Woodrush High School

An Academy for Students Aged 11-18

Behaviour Policy

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Responsible LGB committee	Full Governing body
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Contents

Aim

        Policy

1. Aim

1.1. To promote the aims of the school by ensuring that all members of the school adhere to the school's values and ethos (see below) and take responsibility for their own actions.

2. Values and ethos

2.1. **Positive learning Expectations**

2.1.1. **At Woodrush high school we expect the following from all students:**

- **Strive for success and excellence** - believe in yourself and celebrate your achievements
- **Be resilient and never give up** - try hard, take risks & learn from mistakes
- **Be punctual and prepared to learn** – arrive to every lesson, form time and assemblies on time, remember all equipment.
- **Wear your uniform correctly and with pride** – blazers on, shirts tucked in, ties smart – zero tolerance for incorrect uniform.
- **Show respect to staff and students at all times** - swearing, talking back, bullying will not be tolerated.
- **Follow instructions first time and every time –** listen politely, respond positively
- **Use learning time effectively** - Use the toilet and fill water bottles at break and lunchtimes only
- **Respect the school environment** - litter in bins, no chewing gum, no graffiti or vandalism
- **Move sensibly, quickly and quietly around school** - Walk to the left and in single file – no running.

2.1.2. **At Woodrush we value and encourage:**

- Positive attitudes to learning
- Mutual respect between staff and students and between students and students
- Care for others and their property
- Self-responsibility and student independence
- Success and achievement at all levels
- A high quality learning environment

2.1.3. **We achieve these by:**

- Celebrating success and achievement
- Having high expectations of behaviour and conduct including clear sanctions for breaches of the behaviour policy.
- Aiming for the highest quality buildings and resources and also looking after what we have
- Involving students and staff in decisions about the future of our school

2.1.4. **We do not tolerate:**

- Behaviour which would negatively affect how Woodrush is seen in the community
- Bullying
- Aggression
- Offensive or abusive language
- Truanting
- Lateness

3. **Policy**
   3.1. Each member of staff is expected to accept first responsibility for discipline in any location where they are responsible for students within the framework of support available within the school. This includes visiting and temporary students.
   3.2. All staff are expected to support, and be consistent in following, the school code of conduct and behaviour policy.

4. **Practice:**
   4.1. All students are expected to demonstrate high standards of courtesy and manners (e.g. staff should be addressed as 'Sir' or 'Miss' or by the use of their title (Mr. Mrs. Dr. e.t.c) followed by their surnames.

   4.2. All students should observe the school dress code (e.g. school uniform for Years 7 – 11 and the agreed dress code in the Sixth Form). This is the tutors' responsibility in the first instance, but all staff are expected to assist. Blazers should be worn at all times except when staff give permission for them to be removed during a lesson. Any uniform infringement is recorded by a member of staff and where possible students are given a replacement item of uniform for the school day. Students are expected to be in the correct uniform the following day. In any instance where a student refuses to wear a replacement item of uniform that student will be removed from their lessons and will complete their work for the day in an alternative location within school.
   4.3. When moving about the school, students should walk sensibly around school at all times. Priority should be given to students in wheelchairs and on crutches. There should be no shouting or loud behaviour. In general students should not be allowed out of lessons during lesson time but in the unusual event of this being necessary the student must have a signed note in their planner from a member of staff. Students must only be allowed to use the toilets during lesson if it is an emergency or a medical condition dictates this.
   4.4. Students must not be allowed to misuse furniture or to deface the fabric of the school. All rooms at the end of a lesson should be left in a good condition with the furniture in place. There should be no litter and chewing gum is not allowed.
   4.5. 1.5 Students' social and emotional attitudes to learning is something that needs to be taught and developed whilst in school. Staff should, at all times, model the expected attitudes and behaviours expected of our students.

5. **Rewards:**
   5.1. 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:

   5.2. **Achievement Points** - 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.

   5.3. **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.

5.4. **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.

5.5. **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

5.6. **Form Award Boards** - Each form tutor has a noticeboard in their form rooms that displays attendance, achievement and merit figures for their forms. The Award Board is also used to display information about any other additional achievements or accomplishments by students in their form.

5.7. **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 extra-curricular 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.

5.8. **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.

5.9. **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.

5.10. **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".

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

5.12.   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.

5.13.   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

Sanctions

5.14.　　The aim of giving sanctions is to encourage and reinforce positive achievement and social and emotional attitudes to learning. They are designed for students whose behaviour or attitude falls short of acceptable standards as laid down in the school aims, values and ethos.

5.15.　　Whatever sanction is employed, teachers should act *quickly and consistently,* and students should be left in *no doubt* as to why they are being punished and how, through improvements in their behaviour, and attitude to learning they can conform to acceptable standards.

5.16.　　Members of staff are expected to set and administer after school detentions. The Assistant Headteacher – behaviour, Deputy Headteacher and Lead Head of Year are the only members of staff to put students into 'Time –out'. The Headteacher is the only member of staff that can exclude students either on a fixed term or permanent basis.

6. The referral process

6.1. Referrals using 'Arbor' are used for staff to report behaviour deemed necessary for further disciplinary action. This could be either persistent low level offences or serious one-off incidents. The attitude to learning consequence process is followed in such cases. Please see Appendix 2.

6.2. The referral should be completed in as much appropriate detail as possible. Teachers must be aware that these details will be placed on the students' records and may be seen by parents and other agencies.

7. Procedures for dealing with serious and/or dangerous behaviour

7.1. In the event of a serious incident taking place, a "call out" (19) may be appropriate and details can be entered on 'Arbor' as soon as possible thereafter.

7.2. Examples of a serious and totally unacceptable incident may be:
- Violence or threatening behaviour to staff or other students
- Bullying (verbal and/or physical)
- Abusive language to staff and/or other students
- Putting others at risk
- Deliberate damage to school property
- Theft of school, staff or other student's property
- Truancy
- Substance misuse
- Serious breach of mobile phone policy/ social media
- Carrying an offensive weapon in school – It is a criminal offence with severe penalties to carry a weapon on school premises. The penalty for carrying a knife or offensive weapon is up to 4 years imprisonment and/or a fine
- Serious breach of school ethos

8. Physical Restraint

8.1. In accordance with the advice from the Local Authority, there are very limited circumstances in which the use of physical restraint is appropriate. These are:

- Where a student's behaviour is at risk of causing injury to him/herself
- Where a student's behaviour is likely to cause injury to others (adults and children)
- Where a student's behaviour is likely to cause serious risk of damage to property

Please see the Positive Handling Policy for further guidance

9. Communicating with Parent/Carers

9.1. Communicating with Parent/Carers about behaviour, attendance, attitude and welfare is done by form tutors, Subject Teachers, Heads of Departments, SENCO, Heads of Years, Progress Leaders and the Leadership Team. Calls home should be logged in communication notes on Arbor and Heads of Year should be notified for their records. This will ensure consistency and continuity. Parents will be given information of their child's achievement, behaviour and attendance through the Arbor Parent Portal or Parent App.

9.2. Parent/Carers will be contacted when other sanctions have failed to improve behaviour and/or attitude and when a student has become involved in serious or dangerous behaviour. Form tutors and subject teachers may be asked to provide background information on a student at this time.

9.3. Feedback from contact with Parent/Carers will be given to form tutors and subject teachers where relevant via inclusion briefings, staff room notice board and staff briefing.

10. Assessment of student needs and intervention to improve behaviour.

10.1. As well as disciplining students who break the school aims, values and ethos we assess the causes of poor behaviour and identify appropriate interventions to support the student in positive behaviour.

10.2. The assistance of external agencies will be sought where it is thought that specialist assistance may be necessary or beneficial. Such agencies may include:

- CAF
- Education Welfare Service
- School Medical Service
- Educational Psychologist
- Access and Inclusion
- Forward Thinking
- Think Family
- Malachi/ mentoring link
- Community police

10.3. Our Attendance Officer forms an important link between home and school and will track cases of lateness, truancy and unexplained absenteeism. Referrals to the Education Welfare Service are made by the Attendance Officer, Assistant Headteacher or the Deputy Headteacher.

10.4. Students will be referred to the School Medical Service or the Educational Psychologist when patterns of behaviour give concern. In most cases, other methods of modifying behaviour will have been tried first yet proved unsuccessful.

10.5. Referral to these agencies is via the SENCO

11. Time out

11.1.   Time Out may be used as an alternative to fixed-term exclusion. 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.

12. Exclusion

12.1.   An exclusion 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.

12.2.   Fixed term exclusions 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.

12.3.   A second fixed term exclusion for a similar offence may be for a longer period of time than the first.

12.4.   Where a student is considered to be at risk of a permanent exclusion, a Pastoral/Behaviour Support Plan will be set up if applicable. This is in order to support that student and will attempt to prevent a permanent exclusion from taking place.

12.5.   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)

12.6.   Alternative provision – reference to AP policy

12.7.   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.

12.8.   If any of the above conditions apply the relevant Head of Year will assemble the following evidence:
   - Student file
   - Information of SEN, where relevant
   - Written account of the incident including statement from the student involved, the staff involved and witness statements. These may be dictated to the Head of Year but must be signed and dated.

12.9.   The above should be discussed with a member of the Leadership Team before completion.

12.10.   If a decision is made by the Headteacher to exclude, the Parent/Carer will be telephoned by the Head of Year or Assistant Head teacher and informed of the decision and the reasons. The exclusion letter will be sent home and copies sent to the Chair of Governors.

12.11.   The student will be readmitted in an interview, following a fixed term exclusion, 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.

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

12.13. In all cases relevant D of E Guidance will be consulted

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

12.15. From the 6th day of a fixed term exclusion arrangements will be made for students to attend an alternative education establishment accompanied by a Teaching Assistant allocated by the Deputy Headteacher - Inclusion.

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

13. Use of report cards

13.1. Report cards are used to promote higher standards of work, behaviour, punctuality, attendance or a combination of these factors. Report cards can be issued by form tutors, Heads of faculty, Heads of Year , Progress Leaders or members of the Senior Leadership Team. Report cards are used to more closely monitor students who may have caused concern previously.

13.2. The reason for the card being issued is identified on the front and targets are set and comments are added by subject teachers and form tutors as to the student's progress or performance. Parent/Carers are asked to sign the card each night and the card must be shown to the person who issued it at an appropriate time(s) each day.

14. Lunchtime arrangements

14.1. All students in Years 7 – 11 must obtain a school lunch pass in order to leave the site during lunchtime. Written permission must be granted from Parent/Carers before a pass is issued by Student Services.

14.2. If a student leaves the site without permission parents/ carers will be contacted immediately and police will be informed if necessary.

15. Detentions

15.1. An after school detention can be given for a behaviour concern or incident. An after school detention may be given by any member of staff, subject teachers, Heads of Department, Form Tutors, Heads of Year and members of the Leadership Team. Detentions will usually be set for 30 minutes although they can be longer or shorter should the offence require this. Please refer to the attitude to learning consequences diagram attached for further clarification (Please see Appendix 2).

15.2. **Parent/Carers will normally be given 24 hours notice of any detention that takes place after school**. Parents will be informed about their child's detention through the Arbor parent portal. Should a student not be present for the initial detention, it is expected that the detention is reset. If no valid reason can be given for failing to attend a 30 minute detention it is expected that the detention be extended to 60 minutes. **However, in certain circumstances senior members of staff and Heads of Year will issue same day detentions with less than 24 hours notice. If this is the case we will endeavour to contact parents/carers using the contact details already supplied to school. Same day detentions are issued to Students on any form of report cards.**

15.3. Students may also be detained on Saturday mornings, on Teacher Training days or selected holiday periods with a minimum of 24 hours notice. This can only be done by the Leadership team.

15.4. Break and lunchtime detentions are usually given for poor conduct during unstructured time. There is no need to notify Parent/Carers in advance unless that student ordinarily goes home for lunch. Time must be given during such detentions for students to visit the toilet and have something to eat/drink.

15.5. If a student's conduct and behaviour is an issue during a detention then the student will be required to re-sit the detention on another day with thirty additional minutes added to the original detention duration

16. Searches and Confiscations

16.1. Students may be searched at anytime whilst under the supervision of members of school staff. This is in conjunction with the 'Searching, screening and confiscation' guidance (DofE 2018)

16.2. Staff have the right to confiscate articles from students e.g. hoodies, coats, mobile phones, speakers, headphones etc. for return at the end of the day from Student Services. Staff are responsible for any confiscated items until they are returned. N.B if items that are confiscated are lost it is the member of staff's responsibility to replace the item or provide compensation to the owner's family.

16.3. If an item is confiscated for the 3rd time and/or each time thereafter a Parent/Carer is required to collect it from school.

17. Call outs

17.1. Any student 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.

17.2. A call out will result in that student being warned and returned to the lesson, working in that department's alternative time table 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.

17.3. Staff will be expected to complete a Arbor referral for the incident and forward it to the Head of Year, showing that a call out took place.

17.4. Staff needing to request a call out need to contact the school office or student services explaining where they are, who the student is and why they need assistance. The office will then forward this to the member of staff on call.

18. Uniform infringements

18.1. A student may be sent home to change his/her clothes to comply with uniform regulations without this being regarded as an exclusion. Parents will be informed in advance. The absence from school will be recorded as authorized, however, if the student continues to breach uniform rules to avoid school, the student's absence may be recorded as unauthorised.

18.2. The School may temporarily provide a student with an item/items of uniform to use during that day to avoid the necessity of the student returning home.

19. Students conduct to and from and outside of school

19.1. Student conduct and behaviour both to and from school and during holiday times / weekends / evenings / mornings is expected to be of the same high standard as it is in school. Should this not be the case the school will use any or all of the above sanctions, as appropriate, to rectify the situation.

Anti-bullying policy

1. **Statement of Intent**

   1.1. 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?**

   2.1. Woodrush High School adopts the following definition of bullying:

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

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

   2.2.1. 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.

   2.3. 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**
   3.1. **The Aim of our anti-bullying policy is:**
      3.1.1. To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
      3.1.2. To make it clear that all forms of bullying are unacceptable at school.
      3.1.3. To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
      3.1.4. To deal effectively with bullying.
      3.1.5. To support and protect victims of bullying and ensure they are listened to
      3.1.6. To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
      3.1.7. To liaise with parents and other appropriate members of the school community.
      3.1.8. To ensure all members of the school community feel responsible for combating bullying.

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

5. **Practice and Procedures**
   5.1. **What we do to prevent bullying**
      5.1.1. 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
   5.2. All members of the school community are expected to report incidents of bullying.
   5.3. **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.
      5.3.1. **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 stories, role-play, discussion, peer support, school council. Aspire, RE
         - 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

5.4. Parents/Carers

5.4.1. 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

5.5. Governors

5.5.1. 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

5.6. Students

5.6.1. 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

6. Reacting to a specific incident

6.1. Recording

6.1.1. All incidents, either in or out of class, should be recorded on the school's log of bullying incidents. All incidents of bullying should be reported to a senior member of staff (Assistant Headteacher, Deputy Headteacher, Headteacher)

6.2. 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.

7. Dealing with an Incident

7.1. 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.

7.2. 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

7.3. School expects to support all involved by:

- Talking the incident through with all parties involved
- 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

7.4. Sanctions will be in line with the school's behaviour policy, and may include:

- Time away from an activity in the classroom
- Time out from the classroom
- Missing break or another activity
- Formal letter home from a senior member of staff expressing concerns
- Meeting with staff, parent and child
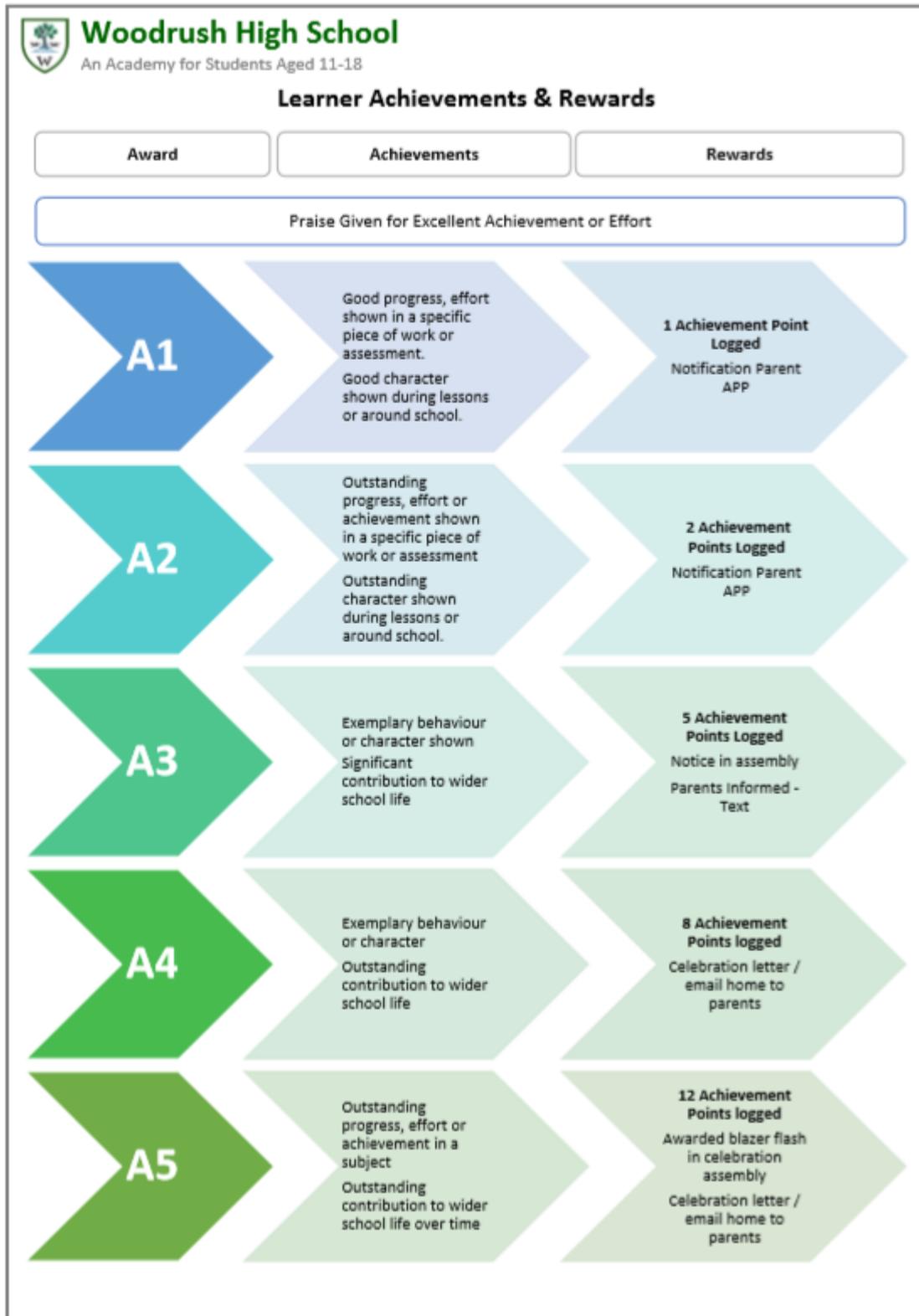- Pastoral support plan
- Detention after school

- Being placed in the Time out room
- Fixed term exclusion
- Permanent exclusion

7.5. Safeguarding procedures are in place to support all children

Appendix

Leaner achievement and rewards

Woodrush High School
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Learner Achievements & Rewards

Award	Achievements	Rewards

	Praise Given for Excellent Achievement or Effort	

A1 — Good progress, effort shown in a specific piece of work or assessment. Good character shown during lessons or around school. — 1 Achievement Point Logged. Notification Parent APP

A2 — Outstanding progress, effort or achievement shown in a specific piece of work or assessment. Outstanding character shown during lessons or around school. — 2 Achievement Points Logged. Notification Parent APP

A3 — Exemplary behaviour or character shown. Significant contribution to wider school life — 5 Achievement Points Logged. Notice in assembly. Parents Informed - Text

A4 — Exemplary behaviour or character. Outstanding contribution to wider school life — 8 Achievement Points logged. Celebration letter / email home to parents

A5 — Outstanding progress, effort or achievement in a subject. Outstanding contribution to wider school life over time — 12 Achievement Points logged. Awarded blazer flash in celebration assembly. Celebration letter / email home to parents

Learner Behaviours and Consequences

Sanction	Behaviours	Consequences
	Verbal Warning Given	
C1	a) Uniform infringement b) Lateness to registration/lesson without valid documented reason c) Lack of equipment/kit d) Incomplete work e) Mobile phone seen or heard without teacher's permission f) Littering g) Out of lesson without permission h) Off task	a) Removal from form/learning until rectified/Behaviour point b) Behaviour point c) Behaviour point/supply d) Behaviour point e) Confiscated until the end of the school day/Behaviour point f) Behaviour point/rectify g) Return to class/Behaviour point h) Behaviour point
C2	a) Repetition of any C1 behaviour b) Disrupting Learning c) Refusal to follow a request from a member of staff d) Inappropriate language.	30 minute after school detention 2 Behaviour Points Parents / Carers text All Staff
C3	a) Repetition of any C2 behaviour b) Failure to attend C2 detention c) Rudeness, inappropriate behaviour walking away from or lying to a member of staff d) Rudeness/inappropriate behaviour towards a fellow student e) Accessing prohibited areas at break or lunch f) Three or more late marks in a week to lessons or registration	1 hour after school detention 4 Behaviour Points Parents / Carers Called or Text All Staff
C4	a) Repetition of any C3 behaviour in lessons b) Failure to attend 1 hour detention for C3 behaviour	1 ½ hour after school detention 6 Behaviour Points Parents/Carers Called HoY / PL / HoF
C5	Failure to attend 1 ½ hour detention with Head of Faculty, Head of Year or Progress Leader	2 hour detention 8 Behaviour Points Parents/Carers Called SLT / HoY / PL
C6	a) Failure to attend 2 hour detention or failure to behave appropriately during 2 hour detention b) Fighting/assault/dangerous behaviour c) Smoking or suspicion of smoking d) Graffiti/damage to school property e) Bullying f) Possession/bringing inappropriate items into school g) Truancy h) Theft	One day in time out isolation and a minimum of one day in intervention 12 Behaviour Points Parent / Carer Meeting SLT / HoY