

Behaviour for Learning Policy

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

The development of pupil self-discipline is the goal that all staff works towards by appealing to the best in their pupil's belief in the school's core values of Aspiration, Resilience, Opportunity and Excellence (AROE).

"The Woodlands Way" is the way that we do things at Woodland School with the 5 Golden Rules being:

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.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

For the purpose of this document the word "staff" refers to paid staff, volunteers or visitors.

a. Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or home learning.
- Poor attitude.
- Incorrect uniform and equipment.

- Poor punctuality.

b. Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Malicious allegations against staff or pupils.
- Intimidating actions or threats, verbal threats, or violent behaviour to staff, visitors, volunteers, and pupils. This could include social media messages to staff.
- Sexual assault (intentional sexual touching) and sexual harassment (which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation).
- Vandalism.
- Theft.
- Fighting.
- Smoking or vaping.
- Failure to attend detentions.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs (for example edibles and thc vapes) or any drug paraphernalia in school or on the way to and from school.
 - Stolen items.
 - Electronic devices such as mobile phones, smart watches, air pods/ear phones, laptops, tablets, speakers, META glasses, still and video cameras.
 - Tobacco and cigarette papers.
 - Vapes.
 - Fireworks.
 - Pornographic images.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

c. In principle a decision to exclude permanently will be taken in responses to:

- Serious or persistent breaches of the school's discipline and behaviour policy.
- If allowing a pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school.
- A serious one-off offence.

Please note that pupils are not permitted to ride mopeds or scooters to school or park them on the school grounds.

4. Roles and Responsibilities

4.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

4.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- Seeking support when needed from other members of staff.

4.4 Parents and carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's Behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Support the school in their decisions when dealing with student behaviour and homework completion.
- Support the school in ensuring their child has the right attitude in all aspects of the curriculum.

5. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.

- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

6. Setting of Sanctions

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.
- In the most serious of circumstances, permanent exclusion.

(DfE – Behaviour in Schools, Advice for Head Teachers and school staff, February 2024)

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.
- 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.
- g. That could adversely affect the reputation of the school.

7. Extra-Curricular

All potential pupil participants of extra-curricular opportunities as well as rewards for example:

- Pupil leadership roles.
- Sporting fixtures.
- Trips and visits.
- Other events or activities where pupils are representing the school.
- Invitation to rewards events i.e. The Year 11 Leavers’ Assembly.

Are required to be preapproved in advance of any extra-curricular/reward event taking place. This can be as frequently as weekly depending on the frequency of events. This is to reinforce our schools’ high expectations of our pupils in every aspect of their school life; attendance, conduct, attitude to learning, and progress.

Participation in extra-curricular opportunities where they are representing the school is a reward for pupils who consistently uphold our values and high standards, as opposed to an entitlement; they are a privilege that must be earned, supporting pupils transition into the real-world.

Invitation to school reward events also have to be earned and attendance is not an assumed entitlement.

The Head Teacher reserves the right to the final decision.

8. Whole School Centralised Sanction System

We operate a Whole School Centralised Sanction System (WSCSS) whereby sanctions are put on the Satchel One platform which in turn notifies parents and carers, as well as pupils. Please note that sanctions will be escalated to 30 minutes/1 hour/2 hours/isolation or suspension if a pupil fails to engage in the sanction.

9. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

10. Electronic Devices

“The Academy does not permit pupils to bring mobile electronic devices on to the school premises. Devices should be left at home or with parents.”

“The Academy will consider whether adaptations and reasonable adjustments to this policy need to be made for individual pupils, including where:

- *Use of a mobile electronic device is required to support a pupil’s medical needs;*
- *Use is necessary for safeguarding reasons; or*
- *Access to a device is required as a reasonable adjustment for a disabled pupil under the Equality Act 2010.*
- *All exceptions must be agreed in advance, recorded appropriately, and may be withdrawn if the device is misused.”*

In cases for example medical, safeguarding, or those with additional needs, a pass will be required. This must be requested via the Woodlands email address and will be reviewed by key staff. Specific guidance on its use will then be provided.

It is accepted that the school day ends at 3:10pm, and the school site begins when you enter the school grounds, not just the school building. Sanctions will be applied to anyone who has an electronic device out as it should be at home.

If seen by a staff member we will confiscate the device, hand it to the Head of Year, and issue a 60-minute after-school detention. The electronic device will only be returned to the parent/carer, via reception, during the following time slots:

- Before school – 7:00am to 8:20am
- After school – 3:30pm to 4:30pm

The following are classed as an electronic device although not exhaustive:

- Mobile phones
- Air pod/ear phones
- SMART watches
- Laptops
- Tablets
- Speakers
- META glasses
- Still and video cameras

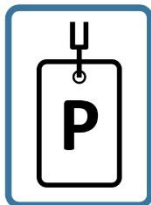
As such we do not accept any responsibility for loss, damaged or stolen electronic devices as they should be left at home.

11. 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.

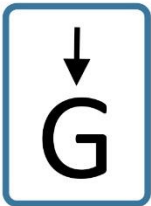
At Woodlands,
our **expectations** are that ALL pupils **MUST...**



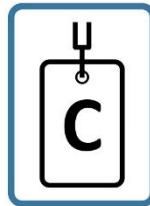
WEAR a **corridor pass** when out of class during lesson time.



NOT have **electronic devices** on school site.
(Phones, Airpods, Headphones, Smart Watches etc.)



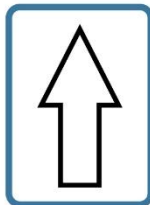
USE only the toilets on the **ground floor** during breaktime and lunchtime.



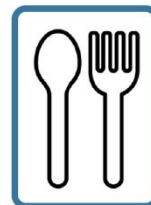
PRESENT a **club pass** or **detention slip** if caught wandering around the building at breaktime or lunchtime.



NOT WEAR **coats** inside the building.



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



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

12. 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. Staff have the freedom to miss or jump steps according to each individual behaviour and situation. 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

13. 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)

14. The Woodlands Way (Rewards/ePraise)

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



15. 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.

THE WOODLANDS WAY

WOODLANDS SCHOOL

AMBITION. RESILIENCE. OPPORTUNITY. EXCELLENCE.

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**

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

P **Nothing new, just review**
(All lessons should begin with a RAV 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**
(Teachers should offer timely, diagnostic feedback that allows pupils to make progress and develop skills of metacognition creating lifelong learners)

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 SLC 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

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.

16. Child on Child Abuse (including Sexualised Behaviours)

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, harmful sexual behaviours, gender-related abuse, 'up-skirting', 'sexting' or initiation/hazing type violence and rituals. We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur. We do not normalise abuse, and it is not tolerated in our setting.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our school recognises that some children may abuse other children and that this may happen in school, or outside of it. We understand there are many factors which may lead a child to display abusive behaviours towards other children, and that these matters are sensitive and often complex. We recognise our school may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is in the context of providing appropriate support to all children in our school where harmful behaviour has occurred. We will, at all times, take a balanced and proportionate approach to risky or harmful behaviour.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We use lessons and assemblies to teach children about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our school – we are vigilant to signs of abuse and promote a culture of safety and understanding.

17. 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 (based on this policy and the woodlands way).
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 (using the 7 behaviour steps of the Woodlands Way).
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/SENDSCO regarding Code of Practice which can also be used for recording and reviewing.

18. Pupil Transition

- Pupils are introduced to the behavioural policies through school visits by our Transition Lead.
- Through taster days the policies are explained in more detail to pupils via assemblies and staff.
- For SEND pupils who attend the extra transition days, the policies are again 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 and the Woodlands Way are also promoted through the first day assemblies, tutor time and videos on the website.
- Regular discussions from tutors to pupils and through HOY are facilitated via face-to-face and remote assemblies.

Woodlands School – Behaviour Types

Behaviour Type	Context	Actions/Strategies
<p>Poor Punctuality</p>	<p>Lateness will not be tolerated, and it is the first of our 5 Golden Rules:</p> <p><i>1. Attend every day and every lesson on time.</i></p> <p>Poor punctuality is arriving late to school and lessons. Returning late from break or lunch times. There is an initial bell internally and/or teacher blowing a whistle externally just before the end of break/lunch to allow a timely transition to the next period.</p>	<p>Lateness to school</p> <ul style="list-style-type: none"> • Attendance team to collect names on late gate. • Any pupil who arrives past 8.40am to receive a same day 15-minute detention (this will be escalated to 30 minutes/1 hour/2 hours/isolation or suspension if pupil fails to engage in the sanction). • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation. (This is not an exhaustive list). As well as the original sanction. <p>Lateness to lessons</p> <ul style="list-style-type: none"> • Teacher to record how many minutes late the pupil is to the lesson on Arbor, with the exception of period one, pupils are given transition time to move between lessons. Pupils will therefore be considered late if they arrive after the given transition time. For period one lessons, pupils will be considered late after 9.05am. • If pupils are more than five minutes late across a school day, they will be set a 30 minute sanction. (this will be escalated to 1 hour/2 hours/isolation or suspension if pupil fails to engage in the sanction). • Pupils/parents/carers will be notified of this via SatchelOne. • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation. (This is not an exhaustive list). As well as the original sanction.
<p>Truancy</p>	<p>Truancy is unacceptable as this leads to lost learning and is a</p>	<ul style="list-style-type: none"> • Try to find out where the pupil was and why. • Parents/carers to be informed. • Pupils are expected to see subject staff and

	<p>potential safeguarding issue. Truancy also goes against the first of our Golden Rules:</p> <p><i>1. Attend every day and every lesson on time.</i></p> <p>Truancy is not being on the premises or present within the lesson or activities, without the permission from school staff.</p>	<p>address the missing work.</p> <ul style="list-style-type: none"> • 120-minute detention to be set to make up time/work missed (this will be escalated to isolation or suspension if pupil fails to engage in the sanction). • Attendance report, if appropriate to be monitored by the form tutor. • Record on Satchel One. • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation, as well as the original sanction.
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<p>Vandalism</p>	<p>The third of our 5 Golden Rules is:</p> <p><i>3. Be polite and respectful to all.</i></p> <p>Vandalism is any intentional damage to school property or equipment. This includes uniform/equipment borrowed, as well as littering the school building and grounds, as well as staff, pupil and visitor property.</p>	<ul style="list-style-type: none"> • Parents/carers to be informed. • When suitable, damage to be “made good” by the pupil. • If necessary, payment to repair to be negotiated through SKANSKA. • Sanction to be set in accordance with the incident (60/120-minute detention, inclusion, suspension or permanent exclusion). This sanction will be escalated if the pupil fails to engage in the sanction. • Record on Satchel One. • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation. (This is not an exhaustive list). As well as the original sanction.
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<p>Bullying</p>	<p>Bullying of any kind will not be tolerated at Woodlands School.</p> <p>The third of our 5 Golden Rules is:</p> <p><i>3. Be polite and respectful to all.</i></p> <p>Bullying can include physical, verbal, social, cyber, racial, sexual, homophobic/biphobic/transphobic etc.</p>	<ul style="list-style-type: none"> • HOY must be informed. • The victim must be taken seriously and provided with the appropriate support. • Bystanders to be provided with the appropriate support/interventions where appropriate • The perpetrator(s) must be dealt with – this can be in a number of ways once we have investigated and informed the parents or carers: <ol style="list-style-type: none"> 1. Reconciliation meeting to be completed (restorative justice). <ul style="list-style-type: none"> • Set appropriate sanction (60/120-minute
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	<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. the 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>detention, inclusion, suspension or permanent exclusion). This sanction will be escalated if the pupil fails to engage in the sanction.</p> <ol style="list-style-type: none"> 2. Completion of anti-bullying exit survey. 3. Record in the Bullying logs. 4. Record on Satchel One. <ul style="list-style-type: none"> • In the longer term, the possibility of involving outside agencies, such as an Educational Psychologist, Inclusion Partner, counselling, or other relevant external support. • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation. (This is not an exhaustive list). As well as the original sanction.
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<p>Physical Aggression</p>	<p>There are no excuses for the use of physical aggression at Woodlands School, which includes retaliation.</p> <p>The third of our 5 Golden Rules is:</p> <p><i>3. Be polite and respectful to all.</i></p> <p>Physical aggression is any intentional/deliberate physical assault, harm, and intimidation of another person.</p>	<ul style="list-style-type: none"> • Remove the pupil from the class teaching group/situation by requesting the Assistant Head of Years, Heads of Years, or the Senior Leadership Team, as appropriate. • Pupil/pupils are to be isolated in inclusion/HOY office during investigation of incident. • Investigate the circumstances, carry out pupil interviews, collect witness statements. • Parents/carers to be informed. • Reconciliation meeting to be completed (restorative justice). • Set appropriate sanction (60/120-minute detention, inclusion, suspension or permanent exclusion). This sanction will be escalated if the pupil fails to engage in the sanction. • In serious cases, especially persistent problems or unprovoked assaults, other more severe sanctions may be necessary, such as suspensions or permanent exclusion. • Record in the Bullying logs. • Record on Satchel One. • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other
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		form of representation. (This is not an exhaustive list). As well as the original sanction.
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Foul and Abusive Language	<p>With so many words in the English language there is no need to use language that is foul and/or abusive at Woodlands School.</p> <p>The third of our 5 Golden Rules is:</p> <p><i>3.Be polite and respectful to all.</i></p> <p>Foul and abusive language is swearing at a member of staff, swearing in class, swearing around the school, or about a member of our community.</p>	<ul style="list-style-type: none"> • HOY/HOF to interview the pupil and a written account to be filed. • Parents/carers to be informed. • Form tutor to be informed. • HOY/HOF to document on Satchel One. • School expectations and the “Woodlands Way” to be referred to and made clear. • Inclusion to be set if the foul and abusive language is directed at a member of staff, or suspension, or permanent exclusion depending on each individual case. • 120-minute detention to be set if the foul and abusive language is used in front of a member of staff, inclusion, suspension or permanent exclusion depending on each individual case. • This sanction will be escalated if the pupil fails to engage in the sanction. • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation. (This is not an exhaustive list). As well as the original sanction.
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Smoking/ Vaping	<p>Smoking and vaping are illegal to purchase and use for those under the age of 18, thus they are banned items from our school and cannot be happening, a basic expectation.</p> <p>Expectations of the school include the normal school day, all school events, the journey to and from school and other occasions when uniform is worn, or pupils are under supervision (i.e. smoking/vaping is not permitted. Pupils may not possess smoking/vaping</p>	<p>First offence:</p> <ul style="list-style-type: none"> • Parents/carers to be informed. • Search of pupil clothing and bag to be carried out then logged on our ‘pupil search’ register (parents to be informed). • Confiscate smoking/vaping materials and equipment, only to be returned to the parents/carers. • 120-minute detention to be set. However, there may be occasions where an inclusion, suspension or even permanent exclusion are appropriate. This sanction will be escalated if the pupil fails to engage in the sanction. • Record on Satchel One. <p>If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other</p>
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	equipment).	<p>form of representation. (This is not an exhaustive list). As well as the original sanction.</p> <p>Repeat offence:</p> <ul style="list-style-type: none"> • All actions as above. • Inclusion, suspension or permanent exclusion.
Repeated Behaviours	<p>We accept that on occasion our pupils will make mistakes, however repeated mistakes and/or behaviours require further support and/or escalation of sanctions. All need to learn from their mistakes so are not repeated.</p>	<ul style="list-style-type: none"> • A pupil failing to attend three lessons will lead to inclusion. • A pupil receiving three 120-minute detention will lead to inclusion. • When a pupil has been in inclusion three times in a half term, this will lead to a suspension. This sanction will be escalated if the pupil fails to engage in the sanction. • If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation. (This is not an exhaustive list). As well as the original sanction.
Use of Electronic Devices	<p><i>"The Academy will consider whether adaptations and reasonable adjustments to this policy need to be made for individual pupils, including where:</i></p> <ul style="list-style-type: none"> • <i>use of a mobile electronic device is required to support a pupil's medical needs;</i> • <i>use is necessary for safeguarding reasons;</i> <i>or</i> • <i>access to a device is required as a reasonable adjustment for a disabled pupil under the Equality Act 2010.</i> • <i>All exceptions must be agreed in advance,</i> 	<p><i>"The Academy does not permit pupils to bring mobile electronic devices on to the school premises. Devices should be left at home or with parents."</i></p> <p>If seen a staff member we will confiscate the device, hand it to the Head of Year, and issue a 60-minute after-school detention. The electronic device will only be returned to the parent/carer, via reception, during the following time slots:</p> <ul style="list-style-type: none"> • Before school – 7:00am to 8:20am • After school – 3:30pm to 4:30pm <p>The following are classed as an electronic device although not exhaustive:</p> <ul style="list-style-type: none"> • Mobile phones • Air pod/ear phones • SMART watches • Laptops • Tablets • Speakers • META glasses

	<p><i>recorded appropriately, and may be withdrawn if the device is misused.</i></p> <p>In cases for example medical, safeguarding, or those with additional needs, a pass will be required. This must be requested via the Woodlands email address and will be reviewed by key staff. Specific guidance on its use will then be provided.</p> <p>It is accepted that the school day ends at 3:10pm, and the school site begins when you enter the school grounds, not just the school building. Sanctions will be applied to anyone who has an electronic device out as it should be at home.</p>	<ul style="list-style-type: none"> • Still and video cameras <p>Failure to hand over an electronic device if seen will result in further sanctions, such as isolation as this has then become gross disobedience.</p> <p>If repeated, further sanctions will be applied, such as not being allowed to represent the school on trips, visits, fixtures or any other form of representation. (This is not an exhaustive list). As well as the original sanction.</p>
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19. Behaviour Improvement Goals/Pastoral Support Programme

If a pupil becomes a persistent source of trouble they 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). 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 Behaviour Improvement Goal (B.I.G.) 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 a minimum of 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.” report card should be presented to staff at the beginning of each lesson.

Pupils can be placed on a Pastoral Support Programme (PSP) if further support is needed. More bespoke goals and targets will be agreed and worked towards to ensure positive behaviour for learning if the B.I.Gs approach does not work.

20. 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 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 tutor 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, as we want every pupil to at least consider studying at University once they leave us.

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



Bath

Core Values

“Nurturing high aspirations.”

“Working responsibly and with respect for others.”



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.”



Loughborough

Core Values

“Take pride in being the very best we can be.”



Durham

Core Values

“We foster a culture that inspires the extraordinary.”



St Andrews

Core Values

“A future where everybody in the world is enjoying a sustainable lifestyle.”

Appendix A

Woodlands School Centralised Sanction System

Issued By	Sanction Type
All Teaching staff	30 Minute
All HOF/Subject leads	60 Minute
All HOF/SLT	120 Minute
NWY/CWT/SAM/ERO/NWH/DWT	1 Day Inclusion

Sanction Procedures for Staff

30 Minute Detentions

Before the detention	<ul style="list-style-type: none"> Staff member is to issue the detention, record on Satchel One, a notification is the automatically sent to the pupil and their parent via satchel one, informing the pupil of the date, venue, and reason for the detention.
During the detention	<ul style="list-style-type: none"> Located in the Performance Hall/Opportunities Hub. Resister to be completed on Satchel One. Pupils are to copy Woodlands Way, write why it's important, how have they broken this? What will they now change? If any issues with behaviour a 3 strikes system is used before escalating to a 60-minute detention once the pupil is dismissed.
After the detention	<ul style="list-style-type: none"> Admin team is to reschedule the detention if the pupil is genuinely absent that day Admin team is to escalate the detention if the pupil fails to engage with the detention.

60 Minute Detentions

Before the detention	<ul style="list-style-type: none"> Middle Leader is to issue the detention, record on Satchel One, a notification is the automatically sent to the pupil and their parent via satchel one, informing the pupil of the date, venue, and reason for the detention. The Middle Leader is to call home to the parents/carers to discuss the incident
During the detention	<ul style="list-style-type: none"> Located in T5 Resister to be completed on satchel One Pupils are to complete activities based on the weekly assembly theme comprehension, based on PowerPoint If any issues with behaviour and 3 strikes system is used before escalating to a 120-minute detention
After the detention	<ul style="list-style-type: none"> Admin team is to reschedule the detention if the pupil is genuinely absent that day Admin team is to escalate the detention if the pupil fails to engage with the detention.

120 Minute Detentions

Before the detention	<ul style="list-style-type: none"> • Middle/Senior Leader is to issue the detention, record on Satchel One, a notification is the automatically sent to the pupil and their parent via satchel one, informing the pupil of the date, venue, and reason for the detention. • The Middle/Senior Leader is to call home to the parents/carers to discuss the incident
During the detention	<ul style="list-style-type: none"> • Located in M20 • Resister to be completed on satchel One
After the detention	<ul style="list-style-type: none"> • Admin team is to reschedule the detention if the pupil is genuinely absent that day • Admin team is to escalate the detention if the pupil fails to engage with the detention. • (SAM/CWT/NWY) to authorise a 1 day inclusion, for those pupils who have failed to attend due, with no genuine reason, fails to behave, work appropriately, leaves the detention without permission. HOY to record on Satchel One

Isolation Sanction

Before the Sanction	<ul style="list-style-type: none"> • HOY/Attendance Team/SLT complete the Isolation and DWT/SAM/ERO/NWH are see the evidence and sign the inclusion request form • HOY are to inform the parents/carers of the inclusion initially via telephone as well as the satchel one notification • HOY are to book the pupil in using the isolation booking system and record on Satchel One
During the Sanction	<ul style="list-style-type: none"> • Supervised by the Inclusion Manager supported by Non-Teaching HOY and Assistant HOY, on an hourly rotation for the 5th day. • On arrival pupil dietary requirements discussed and lunch and break food will be ordered and delivered to the inclusion room. • Mobile phones and other electronic devices will be handed over to the supervising member of staff. • Pupils will complete a planning sheet at the start of the day. • The Inclusion Manager/Assistant HOY and HOY are to sign off every hour checking that pupils are fully engaged in their learning. • 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 • All pupil actions/issues within inclusion are to be recorded on Satchel One • Persistent poor behaviour (exceeding the three strikes system) within the inclusion room may lead to suspension. • From 3.00pm this time will be used as a reflection/restorative session
After the Sanction	<ul style="list-style-type: none"> • HOY is to reschedule the isolation if the pupil is genuinely absent that day, HOY is to conduct a reminder call to the parents/carers. HOY to record on Satchel One • HOY/Asst HOY, Pastoral Manager are to complete a 'return from inclusion meeting' with the pupil.

Please see the school's exclusion policy for suspension, permanent exclusions and pupil movement.

Appendix B

EPrise Policy

The Woodlands Way (Rewards/ePrise)

This document highlights how pupils are awarded points for praise using ePrise. Points are awarded under the four strands of AROE (Aspirations, Resilience, Opportunity, Excellence). EPrise is an online web-based facility that all stakeholders (staff, pupils and parent/carers) have access to.

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.

Pupils can be rewarded with points not only for their contributions in lessons but also for participating in extracurricular activities, holding a Pupil Leadership role, attending trips and supporting whole school events.

- ePrise points – pupils are awarded ePrise under the AROE umbrella, Aspiration, Resilience, Opportunity and Excellence. The number of points awarded will depend upon the activity undertaken. Pupils are awarded for efforts in and out of the classroom.
- Extra-Curricular Clubs and Competitions – Pupils can earn ePrise points for regularly taking part in extracurricular activities, representing their school, entering competitions. Pupils are rewarded with a half termly ePrise salary for taking part in these activities.
- Attendance – Pupils who achieve 100% attendance in a half term or show significant improvement will achieve ePrise points and be entered into the prize draws.
- Achievements- ePoints are given for various achievements (Jack Petchey, Head Teacher Commendations, KS3/4 Awards Evenings).
- Pupil Leadership roles – there are a number of these including the JLT, pupil voice, wellbeing and resilience ambassadors amongst others. Pupils who have a pupil leadership role are rewarded with a half termly ePrise salary.

The table below summarises the number of points pupils can be allocated for each activity they participate in.

Activity	Point allocation	AROE Strand
Tour Guide at Open Evening	30	Excellence
Speaking at Open Evening	30	Aspiration
Helping out at Parent Consultation Evenings/P4S	30	Opportunity
Pupil Leadership Role A Head Boy, Head Girl, Deputy Head Boy and Girl, Prefects, Junior Leadership Team, House and Deputy House Captains	50	Aspiration
Pupil Leadership Role B	40	Aspiration
Extra Curricular Clubs	40	Opportunity
Trips (general)	15	Opportunity
Trips (university)	15	Aspiration

Assemblies (non PLRs)	10	Aspiration
Lessons	5	AROE (teacher discretion)
Caught Doing the right things	5	Excellence
Head Teacher Summer Challenge	25	Opportunity
Being Sustainable	5	Excellence
100% Attendance per HT	10	Resilience
House competitions	10	AROE
Sports Day (House overall not pupil)	100	Opportunity
Aspiration Sports Day	20	Opportunity
Top attainment at each data point	15	Excellence
Top effort at each data point	15	Aspiration
Top Progress at each data collection	15	Excellence
T&L Talking Learning	15	Opportunity
Interviews	15	Aspiration
Pastoral	15	Resilience
Year 8 Duty Pupil	15	Opportunity

AROE Badges

Pupil's individual points totals are recorded and once they reach a milestone, they receive a badge. Badges are awarded for each of the AROE strands as follows:

- 250 points Bronze award
- 500 points Silver award
- 750 points Gold award

If pupils achieve all four Gold awards, they will be awarded with a Cultural Capital badge.

House System and ePraise

Every pupil in Years 7 – 10 are members of our 6 houses (Bath, Cambridge, Loughborough, Oxford, Durham and St Andrews).

At the end of each term the ePraise points for each house are totalled up and the Houses with the highest number of ePraise points in each year group are rewarded in their End of Term assemblies with a free breaktime snack.

Each House is led by a House and Deputy House Captain.

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 of strategies, 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 and brooches (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 and celebration lunches.
- Awards/presentation ceremonies.



Signed: _____
Head Teacher

Dated: 8th July 2025



Signed: _____
Chair of Governor

Dated: 8th July 2025

