

Behaviour for Learning Policy

Amended: October 2023

Approved by Governors: December 2023

Review date: October 2024

Reviewing Panel: Standards, Staffing and Curriculum (SSC)

Contents

Whole School Policy on Pupil Behaviour	3
Code of Conduct	4
Specific Rule	10
Positive Learning Environment: Strategies	11
Woodlands School: Behaviour Types	14
Behaviour Improvement Goals	17
Promoting or School Positively within its Community	19
Inclusion	24
Appendix 1	26
Appendix 2	27
Appendix 3	28
Rewards and Celebrations	29
EPraise Policy	30

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.

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.

Deputy Head Teacher (Pastoral)
Assistant Head Teacher (Safeguarding)
Lower School Pastoral Manager/Head of Year 7
Head of Year 8
Assistant Head of Year 7 and 8
Head of Year 9
Assistant Head of Year 9
Head of Year 10
Assistant Head of Year 10
Upper School Pastoral Manager/Head of Year 11
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 school's 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...



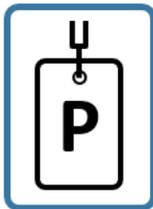
- 1 Attend every day and every lesson on time**
- 2 Look smart and wear your uniform with pride**
- 3 Be polite and respectful to all**
- 4 Work hard and always try your best in all aspects of school life**
- 5 Always be equipped for learning, every day, every lesson**

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...**

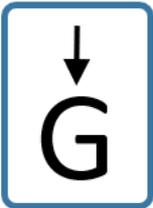


WEAR a **corridor pass** when out of class during lesson time.

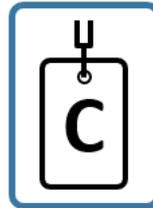


NOT have **electronic devices** in the building. Not seen or Not heard = Not taken.

(Phones, Airpods, headphones etc.)



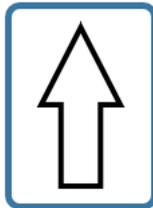
USE only the toilets on the **ground floor** during breaktime and lunchtime.



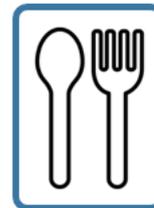
PRESENT a **club pass** or **detention slip** if caught wandering around the building at breaktime or lunchtime.



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. 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

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 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



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

KNOWLEDGE, 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 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)

T

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)

M

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)

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

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

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 need to be disposed of.

It is the policy of the Trustees to advise parents/carers that mobile phones and other electronic devices should not be brought to school. If parents/carers wish pupils to carry a mobile phone or other electronic device, then our 'Acceptable Use Policy – Mobile Phones & Other Electronic Devices' policy will apply.

It is important that pupils and their parents 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 (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.

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.

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.

Banned Items

The following list of items (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 a prohibited item:

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

(DfE – Behaviour in Schools, Advice for headteachers and school staff, September 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.
- 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.

Woodlands School – *Behaviour Types*

Behaviour Type	Context	Actions/Strategies
Poor Punctuality	Arriving late to school and lessons. Returning late from break or lunch times.	<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 30min/1hr if pupil fails to engage in sanction). • If repeated, further sanctions will be applied. <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 SIMS (pupils are given the first five minutes for transition). • Pupils will be issued an after school detention the following day noting the time owed. • Parents/carers to be notified. • If repeated, further sanctions will be applied.
Truancy	Not being on the premises or present within the lesson or activities, without the permission from school staff.	<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 address the missing work. • 120 minute detention to be set to make up time/work missed. • Attendance report, if appropriate to be monitored by the form tutor. • Record on Satchel One. • If repeated, further sanctions will be applied.
Vandalism	Any intentional damage to school property or equipment. This includes uniform/equipment borrowed, as well as littering the school building and grounds.	<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). • Record on Satchel One.

<p>Bullying</p>	<p>Can include physical, verbal, social, cyber, racial, sexual, homophobic/biphobic/transphobic etc.</p> <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>	<ul style="list-style-type: none"> • HOY must be informed. • The target must be taken seriously and provided with the appropriate support. • Bystanders to be provided with the appropriate support/interventions. • The perpetrator(s) must be dealt with – this can be in a number of ways: <ol style="list-style-type: none"> 1. Investigate the circumstances, carry out pupil interviews, collect witness statements. 2. Inform the parents/carers. 3. Reconciliation meeting to be completed (restorative justice). 4. Set appropriate sanction (60/120 minute detention, inclusion, suspension or permanent exclusion. Worst cases consider permanent exclusion). 5. Completion of anti-bullying exit survey. 6. Record in the Bullying logs. 7. Record on Satchel One. • In the longer term, the possibility of involving outside agencies, such as an Educational Psychologist, counselling, or other relevant external support.
------------------------	---	--

<p>Physical Aggression</p>	<p>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). • Record in the Bullying logs. • Record on Satchel One . • In serious cases, especially persistent problems or unprovoked assaults, other more severe sanctions may be necessary, such as
-----------------------------------	---	--

		suspensions or permanent exclusion.
Foul and Abusive Language	Swearing at a member of staff, swearing in class, swearing around the school.	<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, 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.
Smoking / Vaping	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 equipment).	<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 (parents to be informed). • Confiscate smoking / vaping materials and equipment, only to be returned to the parents / carers. • 120 minute detention to be set. • Record on Satchel One . <p>Repeat offence:</p> <ul style="list-style-type: none"> • All actions as above. • Inclusion, suspension or permanent exclusion .
Repeated Behaviours	We expect our pupils to make mistakes, however repeated mistakes and /or behaviours require further support and / or escalation of sanctions.	<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 this will lead to a suspension. • Failure to show to three 120 minute detention will lead to a suspension.

Please see department behaviour policy for direction on any behaviour issues that relate to incidents within the classroom.

Whole School Centralised Sanction System

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, September 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 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 and 3 strikes system is used before escalating to a 60-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.

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 schools Inclusion Manager 4 days a week and 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 / Asst HOY & 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.

Behaviour Improvement Goals

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) (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 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 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.



Staff Induction, Development and Support

All new staff will be inducted to the 'Woodlands Way' and will have a follow up session delivered where 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 range of Pastoral CPD opportunities to support staff in facilitating effective Behaviour for Learning and staff are encouraged to attend Pupil Consistency meetings to ensure an effective uniform approach when dealing with challenging behaviour.

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 the normal school day, 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, vaping, foul and abusive language, damage to public property, and anti-social behaviour, as well as inappropriate use of social media is not permitted.

The school may act upon any incidents / 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 school's name into disrepute. If judged appropriate such behaviours may be reported to the police.

Faculty Behaviour Policy

Faculty Aims

- To reduce classroom disruption thus improve the quality of learning for all pupils.
- To empower staff to utilise a stepped approach to classroom behaviour management.
- 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.

Faculty 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. Faculties 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 Faculty Behaviour Procedures.

If an incident occurs or a member of staff is aware of persistent unacceptable behaviour, the following faculty 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 faculty.

PHASE 1 (Class Teacher)

1

- Sanction issued if the pupil fails to respond to verbal warning
- Sanction to be recorded on Satchel One and detention notification to be emailed to the pupil.

30 MINUTE
DETENTION

REFUSAL TO ENGAGE WITH STEP 1 SANCTION

2

- Sanction to be recorded on Satchel One and detention notification to be emailed to the pupil.

30 MINUTE
DETENTION

REFUSAL TO ENGAGE WITH STEP 2 SANCTION

- Communicate concerns with the Parents/ carers and refer to HOF/Subject Lead
- When recording on Satchel One, notify HOF/Subject Lead

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 Satchel One and detention notification to be emailed to the pupil.

60 MINUTE
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 Satchel One and detention notification to be emailed to the pupil.

School based meeting with Parents/Carers

120 minute detention

Inclusion

Fixed term Suspension

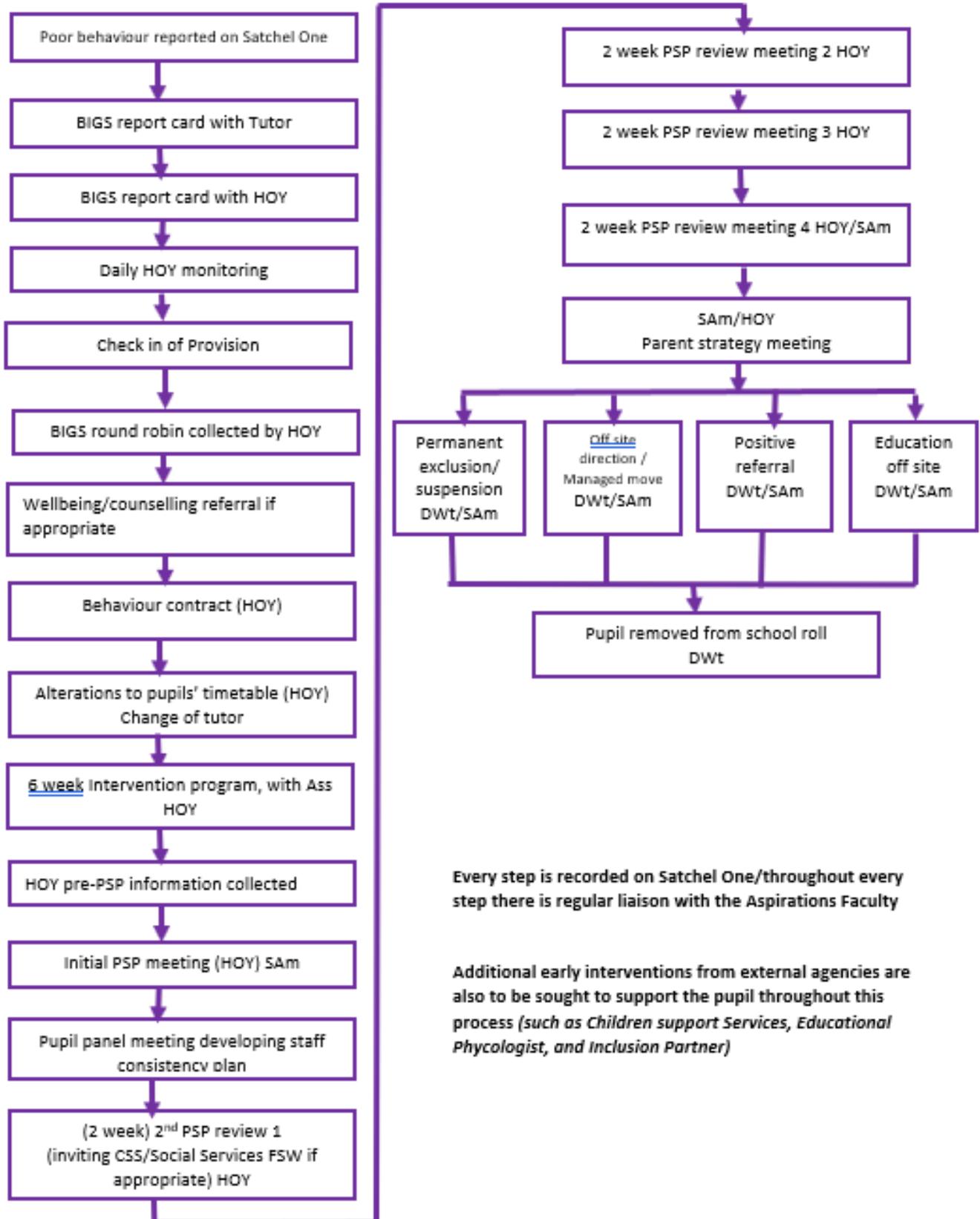
6

- 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 Satchel One at each phase.

Behaviour Procedures



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 5th 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's, a Deputy Head Teacher or the Head Teacher. HOY are to obtain their signature using the inclusion request form **(see appendix 1)**.
- Inclusions 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/Asst 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 Satchel One.
- HOY/Asst 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 menus.
- Mobile phones and other electronic devices will be handed over to the supervising member of staff. These will be locked away in an 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 and Asst 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/Asst 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/Asst HOY and HOY, pupils will complete a 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/Asst HOY and 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' parents/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/Asst HOY and HOY 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 / Asst 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/Asst 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 (which will also lead to a suspension), 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 Satchel One.
- The inclusion room has CCTV cameras to record any behaviours that disrupt a calm and productive learning environment.

Appendix 1

Woodlands School – Inclusion Request Form

Pupil Name:

Year / Tutor Group:

No. of days in inclusion:

1

2

3

4

5

More:

Start Date of Inclusion:

No. of Inclusion this Year:

Referring Teacher Staff Code:

Reason for Inclusion

Behaviour Type Code (please circle)

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	Misuse of Social Media	Community Complaint	Other:		

Specific Pupil Group (please circle)

Gender:

Male

Female

Free School Meals:

FSM

Non FSM

PPG

English as First Language:

English or Believed to be English

Other than English or believed to be English

Unclassified

Special Educational Needs:

No identified SEN

SEN without an EHCP

EHCP

Ethnic Group:

White

British

Irish

Traveller of Irish Heritage

Gypsy/Roma

Any other White Background

Mixed:

White and black Caribbean

White and black African

White and Asian

Any other mixed background

Asian or Asian British:

Indian

Pakistani

Bangladeshi

Any other Asian background

Black or Black British:

Black Caribbean

Black African

Any other black background

Any other ethnic group:

Chinese

Unclassified - Refused

Unclassified - Information not obtained

Face to Face Family Expectations Meeting

Completed:

Yes

No

Date:

By Whom:

Approval By Pastoral manager (1 day inclusion)

Signature:

Date:

Approval By DWT/SAM/ERO (2 day or more inclusion)

Signature:

Date:

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:

Appendix 3

Inclusion Reflection Sheet – Woodlands School

Name:

TG:

Date:

Reason for Inclusion:

In as much detail as you can, please explain why you have been placed in inclusion today:

Why did you choose to behave 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 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.

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.”



Loughborough

Core Values

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



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.”



Oxford

Core Values

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

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



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.”

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.

- ePraise points – pupils are awarded ePraise 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 ePraise points for regularly taking part in extracurricular activities, representing their school, entering competitions. Pupils are rewarded with a half termly ePraise salary for taking part in these activities.
- Attendance – Pupils who achieve 100% attendance in a half term or show significant improvement will achieve ePraise 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 ePraise 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 & 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 & celebration lunches
- Awards / presentation ceremonies



Signed: _____
Head Teacher

Dated: 4th December 2023



Signed: _____
Chair of Governors

Dated: 4th December 2023
