

# Behaviour for Learning Policy

Amended: February 2023

Approved by Trustees: February 2023

Review date: February 2024

Reviewing Panel: Standards, Staffing and Curriculum (SSC)

## **Whole School Policy on Pupil Behaviour**

The development of pupil self-discipline is the goal that all staff works towards by appealing to the best in their pupil's belief of the school's core values ("The Woodlands Way")

Our core values are as follows:

- Be the best you can be
- Respect others
- Respect social diversity
- Keep others safe
- Respect the environment we share.
- Promote the school positively in the community

**OUR AIM IS TO** encourage pupils to develop and take ownership of their learning, in the context of social responsibility, by:

- applauding achievement
- encouraging effort
- clarifying the means whereby learning may be developed
- setting goals to modify behaviour
- influencing by negotiation
- providing support
- discussing and applying the Home-School Agreement

### **At Woodlands School we believe that.....**

All members of the school community have the right to:

- feel safe, happy and secure
- be treated with respect
- be valued equally

A pupil also has the right to:

- have a suitable working environment where learning can take place
- receive all elements of the National Curriculum
- enjoy social and recreational time with fellow pupils.

A teacher also has a right to expect pupils to:

- bring equipment and completed work to lessons
- display suitable behaviour so that learning can take place
- be dressed in school uniform.

All members of the school community have a responsibility to:

- set a good example for the school
- care for each other and themselves
- show courtesy and respect to other people, their work, opinions and property
- keep the school neat and tidy.

It is especially important that pupils behave properly in public places when wearing the Woodlands School uniform. Smoking, swearing and misbehaviour bring the good name of the school into disrepute and let everyone down.

## Code of Conduct

We place great emphasis upon good behaviour. We expect all pupils to play their part in seeing that the school is a place where there is a well-ordered and safe environment where pupils can learn and achieve to the best of their ability. Our 5 Golden Rules are intended to guide pupils and form the basis for our disciplinary structures.

1. Attend every day and every lesson on time.
2. Look smart and wear your uniform with pride.
3. Be polite and respectful to all.
4. Work hard and try your best in all aspects of school life.
5. Always be equipped for learning, every day, every lesson.

### The role of school leaders

- The school leadership at Woodlands School is to be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment (i.e. The Woodlands Way and behaviour/rewards policies) where everyone feels safe and supported.
- At Woodlands School, leaders have a crucial role to play in making sure all staff understand the behaviour expectations and the importance of maintaining them. School leaders should make sure that all new staff are 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.

Seddeer Amran – Deputy Head Teacher (Pastoral)  
Dominic Riste Assistant Head Teacher (Safeguarding)  
Nicky Wykes - Pastoral Manager/Head of Year 7  
Roxy Turner – Head of Year 8  
Rebecca Amato – Assistant Head of Year 7 and 8  
Charlotte Clarke – Head of Year 9  
Angelique Arthurton – Assistant Head of Year 9  
Tom Barley – Head of Year 10  
Ashley Brown – Assistant Head of Year 10  
Carrie Wilmot - Head of Year 11  
Lily Macdonald - Assistant Head of Year 11

### The Woodlands Way (general introduction)

- All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable behaviour. Staff should uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school's behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the schools' expectations and maintain the boundaries of acceptable conduct. Woodlands staff receive clear guidance (The Woodlands Way and Behaviour For Learning Policy) about the schools' expectations of their conduct at school.
- When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school Behaviour For Learning policy. To ensure all staff have the guidance and understanding of the schools' expectations the school has developed "The Woodlands Way". These visible prompts are promoted and displayed in many places around the school, ensuring the expectations of the school are clearly communicated with staff, pupils, and their parents/carers. As well as empowering staff to challenge poor behaviours that do not meet the expectations of both staff and pupils whilst having the security of the clearly displayed expectations to depersonalise the situation and refer to the clear expectations of all within the Woodlands community.

### The Woodlands Way (5 core pupil expectations)

This document reinforces the 5 core expectations our school community has, for every pupil to meet.

This is displayed in the following places around the school:

- All pupil log in screens
- All corridor communal presenter monitors
- In all corridors
- On every classroom door
- On every teacher white board
- In every office/team room
- On the teacher desk placemat

At Woodlands,  
our **expectations** are that ALL pupils...



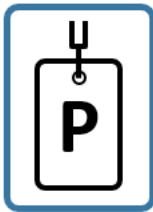
- 1 Attend every day and every lesson on time**
- 2 Look smart and wear your uniform with pride**
- 3 Be polite and respectful to all**
- 4 Work hard and always try your best in all aspects of school life**
- 5 Always be equipped for learning, every day, every lesson**

### The Woodlands Way (Corridor expectations)

This document reinforces the core expectations our school community has for every pupil as they move around the school. This is displayed in the following places around the school:

- All corridor communal presenter monitors
- In all corridors
- On every classroom door
- On every teacher white board
- In every office/team room

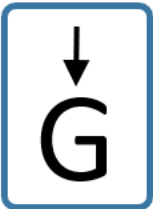
## At Woodlands, our **expectations** are that ALL pupils **MUST...**



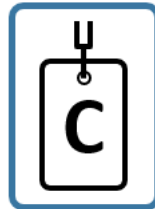
WEAR a **corridor pass** when out of class during lesson time.



NOT have **electronic devices** in the building. Not seen or Not heard = Not taken.  
(Phones, Airpods, headphones etc.)



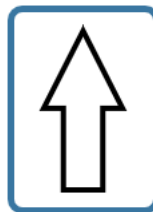
USE only the toilets on the **ground floor** during breaktime and lunchtime.



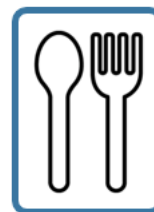
PRESENT a **club pass** or **detention slip** if caught wandering around the building at breaktime or lunchtime.



NOT WEAR **coats** inside the building.



USE the **one-way system** and walk on the left.



CONSUME **food** outside or in the Atrium.

### The Woodlands Way (behaviour steps for staff)

This document reinforces the 7 steps that staff are to work through when challenging poor pupil behaviour, ensuring consistency as pupils move from class to class. This document is to be displayed in the following places around the school:

- All corridor communal presenter monitors
- In every office/team room
- On the teacher desk placemat

## At Woodlands, our **expectations** are that all Staff, within the classroom, **challenge & carry-out** the following...



- STEP 1** Issue reminder/redirection, followed by discussion during or at the end of the lesson to positively reinforce expectations.
- STEP 2** If behaviour continues, issue formal verbal warning followed by discussion during or at the end of the lesson to positively reinforce expectations of conduct.
- STEP 3** If no change, name on whiteboard (other strategies can be used) and remind of sanctions in step 4 if behaviour continues.
- STEP 4** If behaviour continues, issue a 30 minute after school detention and make contact with the parent/carer to discuss your concerns the same day. Record on PAM.
- STEP 5** If further continuation, send to the Head of Department or Head of Faculty; the classroom teacher is to make contact with the parent/carer to discuss concerns the same day and issue a 1 hour detention. Record on PAM.
- STEP 6** Record the behaviour issue and outcome on PAM and link this entry to the Head of Department, Form Tutor and Head of Year.
- STEP 7\*** If none of the above are working then notify reception to have pupil removed. The teacher/department follows up with a 2 hour SLT detention to be recorded on PAM. (The staff member who removes the pupil gets back to the class teacher with the outcome).

\*If inappropriate language, violence or refusal to follow staff request after several attempts then straight to Step 7

**Sanctions:** Class Teacher Detention - Head of Faculty Detention - Senior Leadership Team Detention - Inclusion - Suspension

## The Woodlands Way (Teaching and Learning)

This document highlights the core Teaching and Learning expectations for lessons at Woodlands School. Whilst we celebrate creativity and assume teachers will plan to accommodate the personalised needs of their pupils, we believe the following seven features are crucial in lessons for effective learning to take place.

This document is to be displayed in the following places around the school:

- All teacher log in screens
- All corridor communal presenter monitors
- In every office/team room
- On the teacher desk placemat

## At Woodlands, our **teaching and learning expectations** of staff within lessons are...



PLAN

### Nothing new, just review

*(All lessons should begin with a RAW memory retrieval starter checking cumulative understanding)*

### Pace and purpose

*(All lesson time should be relentlessly utilised with objective led learning promoting higher order thinking skills)*

### All access/high challenge

*(Lessons should be ambitious and stretch all pupils with relevant scaffolding and reasonable adjustments made to allow access for all pupils)*



TEACH

### Pupil led learning

*(Pupils should be working harder than their teachers who should facilitate learning to promote pupil independence)*

### Life LONG skills

*(Pupils have regular opportunities to develop their literacy, oracy, numeracy and grammatical skills)*



MARK

### AFL for all

*(Regular progress checks should offer teachers the opportunity to regularly assess the understanding of all pupils)*

### Feedback that feeds forward

*(Teachers should offer timely, diagnostic feedback that allows pupils to make progress and develop skills of metacognition creating lifelong learners)*

## The Woodlands Way (Rewards/ePraise)

This document highlight how we chose to reward our pupils using Epraise, in each area of AROE (Aspirations, Resilience, Opportunity, Excellence). Epraise is an online web-based facility that all stake holder (staff, pupils and parent/carers have access to)

This document is to be displayed in the following places around the school:

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At Woodlands, our **expectations** are that all Staff use our **reward system** to recognise **positive behaviour...**



**ePraise** points in lessons can be awarded for:

- Aspiration** Stretch and Challenge; extra independent learning and leadership in lessons.
- Resilience** DIRT; responding & acting on specific advice; promoting resilience in others and following the 5 B's (Brain, Book, Board, Buddy, Boss).
- Opportunity** Contributing in lesson.
- Excellence** Being kind to other people; academic progress and promoting excellence in others.

epraise



#### **The Woodlands Way (Teacher desk placemat)**

This document reinforces the 4 specific foci of the Woodlands Way, Pupil expectations/Teaching and Learning/Behaviour Steps/Praise and Rewards. These are collated together and displayed on a A3 colour placemat as guidance for all teachers throughout their teaching day, reinforcing the whole school expectations of the Woodlands Way of both staff and pupils. This document is to be displayed in the following places around the school:

- On every teacher desk

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- P** **Nothing new, just review**  
*(All lessons should begin with a RAW memory retrieval starter checking cumulative understanding)*
- PLAN** **Pace and purpose**  
*(All lesson time should be relentlessly utilised with objective led learning promoting higher order thinking skills)*
- PLAN** **All access/high challenge**  
*(Lessons should be ambitious and stretch all pupils with relevant scaffolding and reasonable adjustments made to allow access for all pupils)*
- T** **Pupil led learning**  
*(Pupils should be working harder than their teachers who should facilitate learning to promote pupil independence)*
- TEACH** **Life LONG skills**  
*(Pupils have regular opportunities to develop their literacy, oracy, numeracy and grammatical skills)*
- M** **AFL for all**  
*(Regular progress checks should offer teachers the opportunity to regularly assess the understanding of all pupils)*
- MARK** **Feedback that feeds forward**  
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epraise



## SPECIFIC RULE

Although not an exhaustive list, the following should not be brought to school:

Tobacco, vape pens and liquid, lighters and matches, knives and other weapons, fireworks. Jewellery (unless permitted in Uniform Code), chewing gum will be need to be disposed of. Mobile phones and other electronic devices are allowed to be brought to school but not used or visible within the schoolbuilding.

It is important that pupils and their parents should understand and accept the School's Code of Conduct.

## POSITIVE LEARNING ENVIRONMENT: Strategies

Set out below is a list of suggested actions which may be used to help establish a learning environment.

1. Provision of purposeful, interesting, well-organised lessons with clear, articulated learning targets and a variety of stimulating resources.
2. Consistent prioritising of the tasks in hand, to promote learning.
3. Negotiation of ground rules between individual groups and their teachers – ideally from the outset.
4. Discussion of difficulties with group or individual pupil.
5. Recognition by the subject tutor of potential problems and sharing the concern with colleagues; in particular Head of Faculty.
6. Consideration of advice. Development of personal strategies and teaching skills.
7. Negotiation of targets with groups or individuals to facilitate behaviour modification
8. Further consultation with Head of Faculty.
9. Consultation with the Form Tutor, Head of Year and Senior Leadership Team.



10. Discussion, if necessary, between Form Tutor and Aspirations/SENCO Lead regarding Code of Practice which can also be used for recording and reviewing.

### **Child on child Abuse, INCLUDING Child on child sexual violence and sexual harassment**

1.1 The Governors, all staff, volunteers and the whole community of Woodlands School is committed to the early identification, intervention against, and prevention of, all forms of child-on child abuse, both in and out of school. We commit to the following values and strategies:

- a. In order to protect and safeguard children, the school should be aware of the complexities of the risks which pupils may face and create and enforce a clear and comprehensive strategy which is suited to all their safeguarding needs.
- b. That it is the responsibility of the school to enforce its whole-school approach in response to child-on-child abuse.
- c. That this policy is created to PREVENT child-on-child abuse and that it is not acceptable merely to adopt a reactive approach to child-on-child abuse as a response to an alleged serious incident.
- d. We recognise national and heightened concerns about these issues – particularly in light of the Everyone’s Invited platform (2021) – and the even greater need to ensure that the school’s pupils are safe at all times and that this policy is central to this approach.
- e. We encourage parents to participate in our procedures so that if a pupil is made to feel unsafe by the behaviour of one of their peers, they should inform the school immediately so that immediate and proportionate action can be taken.

1.2 The policy does not use the terms “perpetrator” and “abuser”. This is because the school actively adopts a safeguarding approach to all those involved in allegations of, or concerns about, child-on-child abuse. Research shows that some young people who engage in such abuse have sometimes been victims of it themselves, and that they are therefore vulnerable, and that context is vital in assessing such harmful behaviour, and in deciding any sanctions which may apply.

1.3 This policy refers to “pupils” or “young people” who are both defined as being under 18 years old, but this policy also reflects the school’s commitment to a wider approach to safeguarding. We recognise that there may be additional considerations in relation to pupils who are over 18, or under 10, in terms of how local agencies or partners respond. In addition, the school’s approach to pupil-produced sexual imagery will differ, depending on the age of the pupils involved. (See the Taking, Sharing and Using Images of Young Children Policy).

#### **ARE SOME PUPILS MORE VULNERABLE THAN OTHERS TO CHILD-ON-CHILD ABUSE?**

The influence of peers is possibly the most significant factor in a young person’s social development and, as such, anyone can be subject to child-on-child abuse. However, there are certain groups who may be more at risk than others. For example, those with protected characteristics such as:

- Those who are socially isolated from their peer-group
- Those who are questioning their sexuality and identity
- Those with SEND needs: and a school must be careful not merely to assume that indicators of possible abuse relates only to their specific learning needs and are not investigated beyond this assumption

- Those with different ethnicity, race or religious beliefs.

Research also suggests that child-on-child abuse can affect boys and girls differently and so the school must explore gender dynamics within its individual context and recognise, and address, those factors within both a single-sex environment, but also if factors outside school are involved.

### **WHOLE SCHOOL APPROACH TO PREVENTING CHILD-ON CHILD ABUSE?**

The school is actively committed to education for its entire community – staff, pupils, parents, governors and volunteers – in raising awareness of, identifying, and preventing, child-on-child abuse.

This strategy will include:

- an understanding of contextual safeguarding
- the identification of specific behaviour, including on-line activities, by encouraging young people to use social media responsibly and training them to identify and manage digitally abusive behaviour
- ensuring that even low-level concerns are followed up and never dismissing any form of concern as mere “banter” or “teasing”
- via the education of young people about the widespread nature of child-on-child abuse. This should include PSHE lessons about consent etc. but also in the wider school curriculum where equality and respect should be promoted at all times.

Pupils should be regularly informed about the harmful effects of this abuse and the vulnerabilities of those who experience it, alongside possible reasons for such behaviour.

They should be clear about what actions to take if they witness such abuse and that the school operates a zero-tolerance approach to such incidents.

### **ENFORCING POSITIVE CULTURE**

The entire school community – governors, staff, volunteers, pupils and parents – should work together to promote a positive culture of tolerance and respect amongst all its members. 6.2 The whole school culture should be built upon a foundation of fostering healthy and respectful relationships for all.

Every member of the community has a part to play in ensuring that abusive behaviour is never acceptable and that everyone contributes to creating this safe environment.

Pupils should feel able to share their concerns in an open and non-judgmental environment and that staff are trained to develop these trusting relationships.

Staff should encourage positive qualities in pupils and encourage them to attain their goals and ambitions, realising that supervised activities offered to pupils might give them protection against abusive behaviour.

Staff should respond to cases of child-on-child abuse promptly and appropriately. This involves

informing the school’s safeguarding team so that they can spot concerning trends and patterns in behaviour and offer additional support to pupils.

## **MULTI-AGENCY WORKING**

The school actively engages with its Local Safeguarding Partnership in relation to child-on-child abuse

## **GENERAL PRINCIPLES**

All concerns and allegations of child-on-child abuse must be handled promptly, sensitively, and appropriately. These responses can have a significant impact on the environment of a school.

### **ALL RESPONSES SHOULD:**

- Include a thorough investigation of the concerns and allegations in the wider context in which they occur
- Assess whether it is appropriate for the police or Children's Services to carry out this process
- Treat all young people involved as at potential risk. This should also include the young person who is allegedly responsible for the abuse as they may have unmet needs and be at risk themselves
- Ensure that a safeguarding response is in place for both the child who has allegedly been abused, and anyone who is alleged to be responsible for it and understand that sanctions may need to be applied for the latter.

### **WHAT SHOULD BE DONE IF A CHILD IS SUSPECTED OF BEING AT RISK OF BEING ABUSED BY THEIR PEERS, OR THAT A YOUNG PERSON MAY BE AT RISK OF ABUSING, OR IS ABUSING THEIR PEERS?**

All the above factors should be discussed with the DSL immediately who will adhere to the School's Safeguarding (Child Protection) Policy and then agree a course of action.

Where a young person is suffering, or is likely to suffer, a referral to Children's Services should be made (and to the police, if appropriate) immediately.

if a child speaks to a member of the staff about child-on-child abuse, the member should listen in a non-judgmental fashion and offer understanding and sensitive responses.

### **HOW WILL THE SCHOOL RESPOND TO CONCERNS ABOUT, OR ALLEGATIONS OF, CHILD-ON-CHILD ABUSE?**

The DSL will discuss with the reporting member of staff and, where necessary, take immediate steps to ensure the safety of all young people affected.

Where allegations concern the sharing of images of children on-line, the DSL should consider what urgent action can be taken to those set out in this policy and in the school's Taking, Sharing and Using

Where the DSL believes, or suspects, that a young person is being subjected to abusive or violent behaviour, they should contact Children's Services and/or the police immediately.

The DSL will discuss the allegations with the external agency and then agree a plan which may

include:

- management of the case internally but with help from external agencies, where appropriate

- the school contributing to an inter-agency early help assessment to enable the young person's

and those of their families, needs to be targeted

- refer the young person(s) to Children's Services for a Section 17 (Child in Need) or a Section 47 (Child Protection) statutory assessment as appropriate
- report alleged criminal behaviour to the police. (There may be some circumstances where it is not appropriate to report such behaviour, however, and all cases will be treated on an individual basis, and in conjunction with their wider context.)

## **SAFETY PLANS**

The school will always carry out a safety plan with regard to:

- any young person who is considered to have behaved abusively or violently
- any child who has allegedly been abused directly or affected by the alleged abusive or violent behaviour by a peer
- any young person who is deemed at risk from another young person in the judgement of the DSL.
- consult, and act in accordance with, its safeguarding and data protection duties, including

## **DISCIPLINARY ACTION**

The school may want to consider disciplinary action for any young person involved in child-on child abuse; however, if there are police proceedings underway, or they are pending, it is crucial that the school works in partnership with the police and/or Children's Services.

Even if external agencies are not involved, the school may still need to consider sanctions in order to ensure positive behaviour in the future. This may include the young person taking responsibility for their actions and realising the gravity of them, thus demonstrating to other pupils that child-on-child abuse will never be tolerated.

before deciding on any action, the school will always consider its duty to safeguard all young people in its care.

It should also take into account the underlying reasons for any abusive behaviour and the severity, and the causes of any abuse suffered by a young person.

Expulsion will only be considered as a last resort and in cases where the safety and wellbeing of other pupils is at risk.

In the case of an expulsion, due care must be given when sharing information with a pupil's new school in order to allow pupils in the receiving school to be protected, as well as the leaving pupil.

## **Risk Assessment Process**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable CYP. It identifies what is likely to cause stress to them, using all the information known

about the CYP. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

### **Role of the parents**

To ensure that parents/carers do all they can to maximise the potential of their children. They are specifically asked to help by encouraging their child to:

- Be kind to others;
- Treat others with respect and be aware of the effect that their behaviour can have on others.

We expect parents/carers to:

- make time to listen to their child and agree to discuss any problems that arise;
- be positive about their achievements;
- support with home learning.

We do need parents/carers to inform the school of any changes in home circumstances that could affect the child's welfare and ability to work, as well as ensuring that the child attends school regularly, arriving on time, properly dressed and equipped for the school day.

It is essential that parents/carers support the school rules and disciplinary procedures. Experience shows that Woodland School's parents/carers are generally its best supporters in all matters. Regular and effective communication with home is the very best way of ensuring high standards and continued progress.

### **Pupil Transition**

- Pupils are introduced to the Behavioural Policies through School visits by HOY 6.
- Through taster Days the Policies re explained in more detail to pupils via Assemblies and staff
- For SEND pupils who attend the extra Transition days, the polices are gain re-iterated on a regular basis
- School Behaviour policies are discussed during family Information evening and New Intake Evening by the Head Teacher and HOY 7
- All Parents of Year 7 pupils receive the Information Booklet outlining in detail the Behavioural Policies. The booklet is available to visit on the school website.
- Expectations are also promoted through the First day assemblies and tutor time.
- Regular discussions from tutors to pupils and through HOY via Remote and face to face assemblies.

### **Banned Items**

The following list of items (whilst not exhaustive) are banned from being brought into school. The school does not need parental or pupil consent to search a pupil if they think a pupil has prohibited items:

- Weapons, e.g. knives or blades
- Tobacco products, including smokeless tobacco e.g. cigarettes including E-cigarettes/vapes/nicotine based Snuz/SNOOSS and any other associated smoking equipment.
- Lighters and matches.
- Alcohol
- Illegal drugs
- Legal High or stimulant substances (caffeine based Snuz/SNOOSS)
- Paint thinners or other solvents
- Stolen goods
- Pornographic images (of any kind, including images on phones or tablets)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence.
- Anything else which the Headteacher deems inappropriate or dangerous

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule, or fails to follow a reasonable instruction, the teacher can apply a sanction on the pupil.

Staff can issue sanctions at any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupils misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- a. The decision to sanction a pupil is made by paid member of school staff (but not one who the Head Teacher has decided should not do so) or an unpaid member of staff authorised by the Head Teacher
- b. The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c. It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

The DFE identifies acceptable forms of sanction may include:

- A verbal reprimand and reminder of the expectations of behaviour;
- The setting of written tasks such as an account of their behaviour;
- Loss of privileges – for instance, the loss of a prized responsibility;
- Detention;
- School based community service, such as tidying a classroom;
- Regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring;
- Suspension; and
- In the most serious of circumstances, permanent exclusion

(DFE – Behaviour in Schools, Advice for headteachers and school staff, July 2022)

- A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. Teachers have the authority to issue detentions to pupils, including same day detentions. The DFE identifies that, the detention is held at any time of the following times:
  - a. Any school day where the pupil does not have permission to be absent;
  - b. Weekends during term time; except a weekend during, proceeding or following the half term break; or
  - c. Non-teaching days – usually referred to as ‘training days’, INSET days or ‘non-contact days’, except if it falls on a public holiday, on a day which proceeds the first day of term, during the half term break, or after the last day of the term
- Parental consent is not required for detentions that satisfy the conditions above. Schools have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable. Conduct outside of school premises, including online conduct, that the school might sanction pupils for include misbehaviour:
  - a. When taking part in any school organised or school related activity;
  - b. When travelling to and from school;
  - c. When wearing school uniform;
  - d. When in some other way identifiable as a pupil at the school;
  - e. That could have repercussions for the orderly running of the school;
  - f. That poses a threat to another pupil; or
  - g. That could adversely affect the reputation of the school.

## Woodlands School – Behaviour Types

Behaviour Type	Context	Actions/Strategies
<b>Poor Punctuality</b>	Arriving late to school and lessons. Returning late from break or lunch times	<p><b>Lateness to school</b></p> <ul style="list-style-type: none"> <li>• Attendance team to collect names on late gate.</li> <li>• Any pupil who arrives past 8.45am to receive a same day 15-minute detention (this will escalate to 30min/1hr if pupil fails to engage in sanction).</li> </ul> <p><b>Lateness to lessons</b></p> <ul style="list-style-type: none"> <li>• Teacher to record how many minutes late the pupil is to the lesson on SIMS (pupils are given the first five minutes for transition).</li> <li>• Pupils will be issued an afterschool detention the following day noting the time owed.</li> <li>• Parents/carers to be notified.</li> </ul>
<b>Truancy</b>	Not being on the premises or present within the lesson or activities without the permission from school staff	<ul style="list-style-type: none"> <li>• Try to find out where the pupil was and why</li> <li>• Inform the parents/carers</li> <li>• Pupils are expected to see subject staff and address the missing work</li> <li>• 2 hour SLT detention to be set to make up time / work missed</li> <li>• Attendance report, if appropriate to be monitored by the form tutor</li> <li>• Record on PAM</li> </ul>
<b>Vandalism</b>	Any intentional damage to school property or equipment. Including uniform / equipment borrowed, as well as littering the school building and grounds	<ul style="list-style-type: none"> <li>• Parents/carers to be contacted</li> <li>• When suitable, damage to be “made good” by the pupil</li> <li>• If necessary, payment to repair to be negotiated through SKANSKA</li> <li>• sanction to be set in accordance to the incident (HOY/SLT detention or inclusion)</li> <li>• Record on PAM</li> </ul>
<b>Bullying</b>	Can include physical, verbal, social, cyber, racial, sexual, homophobic/biphobic/transphobic etc.	<ul style="list-style-type: none"> <li>• Form tutor / HOY must be informed</li> <li>• The target must be taken seriously and provided with the</li> </ul>

	<p>At Woodlands, bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power (e.g. that individual is older, larger, stronger, more confident, and/or part of a group).</p> <p>It is the responsibility of the Anti-bullying Champion to appoint pupils as anti-bullying ambassadors whose role is to support their peers that may be involved in 'bullying type' behaviours.</p>	<p>appropriate support</p> <ul style="list-style-type: none"> <li>• Bystanders to be provided with the appropriate support/interventions</li> <li>• The perpetrator(s) must be dealt with – this can be in a number of ways: <ol style="list-style-type: none"> <li>1. Investigate the circumstances, carryout pupil interviews, collect witness statements</li> <li>2. Inform the parents/carers</li> <li>3. Reconciliation meeting to be completed (restorative justice)</li> <li>4. Set appropriate sanction (HOY/SLT detention or inclusion)</li> <li>5. Completion of anti-bullying exit survey</li> <li>6. Record in the Bullying logs</li> <li>7. Record on PAM</li> </ol> </li> </ul> <p>In the longer term, the possibility of involving outside agencies, such as an Educational Psychologist, counselling, or life coaching.</p>
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<p><b>Physical Aggression</b></p>	<p>Any intentional / deliberate physical assault, harm, and intimidation on another person</p>	<ul style="list-style-type: none"> <li>• Remove the pupil from the class teaching group/situation by requesting the Assistant Head of Year's, Heads of Year's, or the Senior Leadership Team, as appropriate</li> <li>• Pupil/pupils are to be isolated in inclusion/HOY office during investigation of incident</li> <li>• Investigate the circumstances, carryout pupil interviews, collect witness statements</li> <li>• Inform the parents/carers</li> <li>• Reconciliation meeting to be completed (restorative justice)</li> <li>• Set appropriate sanction (HOY/SLT detention or inclusion)</li> <li>• Record in the Bullying logs</li> <li>• Record on PAM</li> <li>• In serious cases, especially persistent problems or unprovoked assaults, other more severe sanctions maybe necessary, such as suspensions or permanent exclusion.</li> </ul>
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<p><b>Foul and Abusive Language</b></p>	<p>Swearing at a member of staff, swearing in class, swearing around the school</p>	<ul style="list-style-type: none"> <li>• HOY/HOF to interview the pupil and a written account to be</li> </ul>
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		<p>filed</p> <ul style="list-style-type: none"> <li>• Parents/carers to be informed</li> <li>• Form tutor to be informed</li> <li>• HOY/HOF to document on PAM</li> <li>• School expectations and the “Woodlands Way” to be referred to and made clear</li> <li>• 1 day inclusion to be set if the foul and abusive language is directed at the member of staff</li> <li>• SLT detention to be set if the foul and abusive language is used in front of a member of staff</li> </ul>
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<p><b>Smoking / Vaping</b></p>	<p>Expectations of the school includes all school events, the journey to and from school and other occasions when uniform is worn, or pupils are under the supervision. (i.e. smoking/vaping is not permitted. Pupils may not possess smoking/vaping equipment)</p>	<p>First Offence:</p> <ul style="list-style-type: none"> <li>• Parents/carers to be informed</li> <li>• Search of pupil clothing and bag to be carried out (parents to be informed)</li> <li>• Confiscate smoking/vaping materials and equipment, and only to be returned to the parents/carers</li> <li>• SLT detention to be set</li> <li>• Record on PAM</li> </ul> <p>Repeat offence:</p> <ul style="list-style-type: none"> <li>• All actions as above</li> <li>• Inclusion or possible suspension</li> </ul>
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Please see department behaviour policy for direction on any behaviour issues that relate to incidents within the classroom.

### Behaviour Improvement Goals

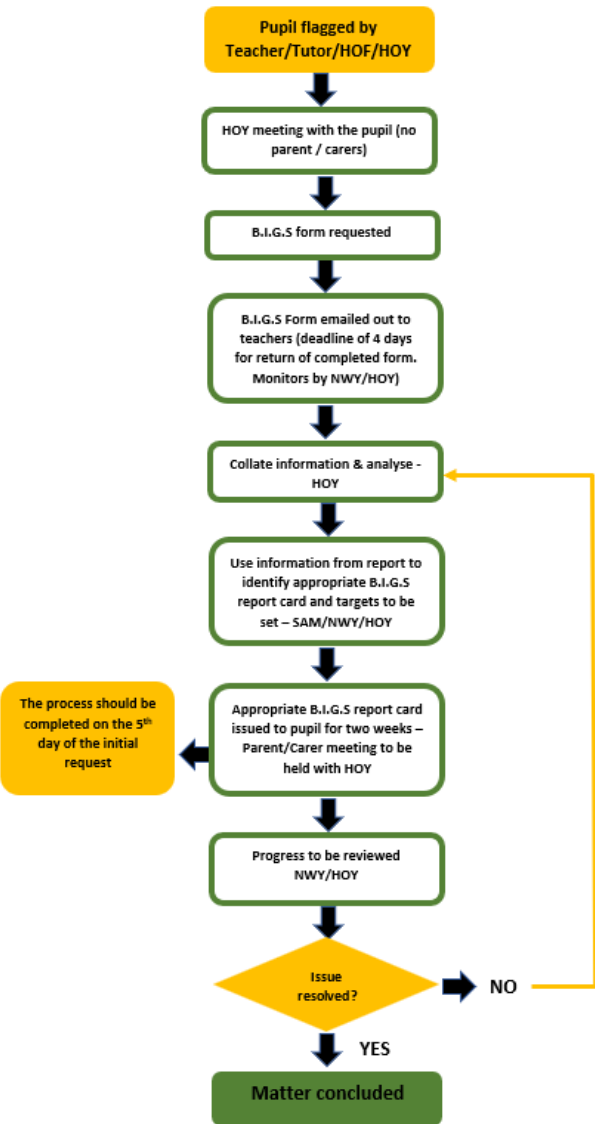
If a pupil becomes a persistent source of trouble he / she can be put “On Report” by the Head of Year or SLT in consultation with the Group Tutor.

A holistic understanding of the concerns can be obtained via the issue of the B.I.G.s form (Behaviour Improvement Goals) (see appendix 2 5 - 9). This enables the HOY / SLT to set specific targets that directly relate to common teacher concerns.

The HOY / SLT are to select one of six B.I.G.s report cards (Rules and routines, behaviour, study skills, effort, self-esteem and respect for others). Whenever this is done parents should be informed.

The pupil will then carry a report card containing their timetable for 2 weeks. Subject teachers and the form tutor are to view the pupil’s targets, give a score out of five for each target, write a comment and sign each lesson or tutor session.

Any adverse comments will mean that the pupil will stay behind after school to make up unsatisfactory work. The “B.I.G.s” report card should be presented to staff at the beginning of each lesson.



## **Staff Induction, development and support**

- All new staff will be inducted to the 'Woodlands Way' and will have a follow up session delivered through INSET where presentations may be delivered, and questions will be taken.
- An additional support session will be delivered to ITTs/ECTs in the first term looking at behaviour strategies in addition to the behaviour CPD offered by training providers.
- CPD menu contains a whole strand focussing on Pastoral CPD including behaviour management strategies.

## **Staff Training**

- School leaders should consider any appropriate training and support which may be required for staff to meet their duties and functions within the school behaviour policy. Training, support and development opportunities will be aligned with new initial teacher training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications. Teaching staff will gain continued support through lesson visits, feedback and developmental conversation to enhance behaviour for learning strategies where appropriate. In addition, a wide range of individual and small group opportunities will be available to continued support and development.

## **Promoting our school positively within its community**

Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking, foul and abusive language, damage to public property and anti-social behaviour is not permitted.

The school may act upon any incident / behaviours that are out of school premises and out of school hours if it is deemed to become a barrier to pupil learning or has brought the schools name into disrepute. If judged appropriate such behaviours maybe reported to the police.

## **Department Behaviour Policy**

### **Department Aims**

- To reduce classroom disruption thus improve the quality of learning for all pupils
- To empower staff to utilise a stepped approach to behaviour management in their classroom
- To reduce the number of fixed term exclusions
- To reduce the number of referrals from lessons
- To achieve an improvement in behaviour and academic performance of targeted pupils
- To consolidate the role of the home-school partnership in reinforcing behaviour for learning expectations.

### **Department Objectives**

- To help pupils recognise and understand the consequences of their actions
- To equip pupils with an understanding of how their conduct effects their own and other pupils' learning
- To encourage positive changes in behaviour and attitude
- To improve consistency in whole school discipline
- To improve home-school liaison over rewards and sanctions

Every pupil is expected to follow the school and classroom Code of Conduct (see Appendix), a home / school agreement has been signed by the pupil's guardian in agreement with these terms. Departments must be committed to ensure every pupil they come into contact with is following both the school and classroom code of conduct. If a pupil fails to do so, staff must follow the Department

## Behaviour Procedures.

If an incident occurs or a member of staff is aware of persistent unacceptable behaviour, the following department behaviour procedures must be followed. These procedures are in line with Woodlands School whole school systems and policies and are to be followed by every member of each department.

## PHASE 1 (Class Teacher)

1

- Sanction issued if the pupil fails to respond to verbal warning
- Sanction to be recorded on PAM and detention slip issued to the pupil

**AFTER  
SCHOOL  
DETENTION**

### REFUSAL TO ENGAGE WITH STEP 1 SANCTION

2

- Sanction to be recorded on PAM and detention slip issued to pupil
- REFUSAL TO ENGAGE WITH STEP 2 SANCTION**
- Communicate concerns with the Parents/ carers and refer to HOF/Subject Lead
  - When recording on PAM, notify HOF/Subject Lead

**AFTER  
SCHOOL  
DETENTION**

Refer to STEPS 1 to 4 of the Woodlands Way for additional guidance

## PHASE 2 (HOF/Subject Lead)

3

- Increased sanction is issued if the pupil fails to respond to class teacher sanction
- New sanction to be recorded on PAM and detention slip issued to pupil

**AFTER  
SCHOOL  
DETENTION**

4

- Refusal to engage with sanction, communicate concerns with parents/ carers and refer incident to SLT link
- Pupil to be placed on subject report with HOF for a 2 week period and then reviewed

Refer to STEPS 5 and 6 of the Woodlands Way for additional guidance

## PHASE 3 (Senior Leader)

5

- Increased sanction is issued if the pupil fails to respond to HOF/Subject Lead sanction
- New sanction recorded on PAM and detention slip issued to pupil

School based meeting with Parents/Carers  
2 hour SLT after school detention  
Inclusion  
Fixed term Suspension

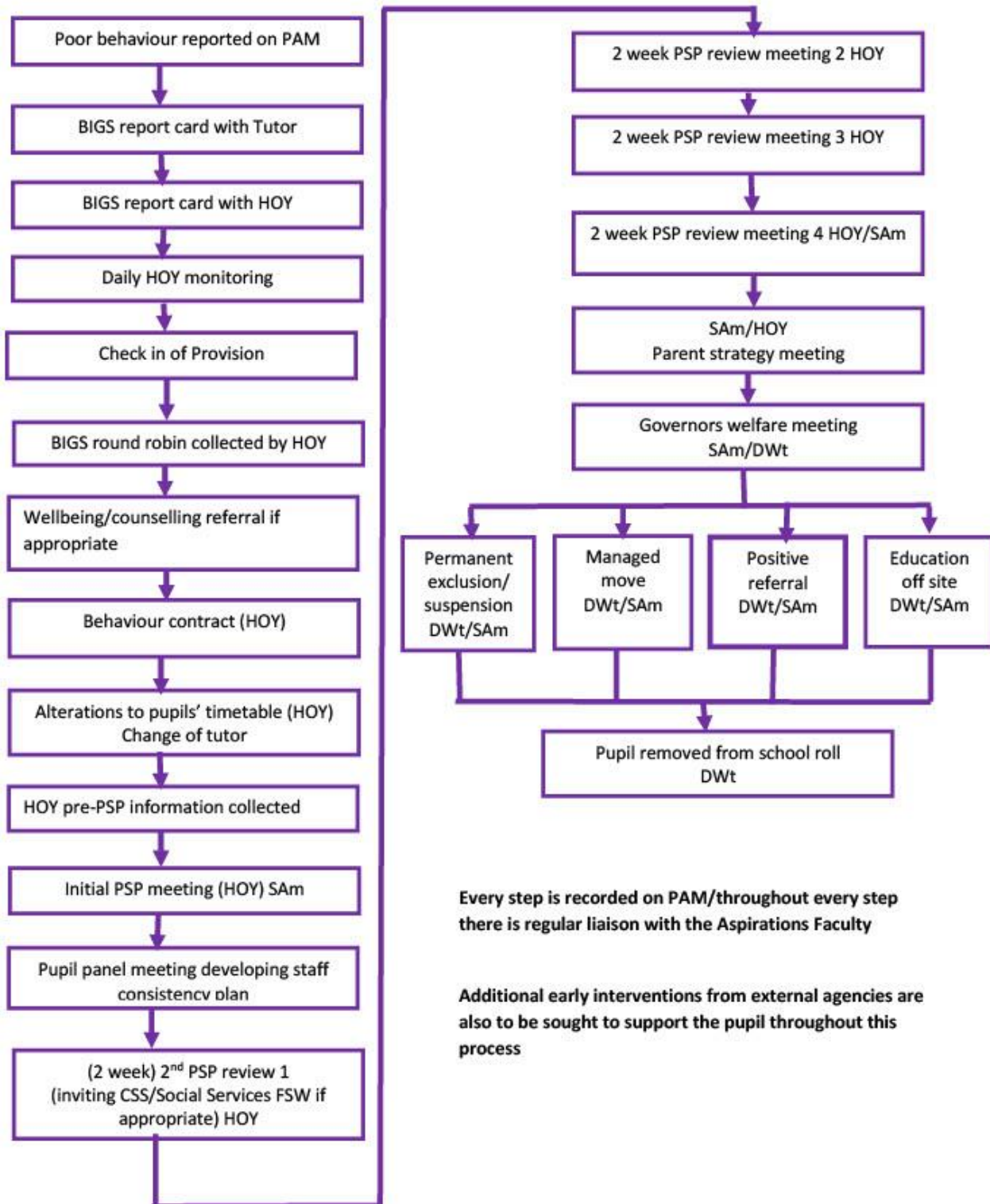
6

- Refusal to engage with sanction, communicate concerns with the parents/ carers, development of a personalised programme lead by Pastoral deputy (supported by the pastoral team)
- Possible PSP established, followed by fortnightly school based review meetings

Refer to STEP 7 of the Woodlands Way for additional guidance

**Staff are required to log all behaviour actions on PAM at each phase**

## Behaviour Procedures



Every step is recorded on PAM/throughout every step there is regular liaison with the Aspirations Faculty

Additional early interventions from external agencies are also to be sought to support the pupil throughout this process

# Inclusion Unit Procedures



## Inclusion:

- The inclusion room is supervised by the schools Inclusion manager 4 days a week and by Non-Teaching HOY and Assistant HOY, on an hourly rotation for the 5<sup>th</sup> day. This ensures that these pupils are supported by staff with the greatest experience of supporting pupils with social and emotional needs
- Inclusion of one day can only be authorised by either the Pastoral Manager, a Deputy Head Teacher or the Head Teacher. HOY are to obtain their signature using the inclusion request form **(see appendix 1)**
- Inclusion's of more than one day can only be authorised by a Deputy Head Teacher or the Head teacher. HOY are to obtain their signature using the inclusion request form **(see appendix 1)**
- HOY/Ass HOY are to inform parent carers of the pupil incident and inclusion, initially by telephone then formally in writing. This is also to be recorded on PAM
- HOY/Ass HOY are to book the inclusion using the web-based booking system
- If an inclusion is set the pupil is to arrive at 9.00am (not before) and leave at 4.00pm
- On arrival the pupil will have their dietary requirements discussed and lunch and break food will be ordered and delivered to the inclusion room. Pupils in inclusion can choose from either the hot or cold food menu's
- Mobile phones and other electronic devices will be handed over to the supervising member of staff. These will be locked away in a individual pupil locker (along with any other items the pupil wishes to store there. The key for the locker will remain under the supervision of the members of staff
- The inclusion manager /HOY & Ass HOY will use a handheld metal detector on every pupil before entering the inclusion room in the morning, checking for vapes and mobile phones etc
- Uniform must be correctly worn by the pupil before entering the room, HOY/Ass HOY to support Inclusion manager when this is not the case
- Pupils will work at a normal classroom (with air conditioning to ensure the atmosphere remains conducive to studying), at a normal classroom desk (no booths)
- Under the direction and support of the inclusion manager / Ass HOY & HOY, pupils will complete a day planning sheet **(see appendix 2)** at the start of the day ensuring all know of the expectations of behaviour as well as the desired program of study for the day
- The Inclusion manager / Ass HOY & HOY are to sign off every hour checking that pupils are fully engaged in their learning, any hours not signed off will be repeated the following day after a phone conversation with the pupils' parent/carers
- The inclusion manager will develop a resources bank of work in partnership with HOD and HOF, as well as using Pixel Therapy resources. All pupil activities will be paper based, pupils will not have access to computers. Additional resources such as KS3 & 4 CGP books for pupils will also be available for pupils to work through
- Pupils will remain isolated from the rest of the school, in the inclusion classroom throughout break and lunchtimes
- The inclusion manager / Ass HOY & HPOY may use the Year 9 hard standing for a morning break (10.30am - 10.50am) and lunchtime (2.00pm – 2.30pm). This space may also be used as and when needed during the lesson (as a group) with the inclusion manager / Ass HOY and HOY if it felt that this is required to meet the pupils needs.



- If the pupil has successfully worked hard throughout the day, from 3.00pm this time will be used as a reflection/restorative session (**see appendix 3**) to prepare the pupils to reengage in their timetabled lessons the following day
- HOY/Ass HOY, Pastoral Manager are to complete a 'return from inclusion meeting' with the pupil
- Reintegration meetings will be held with the inclusion manager and HOY, Pastoral Manager and/or Deputy Head Teacher (Pastoral), pupil, and parents if the pupil has 3 days inclusion or more, these are to be done before 8.45am and after 4.00pm.
- There will be a three strikes system, recorded by the inclusion manager, supervising non-teaching HOY and assistant HOY throughout the day, this will be recorded on the pupil's isolation planning sheet (**see appendix 2**)
- Persistent poor behaviour (exceeding the three strikes system) within the inclusion room may lead to suspension or permanent exclusion
- All pupil actions/issues within inclusion are to be recorded on PAM
- The inclusion room has CCTV cameras to record any behaviours that disrupt a calm and productive learning environment.

## Woodlands School – Inclusion Request Form

<b>Pupil Name:</b>		<b>Year / Tutor Group:</b>	
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<b>No. of days in inclusion:</b>	1	2	3	4	5	<b>More:</b>	
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<b>Start Date of Inclusion:</b>		<b>No. of Inclusion this Year:</b>		<b>Referring Teacher Staff Code:</b>	
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Reason for Inclusion

Behaviour Type Code <i>(please circle)</i>									
Bullying	False Allegation	Non-Cooperation	Persistent Rudeness	Verbal Abuse	Disruption to Lessons	Inappropriate Behaviours (staff)	Inappropriate Behaviours (Pupil)	Gross Disobedience	Racist comment /abuse
Threatening Behaviour	Damage Graffiti Vandalism	Unsafe practise	Missed Detention (SLT)	Theft	Miss Use of Social Media	Community Complaint	<b>Other:</b>		

Specific Pupil Group <i>(please circle)</i>			
<b>Gender:</b>	Male	Female	
<b>Free School Meals:</b>	FSM	Non FSM	PPG
<b>English as First Language:</b>	English or Believed to be English	Other than English or believed to be English	Unclassified
<b>Special Educational Needs:</b>	No identified SEN	SEN without an EHCP	EHCP
<b>Ethnic Group:</b>	White	British	Irish
		Traveller of Irish Heritage	Gypsy/Roma
			Any other White Background
<b>Mixed:</b>	White and black Caribbean	White and black African	White and Asian
			Any other mixed background
<b>Asian or Asian British:</b>	Indian	Pakistani	Bangladeshi
			Any other Asian background
<b>Black or Black British:</b>	Black Caribbean	Black African	Any other black background
<b>Any other ethnic group:</b>	Chinese	Unclassified - Refused	Unclassified - Information not obtained

Face to Face Family Expectations Meeting				
<b>Completed:</b>	Yes	No	<b>Date:</b>	
			<b>By Whom:</b>	

Approval By Pastoral manager <i>(1 day inclusion)</i>	
<b>Signature:</b>	
<b>Date:</b>	

Approval By DWT/SAM/ERO <i>(2 day or more inclusion)</i>	
<b>Signature:</b>	
<b>Date:</b>	

Appendix 2

Inclusion Room Pupil Planning Sheet				
Name:			Date:	
Year Group:			Tutor Group:	
Time	Activity	Desired Outcome	Resources Needed	Teacher Comment
Period 1				
Period 2				
Break Time				
Period 3				
Period 4				
Lunchtime				
Period 5				
Period 6	Restorative Session	Restorative Session	Restorative Session	Restorative Session
Behaviour 3 Strike System				
Signature No.1		Signature No.2		Signature No.3
Reason:		Reason:		Reason:

# Inclusion Reflection Sheet – Woodland School

Name:  TG:  Date:

Reason for Inclusion:

**In as much detail, please explain why you have been placed in inclusion room today**

**Why did you choose to behaviour the way you did?**

**What could you have done differently?**

**What effect do you think your behaviour has on your learning and the learning of others?**

**What will you do to try to change your behaviour and avoid sanctions in the future?**

**Are there any members of staff who you feel could help and support you to make these changes?**

**How do you feel about school at the moment? Explain your thoughts**

**Is there anything else you would like to write down?**

## Rewards and Celebrations

Every child likes to know they are doing well and every child likes to be congratulated. Here at Woodlands School we believe that positively reinforcing good behaviour or high achievement can be more effective than punishing bad behaviour or low achievement.

We feel that rewards act as motivators for pupils when they believe that they have a chance to earn the reward. They only become effective when pupils truly value them. With this in mind, good work, effort and behaviour are commended by Woodlands staff whenever possible.

## Woodlands House System

The House System is designed to embody the values and ethos of the school and aims to be an integral part of our school community.

Our aim is to provide every pupil in each house with the following:

- a sense of belonging within the school community
- opportunities to develop social, intellectual, physical and practical skills
- a sense of achievement both inside and outside of the classroom
- fun and excitement through competition
- opportunities for leadership
- an awareness of individual and collective responsibility
- House Organisation

Pupils are assigned to one of the six houses on entrance to the school in Year 7 where they remain until the end of year 11. Each house will be made up of two tutors groups joined together from each side of the year group. Each house is named after one of the top six universities in the United Kingdom.

Oxford - A1 and R1

Cambridge - A2 and R2

St. Andrews - A3 and R3

Durham - A4 and R4

Loughborough- A5 and R5

Bath - A6 and R6



### Oxford

#### Core Values

“We love what we do and strive for excellence.”

“We are not afraid to be different and we celebrate innovation.”



### Cambridge

#### Core Values

“Contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.”

“Freedom of thought and expression.”



### **St Andrews**

#### **Core Values**

"A future where everybody in the world is enjoying a sustainable lifestyle"



### **Durham**

#### **Core Values**

"We foster a culture that inspires the extraordinary."



### **Loughborough**

#### **Core Values**

"Take pride in being the very best we can be."



### **Bath**

#### **Core Values**

"Nurturing high aspirations."

"Working responsibly and with respect for others."

#### **How pupils earn house points;**

Reward Points – 20 reward points = 1 house point.

Extra-Curricular Competitions – Pupils can earn house points for regularly taking part in extracurricular activities, representing their school, entering competitions.

Attendance – Pupils who achieve 100% attendance in a half term or show significant improvement will achieve house points and be entered into the prize draws.

Achievements- house points given for various achievements (Jack Petchey, Headteacher Commendations, KS3/4 Awards Evenings

Clubs - Pupils can also earn house points for their involvement with clubs inside or outside school. These can be achieved by pupils showing commitment through high attendance, outstanding effort and outstanding achievement.

#### **PAM Reward Points:**

We use 'PAM' behaviour recognition tool to reward both individuals and groups of pupils. This is proving to positively affect motivation, attitude and performance. It is a powerful learning loop which empowers teachers, encourages pupils, and involves our parents/careers in their child's progress. Pupils of all years find this electronic rewards system exciting, engaging and easy to use. Pupils enjoy the instant access to their individual PAM accounts via the internet and their smart phones, and value opportunities to share their achievements

with their parents/carers.

Here at Woodlands School we work hard to ensure that we have a rewards system that has relevance to all pupils, ensuring every pupil is getting the recognition for their personal achievements and group contributions, no matter how large or small. PAM reward credits are issued at every opportunity to positively reinforce the values and attributes we wish our pupils to demonstrate.

Below are the principle behaviours for learning that all staff at Woodlands have a responsibility to reward and the amount of credits issued to pupils for each.

100% Attendance	4
Academic Targets Achieved	5
Acting Upon The Teachers Comments	3
Attendance To Academic Interventions	2
Attendance To Period 6	2
Caught Doing The Right Thing	10
Commitment To Out-Of-Hours Learning	4
Consistent Good Effort	3
Contributing To Ethos Of School	4
Contributing To The Schools Image	5
Determined & Organised	3
Doing The Right Thing	3
Effective Participant	3
Environmental Awareness	2
Exceeding Home Expectations	5
Excellent Graphical Work	3
Excellent Handwriting	2
Excellent Practical Work	3
Excellent Progress	3
Excellent Project Care & Attention	3
Excellent Work In Pastoral Time	3
Good Behaviour In Classroom	3
Good Conduct In Corridors	2
Good Manners	2
Homework Completed On Time	2
Improved Graphical Work	3
Improved Handwriting	2
Improved Homework	2
Independent Thinking	3
Listening & Contributing	3
Often Unnoticed Good Work	3
Organised With Correct Books/Folders	2
Organised With Correct PE Kit	1
Organised With Correct Stationary	2
Organised With Requested Resources	2
Positive Attitude To Work	3
Positive Role Model	5
Presentation & Uniform Improved	1

Presentation Exceeding Expectations	5
Presentation Standards Exceeded	3
Prize Winner	50
Punctual For Lessons	2
Punctual For Period 6	2
Punctual For Tutor Time/Assembly	1
Punctuality For Lesson Improved	2
Punctuality Improved For Tutor Time	1
Reflective Learning	3
Representing The School Well	5
Schoopetition Winner	50
Significant Lesson Progress	3
Sporting Achievement	3
Taking Responsibility For Environment	2
Valuable Member Of Form	3
Well Presented Uniform	2
Working Well In Teams	2
Working Well In The Community	4

Each week all staff at Woodlands are encouraged to issue and reward pupils with PAM behaviour points.

The allocation of these credits is below.

- Support staff – 50 credits weekly
- Teaching staff – 100 credits weekly
- Senior Leadership – 40 credits weekly

In Year 11 pupils have the opportunity to work towards gaining enough PAM credits for their Passport to the Prom Award where credits are also awarded for their attendance and contributions with period 6 sessions and other forms of GCSE interventions such as holiday coursework clinics and Saturday extension mornings.

#### **Other Forms of praise and rewards:**

Good work, effort, behaviour and attendance are also to be commended by teachers whenever possible. All adults endeavour to show interest in pupils' activities both in and out of school. These other forms of praise may be presented in a range strategy, from public acknowledgement to a quiet word, thus recognising differences in age and the wishes of pupils. The celebration of success is achieved through:

- Badges & broaches (e.g. 100% attendance gold/silver/bronze)
- Certificates
- Praise text
- Praise post cards
- Letters from the Head Teacher or senior staff
- Photographs displayed on notice boards
- Inclusion in the newsletter
- Press releases
- Head of year celebration lunch
- Head teacher commendations & celebration lunches
- Awards / presentation ceremonies





Signed: \_\_\_\_\_  
Head Teacher

27<sup>th</sup> February 2023

Dated: \_\_\_\_\_



Signed: \_\_\_\_\_  
Chair of Trustees

27<sup>th</sup> February 2023

Dated: \_\_\_\_\_