united and consistent message to understand and work towards accepting:

The behaviour below will result in action up to and including temporary or permanent exclusion.

Threatening or abusive behaviour towards other children.

Threatening or abusive behaviour towards staff.

Violent behaviour, hurting or likely to hurt others also inappropriate sexual behaviour.

Vandalism, theft, deliberate destruction of school or others property.

Behaviour which is too difficult to supervise.

Severe, repeated or prolonged disruption to learning.

Refusal to follow school rules – for example, by repeated breaking of rules.

Deliberate and severe refusal to do as reasonably asked by a member of staff.

Sometimes, there are reasons why children behave badly. We can be sympathetic to these reasons and try to help change the behaviour. In the vast majority of cases, these reasons do not excuse or justify the eight behaviours above. Sometimes, the exclusion of a child is made more in the interest of other children and their needs and their rights come first.

Some behaviour in school is of concern, but not as severe. In such cases, schools will discipline using removal of privileges or break time detentions, isolations or informing parents. We can expect that this is fair, in proportion and not arbitrary. DASP schools believe that the most happy, positive and successful of inclusive schools achieve results, where the needs of the child and school are met by parents and schools working together to give young people a consistent and a united message, and where next steps are determined in partnership.