Woodrush High School

Behaviour Policy

Policy created / updated by	M Holtom-Brown, Deputy Headteacher
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Contents:

Statement of intent

We have high standards and expectations for behaviour at Woodrush and we want the school to be a caring, safe and happy place where all children flourish and progress confidently each year to their next stage of learning.

All students' behaviour around the school should support this aim. Every lesson should be characterised by a relentless focus on learning, free from distractions. This means that even low-level disruption such as arriving late, interruptions, not following an instruction or disturbing the learning of others, is not acceptable. So, it is imperative that all our students are **'Woodrush Ready'** and our classroom expectations are transparent, consistent and clear to all.

Woodrush High School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

3. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - Inclusion team
  - SENCO
  - Headteacher.
  - Curriculum leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

4. Definitions

For the purposes of this policy, the school will define "serious and totally unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment including sexual** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Possession** of offensive or dangerous objects. Offensive weapons can include knives, knuckle-dusters, broken bottles or tools such as spanners and hammers if they are intended by the person carrying them to cause injury to a person.
- **Possession of legal or illegal drugs, alcohol or tobacco**
- Possession of **banned items**

- **Truancy** and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, derogatory language, racist/homophobic remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Inappropriate language
- Chewing gum
- Failure to complete classwork
- Rudeness to staff/peers
- Refusal to follow request
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport/ in the community
- Use of mobile phones without permission
- Poor conduct around school

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

5. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications including NPQLBC,

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

6.Woodrush Ready:

The achievements that our students accomplish are shaped through a culture of high aspirations driven by exceptionally high standards in all we do. To help create and maintain a positive culture at Woodrush we expect all our students to be **'Woodrush Ready'** for all aspects of school life:

Be prepared by being well equipped and wearing uniform smartly and with pride, arriving to school and lessons on time.

Be productive by taking pride in their work and to challenge themselves in their lessons and using learning time effectively.

Be respectful to both staff and students by having a strong work ethic, exemplary behaviour and a love of learning which creates a positive and safe climate where all students can flourish.

Be Reflective by always being responsive to feedback and achieving excellence.

All stakeholders are responsible for driving the culture of the school through Woodrush Ready:

Teaching staff are responsible to:

Be Prepared:

- Support students with attendance, punctuality, uniform or equipment
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Be Productive:

- Quality first teaching to engage all students
- Promoting a supportive and high-quality learning environment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

Be Respectful:

- Modelling excellent behaviours for students
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Know all their students needs ensure learner profiles updated regularly.
- Build positive and respectful relationships with all students – no shouting,
- Use classroom management strategies before behaviour policy
- Consistent and fair with achievement and A2L and behaviour policy

Be Reflective:

- Being responsible and accountable for the progress and development of the pupils in their class,

Pupils are responsible to by: *(Please refer to behaviour curriculum and Appendix 2 for Habits of Success in classroom)*

3). Students will:

Be Prepared:

- Attend school regularly
- Arrive to school on time at 8.25am (8.45am on Wednesdays) and attend line up.
- Be punctual to all lessons.
- Come to school prepared to work, with the correct equipment and the correct uniform at all times as outlined in the school's uniform policy here
- Ensure mobile phone is switched off during the school day and kept out of sight;

Be Productive

- Complete all work to the highest possible standard.
- Take responsibility for their own learning,
- Use habits of success in lessons including START in all lessons.
- Conduct themselves appropriately in lessons, between lessons
- Attend extra-curricular clubs and get involved in wider school life.
- Be positive ambassadors for the school at all times;
- Ensure proper and safe use of the school ICT systems as outlined in the acceptable usage policy for ICT;

Be Respectful

- Respect other members of the Woodrush community;
- Accept that bullying, intolerance and discrimination are unacceptable in our school;
- Ensure they do not disrupt the learning of others;
- Follow staff instructions immediately without questioning
- Respect the environment of the school and other people's property;
- Conduct themselves appropriately between lessons during break, lunch and on their way to and from school;

- Remain within the permitted recreational areas of the school during break and lunch times;

Be Reflective

- Reflect on my learning each lesson and use feedback to help me improve my learning

Parents will be responsible to support their child to be **Woodrush Ready** by:

- Adhering to the home school agreement.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

7. Rewards and Achievement

The aim of giving rewards is to encourage and reinforce the students' positive achievement and good behaviour as laid out in the school aims, values and ethos. It is expected that this will feed into the celebration ethos of the school. At Woodrush we aim to promote high standards – positive encouragement and reward. When students do something well this can be recognized by praise or by comments in their work. The school also formally recognizes good standards of achievement by means of:

Achievement Points *(see appendix 5 for achievement and reward)* - Achievement points are awarded for high standards of effort, progress and achievement. Achievement points may be awarded for anything which sets new standards for students personally. Achievement points are logged by staff on Arbor. Student's weekly total is recorded in the Student Planner. Students gain half termly recognition, prizes and privileges for the total number of achievement points they receive.

Character Points - Character points are awarded for showing excellent character through Leadership, organisation, resilience, initiative or communication skills. Character points are logged by staff on Arbor. Student's weekly total is recorded in the Student Planner. Students gain half termly recognition, prizes and privileges for the total number of character points they receive.

 Faculty shout outs - Each faculty gives weekly faculty shout outs. This is to recognise students who have demonstrated excellent standards of effort, progress or achievement in the faculty.

Blazer flashes. - These are badges that are awarded that are to be sewn onto student's blazers. These badges are to acknowledge any specific achievements linked to certain subject areas, which may include anything linked to attainment, participation, effort or progress. The House colour blazer flash is also awarded for 100% attendance at the end of the academic year during the final celebration assembly of the year

Year Celebration assemblies - Every half-term students attend a Celebration assembly for their Year group. The focus of these assemblies is to award students for outstanding conduct, sporting achievements, excellent attendance, significant contributions to the extracurricular life of the school and to recognise and celebrate those students that have achieved the highest number of achievement logs. Student success is also celebrated in the weekly year group assemblies.

House Celebration assemblies - Every Term students attend a Celebration assembly for their House. This is lead by a member of SLT The focus of these assemblies is to award students for outstanding conduct, sporting achievements, excellent attendance, significant contributions to the extra-curricular life of the school and to recognise and celebrate those students that have achieved the highest number of achievement logs.

Letters, postcards and certificates. - Certificates are also awarded during celebration assemblies. Added to this, subject teachers, Heads of Year, Heads of Faculty, Progress Leaders and members of the Senior Leadership Team will also send letters and postcards home to celebrate student achievement.

Awards Evening - If students have achieved outstanding success or have made excellent progress during the year or have made a significant contribution to the life of the school or the community they may be presented with an award at the annual "Awards Evening".

Prizes/Privileges - Students will be rewarded for their achievements through ½ termly privileges/ prizes awarded by their HOY.

The most important form of reward is undoubtedly one-to-one teacher praise and encouragement of individual students either in the classroom or around the school. Class teachers strive to make one-to-one praise comments with each student in a class as often as possible. The school strives to create and maintain a 'celebration culture' and ensure that the celebration ethos remains high profile throughout the year, and that such celebrations re-enforce positive social, emotional and behavioural attitudes to learning. The school also uses its many display boards and information screens to celebrate achievement.

Staff at Woodrush may use many ways to express praise and approval across the Key Stages. These can include:

▪ Giving achievement points 5:1 over behaviour points

Showing approval through a nod, smile or look

▪ Giving quiet praise to an individual

▪ Writing a positive comment in the student planner

▪ Praising an individual student in front of an assembly or class

▪ Showing/sharing good work with others in a class

▪ Making prominent displays of students' work in classrooms and around the school

▪ Contacting Parent/Carers by sending letters or postcards of congratulations, home/phone calls

▪ Passing on information about good work/behaviour to a HOD/HOY and using a positive Arbor comment.

▪ Giving additional responsibilities (e.g. older students working with younger students, community service, staff assistance)

▪ Displaying celebratory information on the information screens around school

8. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Deputy head of behaviour will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as restorative conversations with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable

*(refer to **Appendix 5** – Learner behaviour and consequences).*

- Issuing a verbal warning and reminder of the expected behaviour
- Issuing a C1, C2 or C3 consequence
- Call out/removal from lesson
- Break or lunchtime detentions for poor conduct around school.
- Same Day Resolutions

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, refer to sanctions for unacceptable behaviour.

Uniform infringements.

Pupils must come to school prepared to work, with the correct equipment and the correct uniform at all times as outlined in the school's uniform policy here. Form tutors will check uniform during line up and form time.

Pupils with incorrect uniform will be sent to student services to rectify uniform. The school may temporarily provide a student with an item/items of uniform to use during that day so that they can attend lessons.

If uniform cannot be rectified, then students will be out of circulation during break and lunchtime. If a student repeatedly does not adhere to school uniform policy, the pupil will be removed from lessons.

All students will be issued with a Uniform smart card. This must be always kept with them to allow staff to record if uniform is worn incorrectly. Once students receive 5 records of incorrect uniform a C2 sanction will be issued. Students should take their full uniform card to student services where they will be issued with a C2 and given a new card.

Mobile phone usage

Mobile phones & earphones should not be seen on school premises. Students should switch their mobile phone off before entering the school gate. Mobile phones will be confiscated if seen by a member of staff.

If confiscated, we will ask parent or carer to collect it from school reception after 3pm and a C2 sanction will be issued to your child. If you need to contact your child during the school day please call reception and we will ensure a message is given to your student.

If a student refuses to hand in mobile phone a C5, a 2 hour same day resolution will be issued.

The school will not accept any responsibility for any mobile phones or valuables that are damaged, lost or stolen.

Call out/ removal from lesson

Any pupil who is found to be seriously affecting the learning of others through their own actions can be removed by the member of staff on call.

A call out will result in a pupil having a restorative conversation (3Rs) with call out staff and returning to the lesson or working in that department's alternative timetable room with the Head of Department or other designated member of the department or in extreme circumstances the student may be supervised by a Head of Year or member of the Leadership Team.

Staff needing to request a call out need to log emergency alert on Arbor, which will centrally inform the call out team. The call out will be sanctioned as a C4 call out centrally.

9. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Support/intervention short- or long-term programmes
- One-page profile with support strategies
- Short-term behaviour report cards
- Long-term behaviour plans
- Managed move
- Alternative provision
- Engagement with local partners and external agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Woodrush Ready/ Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum through Woodrush Ready programme and form tutorial programme, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including *habits of Success and classroom routines* required by the school. (See Appendix 5 for Habits of Success and START)

Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- One page profiles with supportive strategies
- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to SLT, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Same Day Resolutions (refer to Appendix 6 – Same day resolution)

The school will make it clear to parents and pupils that they are able to use same day resolutions as a sanction to deter future misbehaviour, both during and outside of school hours.

The use of same day resolutions as a sanction will be applied fairly and consistently. A point system will be active throughout each day. Students can accumulate negative points. Students will receive same day resolution for accumulating more than 2 negative behaviour points within a day:

Score -2   20min same day resolution

Score -3   40min same day resolution
Score –4/5   60min same day resolution
Score -6+   60 mins same day resolution
2 x call out   60 mins same day resolution + isolation

The following indicate the times during which resolutions can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term.
- Any non-teaching day, e.g. INSET days

When issuing resolutions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

Parental consent will not be required for resolutions.

The school will notify parents/carers of the pupil after 2.30pm by email if their pupil is required to stay in school for a same-day resolutions.

When determining whether it is reasonable to rearrange a same day resolution for the next day, staff will consider the following:

- Whether the resolution timing conflicts with a medical/dental appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Resolutions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Restorative conversations

A pupil who has received a C2 consequence, will have a restorative conversation with staff during the resolution. conversation which should be based upon restorative justice principles. The aim of the restorative conversation is so:

Students and staff:

- Know what's expected of them
- Feel safe to make mistakes
- Feel respected and valued as individuals

- Acknowledge and accept responsibility for mistakes
- Resolve disagreements calmly
- Can reflect on and evaluate their own behaviour
- Expected behaviour is modelled by adults

For this conversation to have an impact, it should only take place once the child is in an appropriate emotional space to have the conversation and not while they are dysregulated. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix. Copies of Behaviour Reflection sheets are completed by student during resolution

Restorative conversations (3Rs) involves the following:

Reflect

- Discuss the facts of the actions that lead to the sanction
- Find out what the student was trying to communicate
- Explore what barriers are preventing the student from meeting expectations

Repair
- Listen and acknowledge the student's perspective
- Say something positive
- Explain your perspective using 'I' statements

Re-engage

- Agree one thing you can change
- One thing they can change
- One positive, achievable target for next lesson

Break and lunch time resolutions

If the resolution is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

Time out

Time Out may be used as an alternative to suspensions. In this instance the student must report to their Head of Year in the morning who will then escort them to the Time Out room. Work will be provided and an alternative supervised break time and lunchtime will be arranged and the Time Out day will finish at 4pm.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- To allow restorative conversations or work to take place

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in time out will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Suspensions

A suspension is to be used as a final sanction when all other strategies have failed to modify behaviour. It is used in order to allow other students and staff to work in a calm and secure environment.

Suspensions will be given either as a response to a particularly serious breach of school discipline or as a final sanction for persistently breaking the school aims, values and ethos, where other sanctions have been found to be unsuccessful. A second suspension for a similar offence may be for a longer period of time than the first.

If a decision is made by the Headteacher to suspend, the Parent/Carer will be telephoned by the Head of Year or SLT and informed of the decision and the reasons.

The suspension letter will be sent home with remote learning work for student to complete whilst not in school and copies sent to the Chair of Governors

The student will be readmitted in an interview, following a suspension, with a member of the Leadership Team. This will involve all parties signing a readmission contract. The contract will detail the steps agreed with the student and Parent/Carer which will attempt to modify the student's future behaviour.

Following a second suspension the same procedure will be followed. However, members of the governing body may be informally or formally involved at this point

During suspension, where possible, a Head of Year will organise work to be sent home for completion and for it to be marked upon return

Manage Move placement – reference to managed move protocol here

Where a student is at risk of permanent exclusion a manage move could be considered. A Managed Move is a voluntary agreement between two schools, a child and his/her parents/carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. The move requires the agreement of the child's parent, the head teacher of the child's current school (the home school) and the head teacher of the receiving school. (refer to Worcestershire FAAP policy).

Students from host schools may also attend Woodrush on a managed move placement. During this time, the school behaviour policy must be adhered to at all times. Woodrush High School have the rights to end placement at any time and student will return to home school.

Alternative provision – reference to AP policy

Where a student is at risk of permanent exclusion, the school can direct Alternative provision. Please see reference to AP policy.

Permanent Exclusion

The headteacher will consider whether a permanent exclusion is necessary, alongside alternative options such as a managed move or off-site direction.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Permanent exclusion will only be used for particularly serious breaches of the school aims, values and ethos or when all other sanctions and referrals have been unsuccessful. The education and welfare of other students and safety of staff will be of paramount importance in such cases. This includes students in the Sixth Form.

If any of the above conditions apply the relevant Head of Year/ Pastoralteam will assemble the following evidence:

- Student file

- Information of SEN, where relevant

- Written account of the incident (s) including statement from the student involved, the staff involved and witness statements.

- Support/interventions (if applicable)

These may be dictated to the Head of Year but must be signed and dated. The above should be discussed with a member of the Leadership Team before completion.

If a decision is made by the Headteacher to exclude, the Parent/Carer will be telephoned by the Head of Year or SLT and invited to attend a meeting and informed of the decision and the reasons. A permanent exclusion letter will be sent home and copies sent to the Chair of Governors.

From the 6th day of a permanent exclusion, arrangements will be made for students to attend an alternative education establishment by relevant the local Authority. 1

Should parents/carers wish to appeal the Headteacher's decision to suspend or permanently exclude they should do so in writing, outlining their reasons, to the Chair of Governors

Protected characteristics

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

10.Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

11. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes, vapes and lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Any other item deemed inappropriate

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

12. Effective classroom management

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

- Start the year with clear sets of rules and routines that are understood by all pupils.
- 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 pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Woodrush Always:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils 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 pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

15.Anti-bullying policy

1. Statement of Intent

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

2. Definition of Terms

What is Bullying?

Woodrush High School adopts the following definition of bullying:

'Behaviour by an individual or group; usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Taken from DSCF Safe to Learn; embedding anti-bullying work in schools

Bullying is an abuse of power – that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying – there needs to be evidence of persistent victimisation over a period of time. Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional fight or quarrel.

Bullying can be physical (such as violent acts or non-consensual touching), verbal (such as name calling), non-verbal (such as glaring at someone), sexual (such as making lewd comments or non-consensual sexual touching), social (such as excluding someone from social groups), or technological (such as sending hateful text messages or emails). Bullying can be motivated by many reasons and can be targeted at a variety of aspects of a person's character. We can be bullied because of:

- our racial group
- our gender
- our sexuality or perceived sexuality
- our size
- our ability
- our disability
- our economic status
- where we come from
- our appearance
- our special needs
- our lack of confidence
- our family situation

3. Aims and Objectives

The aim of our anti-bullying policy is:

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

The objectives are:

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/form tutor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

Practice and Procedures

What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by:

- being supportive of each other
- providing positive role models
- conveying a clear understanding that we disapprove of unacceptable behaviour
- being clear that we all follow school rules

All members of the school community are expected to report incidents of bullying.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a positive role model
- Raise awareness of bullying through Assemblies, PSHE, form tutorial programme, character development, peer support, school council,
- Through the Headteacher, keep the governing body well informed regarding issues concerning behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy

Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:
- Support us in helping us meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about and fully involved in any aspect of their child's behaviour
- Be informed about who can be contacted if they have any concerns about bullying

Governors

We expect governors will:

- Support the Headteacher and the staff in the implementation of this

policy
- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to lead on anti-bullying within school leadership

Students

We expect students will:

- Support the head teacher and staff in the implementation of this policy
- Be involved in the monitoring and review of this policy
- Feel confident that everything is being done to make the school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place
- Be respectful to our Woodrush anti- bullying ambassadors

Reacting to a specific incident

Recording

All incidents, either in or out of class, should be recorded on Arbor with reference to bullying incidents. All incidents of bullying should be reported to a senior member of staff (Assistant Headteacher, Deputy Headteacher, Headteacher)

Parents of all pupils involved will be informed of what has happened, and how it has been dealt with. Records of discussions will be minuted and added to the incident log.

Dealing with an Incident

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

1. The school community need to be made aware that when a bullying incident has come to the attention of adults in the school, it has been taken seriously and action has resulted

2. School expects to support all involved by:

   - Talking the incident through with all parties involved

- Mediation
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

3. Sanctions will be in line with the schools behaviour policy, and may include:

- Restorative work
- Time away from an activity in the classroom
- Time out from lessons
- Missing break or another activity
- Formal letter home from a senior member of staff expressing concerns
- Meeting with staff, parent and child
- Pastoral support plan
- Lunchtime detention or Same Day resolution after school
- High level incidents given including C5 or internal exclusion
- Being placed in the Time out room
- Suspension
- Permanent exclusion

4. Child protection procedures will be followed when concerns arise.

16.Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an **annual** basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **date**.

Appendix links:

[Same Day Detentions - consequences.docx](#)

[Attitude to learning grid.docx](#)

[09 Home School Agreement 2023-24](#)

Habits of Success
Be Prepared

• I arrive on time and look smart in my uniform
• I greet the teacher in a friendly manner
• I come in calmly and go straight to my seat
• I sit in the correct seat on the seating plan
• I begin working on the 'Do Now' task promptly
• I have all my equipment on the desk, ready to learn

Be Productive

- make sure my work is presented neatly
- I always produce my best work and to a high standard
- I use START in all my lessons
- I try hard and learn from my mistakes
- I am focused and don't give up even when work is challenging
- I am focused and complete tasks on time
- I participate fully in every classroom activity
- I complete my homework to a good standard
- am motivated and have a love for learning

Be Respectful

- I treat every lesson as a fresh start
- I am polite and respectful to the teacher
- I follow instructions first time
- I listen silently when staff or students are talking.
- I interact positively with students. .

Be Reflective

- I can reflect on my learning each lesson
- I use feedback to help me improve my learning
- I put all of my equipment away neatly
- I say goodbye to the teacher and thank them for the lesson
- I leave the class calmly and I look smart in my uniform

Woodrush High School

An Academy for Students Aged 11-18

Example Learner Behaviours & Consequences

Flow: Incident → Prepared → Productive → Respectful → Reflective → Behaviour Points → Consequence & Sanction

C0 – Verbal Warning Given

Resolution

	Prepared	Productive	Respectful	Reflective	Behaviour Points	Consequence & Sanction
C1	Uniform infringement. Late to lesson/school. Do /follow task incomplete/not attempted. Incorrect Equipment / Stationary /PE Kit	Poor presentation of work. Insufficient work/effort. Lack of focus. Incomplete homework.	Lack of respect to peers or staff. Not following instructions from staff. Off task	Incomplete feedback and assessment tasks	**-1**	2 x behaviour points in a day. Same Day Resolution - 20 mins
C2	Mobile Phone. Repetition of C1 behaviour	Repetition of C1 behaviour. 2 x no homework. Uniform Card	Rudeness to an adult or peer. Refusal to follow request. Poor conduct in corridors*	Does not engage in restorative conversation (resolution)	**-2**	2 behaviour points or C1 behaviour. Same Day Resolution - 20 mins
C3	Repetition of C1 behaviour	Not rectifying poorly presented work. Refusal to complete work to appropriate standard	Repeated Refusal to follow request or rudeness to adult	refusal to co-operate or change behaviour - Alternative timetable	**-3**	3 behaviour points or C3 behaviour. Same Day Resolution - 45mins
C4	Truancy or avoiding class	Persistent disruption to lessons. Leaving lesson without permission. Using offensive or derogatory language to peer or staff		Non-compliance with member of Call out staff / SLT. Failure to attend break/lunch reflection	**-4**	>=4 behaviour points or C4 behaviour. Same Day Resolution - 60mins
C5	Repetitive failure to attend same day C3/C4 (60mins) detention	Persistent Truancy /Lesson Avoidance 2 x call out per day	Serious and unacceptable behaviour all Conduct - see pg 6 policy	Complete refusal to cooperate with member of SLT to change behaviours. Failure to attend break/lunch time reflection	**-5**	2 hour same day resolution. * These are behaviour policy for time out

classroom >=4points/ High Level incident

Woodrush High School
An Academy for Students Aged 11-18

Learner Achievements and Rewards

Achievement	Prepared	Productive	Respectful	Reflective	Points	Reward
A1					**+1**	Notification to parents through Arbor App / Weekly Celebration in Termly Newsletter
A2					**+2**	Arbor App Notification / Weekly Celebration in 'Branch' Newsletter
A3					**+3**	Assembly and Woodrush Weekly Celebration
A4					**+4**	Letter home and call to parents/carers
A5					**+5**	Letter of Commendation / Blazer Flash

Form Tutor – Reward students on a weekly basis for good attendance, punctuality & equipment, as well as half termly/termly for contributions to school life.

Subject Teachers – Reward students for progress and achievement, enrichment and whole school activities related to curriculum.

Curriculum Leaders - A5 - Blazer Flashes – 3 nominations per half term per subject – 15 per year

Student's name: _____

All schools are encouraged to have in place a Home School Agreement. Our Home School Agreement was originally formed in partnership with parents and, in recent years, it has been amended after parents have made some further useful and helpful suggestions.
Please read the following information carefully and please keep this document in an accessible place during your son or daughter's education at Woodrush High School.

Home School Agreement

The achievements that our students accomplish at Woodrush are shaped through a culture of high aspirations driven by exceptionally high standards in all we do. To help create and maintain a positive culture at Woodrush we encourage all our students to be **'Woodrush Ready'** for all aspects of school life by being ***prepared, productive respectful and reflective.***

1. **Parent(s)/Guardian(s) will:**

Be Prepared:
- See that my child maintains good attendance (96% and above) and arrives before 8.25am each day (apart from Wednesday morning where a later start of 8.55am is required);
- Agree any planned school absence by my child in advance with the school (term time holidays will not be authorised);
- Inform the school when my child is absent from school on the first day of their absence;
- Wearing the correct uniform as outlined in the school's uniform policy here
- Be properly equipped for school

Be Productive:
- Work in partnership with the school and outside agencies to support my child's academic progress and well-being;
- Take an interest in my child's school work, looking at their exercise books and the school's virtual learning environment regularly;
- Let the school know about any concerns or problems that might affect my child's work, well-being or behaviour;
- Sign my child's homework planner weekly and support child with doing their homework.
- Encourage my child to participate in the extra-curricular opportunities offered by the school;
- Acknowledge that, as a school, we do not advise that students bring mobile phones to school and we accept no liability for loss, damage or theft of mobile phones;
- Acknowledge that any communication with your child during the school day should be made through the school reception;
- Communicate any concerns about my child and their education or well-being at school through the appropriate pastoral channels and not make defamatory, offensive or derogatory comments about the school on social media or online forums (see Appendix 1);
- Seek to clarify a child's version of events with the school's view to help resolve any particular issue;
- Understand that parents and teachers need to work together for the benefit of all children

Be Respectful:
- Support the school's aims, ethos, policies and guidelines for behaviour and bullying and encourage my child to follow them;
- Support and reinforce sanctions including Same day resolutions given by the school in terms of misbehaviour;
- Communicate with all staff at Woodrush High School in a respectful, calm and civilised manner. Please be aware that the school does not tolerate parents or carers exhibiting the following:

- Disruptive behaviour that negatively impacts on the day to day running of the school, including the operation of classrooms, an office area or any part of the school grounds;
- Loud or offensive language;
- Abusive or threatening emails, voicemail, phone calls or any form of written communication;
- Threatening or intimidating behaviour towards someone else's child.

Be Reflective:
- Attend parents' evening and discussions about my child's progress;

2). Staff will:

Be Prepared:
- Help students leave school well prepared and ready to make the most of future career/educational opportunities;
- Contact parents if there is a problem with attendance, punctuality, uniform or equipment;

Be Productive
- Provide the best possible teaching and learning opportunities;
- Ensure the safety of every child is given priority and that a caring, safe and supportive environment is provided that promotes learning and well-being;
- Guide students towards becoming inquisitive, independent and taking ownership of their own learning;
- Reward students for their success;
- Keep parents informed about school activities through regular letters home, news sheets and notices about special events;
- Set, mark and monitor independent study and provide facilities for children to do independent study in school;

Be Respectful
- Let parents know about any concerns or problems that affect their child's work or behaviour;
- Ensure that lessons are not interrupted by poor behaviour;
- Ensure that the school behaviour and bullying policies are consistently applied;
- Monitor pupils' behaviour, taking fair and consistent action if necessary and informing parents/carers of any concerns;
- Attend restorative conversations if student given a C2 or above.

Be Reflective
- Arrange parents' evenings during which progress will be discussed;
- Report to parents on your child's progress;
- Help students leave school well prepared and ready to make the most of future career/educational opportunities;
- Listen to parents/guardians and work in partnership with them.

3). Students will:

Be Prepared:
- Attend school regularly
- Arrive to school on time at 8.25am (8.45am on Wednesdays) and attend line up.
- Be punctual to all lessons.
- Come to school prepared to work, with the correct equipment and the correct uniform at all times,
- Ensure mobile phone is switched off during the school day and kept out of sight;

Be Productive
- Complete all work to the highest possible standard.
- Take responsibility for their own learning,
- Use habits of success in lessons including START in all lessons.
- Conduct themselves appropriately in lessons, between lessons
- Conduct themselves appropriately between lessons during break, lunch and on their way to and from school;
- Attend extra-curricular clubs and get involved in wider school life.

- Be positive ambassadors for the school at all times;
- Ensure proper and safe use of the school ICT systems as outlined in the acceptable usage policy for ICT;

Be Respectful
- Respect other members of the Woodrush community;
- Accept that bullying, intolerance and discrimination are unacceptable in our school;
- Ensure they do not disrupt the learning of others;
- Follow staff instructions immediately without questioning
- Respect the environment of the school and other people's property;
- Remain within the permitted recreational areas of the school during break and lunch times;

Be Reflective
- Reflect on my learning each lesson and use feedback to help me improve my learning
- Be positive ambassadors for the school at all times;

We require all parents and students to sign the Home School Agreement.

Please be aware that advice from the Government, via the Department for Education (DFE), states that refusal to sign a school's Home School Agreement does not provide exemption for any students from the rules outlined by the school.

If you would like to discuss any issues arising from the following Home School Agreement then please do not hesitate to contact us. We believe this document fairly and reasonably outlines the expectations we have as a school from our staff, our students and our parents.

The aim of our Home School Agreement is to encourage consistency, equality and fairness in all matters pertaining to the school.

Parent (Print Name):_____   Student (Print name):_____

Parent signature: _____   Student Signature: _____

Headteacher: Mr J Barber   Chair of Governors: Professor Brand

Habits of Success strategies:

A **'Do Now'** retrieval practice task should be at the start of every lesson

1 July, 2023

Do Now Activity – Quick Quiz Answers

1. Who was the leader of Germany in 1939?
   Adolf Hitler
2. Which party did he lead?
   NSDAP or Nazis
3. What does persecution mean?
   To target a group of people because of their gender, religion, sexuality etc.
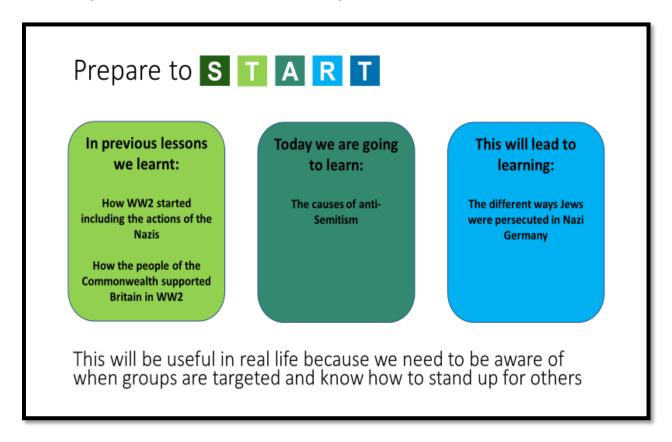4. How might a group of people be persecuted?
   Laws, exclusion from society, violence
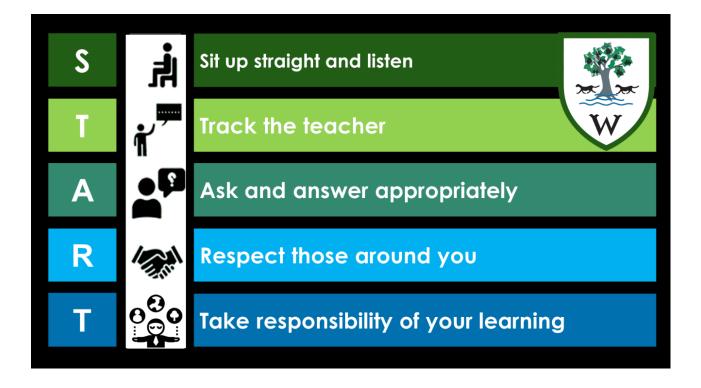5. What religious groups lived in Europe in 1939?
   Christians, Jews, Muslims, Buddhists – Pretty much every religious group!

INSPIRE   ACHIEVE   CELEBRATE

A l**anding slide** should be shown following the 'Do Now' task:

Prepare to S T A R T

In previous lessons we learnt:	Today we are going to learn:	This will lead to learning:
How WW2 started including the actions of the Nazis How the people of the Commonwealth supported Britain in WW2	The causes of anti-Semitism	The different ways Jews were persecuted in Nazi Germany

This will be useful in real life because we need to be aware of when groups are targeted and know how to stand up for others

START should be used throughout the lesson to ensure students are actively engaged in lesson:

S	Sit up straight and listen
T	Track the teacher
A	Ask and answer appropriately
R	Respect those around you
T	Take responsibility of your learning

A **classroom routine** for stopping and starting lessons.

Classroom routines
3,2,1... eyes on me

A routine for stopping and starting classes.

1. Making sure you have maximum visibility, scanning the space and making eye contact with the children.
2. Give the children a short moment to notice and give the signal '3, 2, 1....eyes on me'.
3. Before moving on be sure that everyone has given you the agreed response.
4. If you can't get a 100% response through body language and eye contact, use low level reminders.(e.g. ''almost everyone is showing me they're ready'') or (''Amelia, I need you showing me the ready signal'').
5. 5. When ready, affirm their positive response with "Thank you. Now lets START'

INSPIRE   ACHIEVE   CELEBRATE