



**Wood Green**  
ACADEMY

# Behaviour Policy 2018 -19



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# A Whole School Behaviour Policy

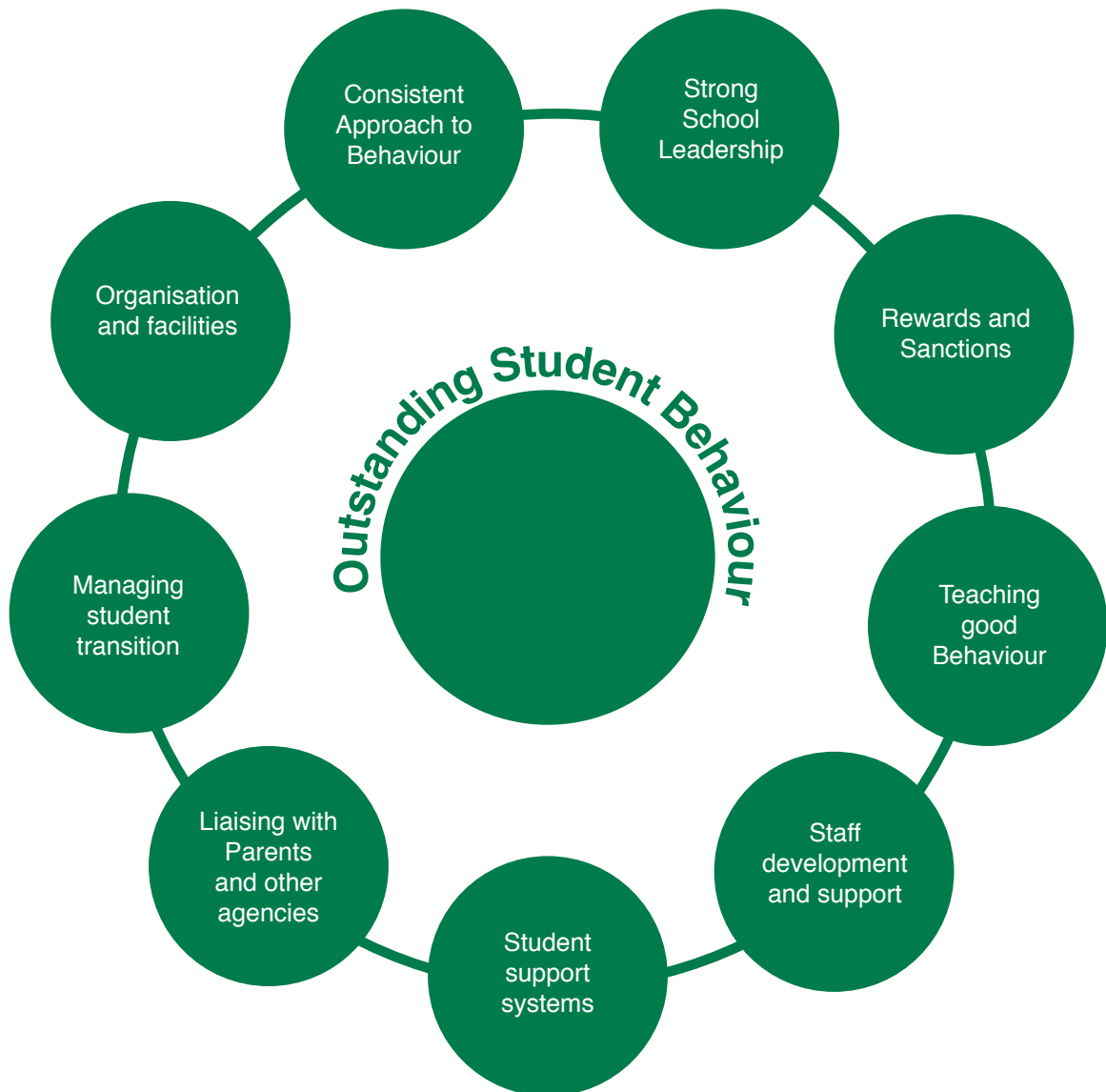
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# Introduction

Wood Green Academy believes that every student has a right to equality as laid out by the Equality Act 2010. Students will not be discriminated against because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy/maternity or because of a gender reassignment. Wood Green Academy will ensure that when applying this policy, Safeguarding will be taken into account and reasonable adjustments will be made for students with Special Educational Needs and Disabilities.

We aim to provide an orderly, caring, learning community where:  
ALL students have the right to learn and ALL teachers have the right to teach.



# [ Managing Behaviour ]

It is the responsibility of every member of staff to maintain a positive atmosphere within the school.

“ *Consistent, persistent, insistent* ”

**Evidence has shown that school-based influences on behaviours are very important. Outstanding schools have created a positive atmosphere based on a sense of community and shared values. Our 'Behaviour Policy' aims to support and promote good behaviour by developing this sense of community and shared values.**

Education is not only concerned with academic values but also with social, moral and emotional development of children. We aim to develop in each child a capacity for self-discipline, good personal relationships and a tolerance and understanding of other people's rights and points of view.

The school rules promote the highest possible degree of consensus (about the standards of behaviour) among staff, students and parents. There should be clear guidance to all these groups and staff should recognise and praise good behaviour (see Rewards) as well as dealing with unacceptable behaviour (see Sanctions). Sanctions should make a clear distinction between the minor and serious issues and should be fair and consistent in the way they are applied.

There are links between content and delivery of the curriculum and the motivation and behaviour of students. Therefore the curriculum at Wood Green Academy, offers stimulating and suitably differentiated programmes for the full ability range.

The SHAPE programme (Every Child Matters) aims to provide opportunities to enable students, through participation and partnership to develop knowledge, skills and attitudes; to fulfil their potential for individual achievement and contribution to the community at each stage of their development and to empower them to play a full and purposeful role in society. Therefore all staff must be involved in providing a SHAPE programme which provides these opportunities.

The Student Achievement and Welfare role of class teachers and form tutors must also be stressed because of its importance. Maintaining regular contact with the Attendance and Prosecution Service and other agencies rather than calling them as a last resort will support this role.

There is a link between the appearance of the school and its environment and the behaviour of students. There should be systems in place to deal with litter, graffiti and other damage.

The most effective schools tend to be those with the best relationships with parents and this school will endeavour to keep parents well informed, not just when behavioural issues arise but also to celebrate successes and positive behaviour.



# [School Rules]

The School Rules were devised by Student Leadership group through full representation of Pupil Voice by consultation with every student through the Year Councils. (See also School Prospectus and School handbook)

- Respect each other
  - Respect each other's property
  - Think before you open your mouth
  - Help each other
  - Be safe and sensible
  - Keep school free from litter, graffiti and vandalism.
  - Look smart
  - Do your best
  - Be on time
  - BE POSITIVE, GET INVOLVED
- \*These apply to every member of the school community.



# [Student Support]

**All students have access to a support network in school. Students with concerns can speak to any member of staff and can see their Year Leader or Student Support Manager before school, at break, at lunch time or after school. All Student Support Managers are trained counsellors. Students can also see the Student Welfare Manager and the Student Attendance Manager for further support.**

Students with behavioural issues are identified and are given extra support to help them manage their behaviour in school (please see appendix)

Behavioural issues are addressed through SHAPE, through assemblies with Year Leaders and Senior Staff and through lessons.

## Anti-bullying

Wood Green Academy believes that every pupil has a right to enjoy his/her learning and leisure free from bullying. It will not tolerate any behaviour that causes distress to any member of its community. Bullying is repeated action that is intended to cause someone else harm or upset. This can take place in a number of ways:

- Physical violence
- Pushing and shoving
- Name calling or 'teasing'
- Extortion (forcing someone to give up money or belongings)

- Intimidation (making someone frightened because of threats)
- Pressure by a person, or a group, to do something an individual feels is wrong
- Deliberately ignoring a person and excluding him/her from the group of friends
- Homophobic name calling or actions.
- Racism.
- Cyberbullying (by mobile phone, social networking sites etc)
- Disablist comments or actions.

**(For full details, please see the anti-bullying policy)**

## Child Protection

The Designated Senior Person for Child Protection should be consulted in all cases involving child protection.

## Rewards

We believe that students thrive on encouragement and that achievement and high standards should be recognised. At Wood Green Academy students are given certain amounts of Achievement points for various achievements:

- Attendance
- Department Reward Badges
- Duke of Edinburgh Award
- Effort in lessons
- Attending Extra-curricular Activities
- Form Tutor Awards
- Correct Uniform
- Head Teacher Award
- Helper/Guide
- Meeting Target Grades
- Outstanding classwork and homework
- PLTS Awards
- Pledges
- Being polite and respectful
- Representing a school team
- Attending revision classes
- Participating in Word of the Week competitions
- Winning the Word of the Week competition
- Work in the community
- Year Leader Award
- Being on the Year or Student Council
- Being a School Ambassador

(see appendix for complete list of points)

These Achievement points will be totalled up and Praise postcards will be sent home to parents when a set amount of these are achieved by the individual student.

Students who work well in all areas and contribute to school life will become eligible for some school rewards. (They may have to make a contribution to the event depending on which one they choose.)

**(see Appendix A . Rewards)**



## Other ways students will be rewarded

Praise e.g. in assembly  
Private praise  
Good marks  
Good written comments in books etc  
Department certificates  
Departmental Praise Postcards  
A special certificate or prize e.g. Junior Sports Leader Awards  
Parents informed about good work or behaviour  
Having work on display  
Informing YL/FT about good work or behaviour  
Given responsibilities or privileges (see below)

Head Teacher to see students/ Head Teachers' Award  
Encouraging and constructive comment on termly school report  
Attendance at Celebration of Achievement Evening

### Roles and Responsibilities at Key Stage 3

- Guide/helper at Parents evening
- Member of the Year/Student council
- Assisting Form Tutor with collection of registers and helping with Form Notice board
- Helping departments with display work
- Assisting with Sporting events
- Being a Sports Leader
- Acting as a guide for a special event
- Helping at Open Evening
- Being a Junior Ambassador

### Roles and Responsibilities at Key Stage 4

#### As above plus:

- Being a Senior Ambassador
- Being a Prefect
- Being Head Boy/Head Girl

### Roles and responsibilities in the Sixth Form

#### As above plus:

- Being a Lead Ambassador
- Being Head Ambassador
- Peer Tutoring
- Form assistant for a lower year group.



# Sanctions

**We should try to be positive and reward wherever possible. However sanctions will need to be applied if students behave in an unacceptable manner, either in class or in a social setting during the school day.**

There are appropriate sanctions for those who cannot behave in an acceptable way or who fail to complete homework or class tasks to a satisfactory standard. Staff will fill in the Behaviour system on the school's Management Information System (MIS) and students will be referred to senior staff where necessary.

## Sanctions can include :

- A verbal warning, repeat of unacceptable work or setting of a written task/essay/writing lines.
- **Referral to HOD (An Amber behaviour event for 'in class' will be added to the MIS )**
- Detention which is a 4 tiered system:
  - 15 min learning conversation** - Staff may issue 15 minute learning conversations (break/lunchtime/after school) if they wish to personally discuss a student's behaviour with them.
  - School detention** - We have A3 posters detailing what constitutes low-level disruption in each teaching room
- In lessons students are given two warnings and then a detention is issued. Further issues result in the student being parked with another member of staff.
- Anti-social behaviour around the school site can also lead to school detention.
- Staff log the detention on the system - The system automatically puts students on detention that night (the list is generated at 3.00pm, 4.00pm on a Monday). Texts/e-mails will be sent to parents to inform them of the detention.
- Each detention is 30 mins in length and will take place at the end of the school day, in a central location.
- Students will be expected to turn up when they have detention. If they fail to turn up their name will automatically be rolled over to an SLT detention.
- **YL detention** - Students with x2 lates complete a 45 minute YL detention.
- **SLT detention** - SLT detention will be a 1 hr Friday detention. (3.00pm –4.00pm) – at least 24hrs notice to be given to parents.
- Students who have persistently misbehaved that week will have a 1 hr Friday SLT detention. (3.00pm – 4.00pm) – at least 24hrs notice to be given to parents
- **Headteacher detention** - Students who meet the criteria for more than 1 SLT detention will have a HT detention. This will be a 2 hr Headteacher's detention on a Friday (3.00pm – 5.00pm) – at least 24hrs notice to be given to parents.
- Reprimand from Year Leader who will also contact parents if necessary.
- Students can be isolated within the classroom i.e. working alone or not with friends. Students can be removed from the classroom as a temporary measure. Students may be 'parked' with another member of staff from the department. They must be sent with work to the designated member of staff for that period and they must complete the lesson with the member of staff they have been sent to. They should not be standing in corridors for long periods of time. Neither should they be sent to YL's offices as they may be teaching.
- YL isolation may be used for students who break the appearance rules, eg. Inappropriate hairstyles etc.
- SLT isolation may be used for students who disrupt lessons.
- School shoes will be issued to those students who have inappropriate footwear to enable them to go into lessons as normal.
- Withdrawal of Privileges – Loss of the 'study from home' privilege on a Wednesday afternoon for KS 4. Loss of signing out privileges for 6th form students. Participation in clubs, teams, trips and holidays depends on good behaviour.
- Students can be put on 'subject report'.
- Students can be put on 'daily report' (white) (monitored daily by Form Tutor): if a student is causing consistent concern he / she is placed "on report" by the Year Leader. This system requires a staff signature for each lesson and allows us to monitor work and behaviour. Parents are informed by phonecall/letter and asked to inspect the report.
- Students may be moved up to 'green report' (monitored daily by the YL) following consultation with Form Tutor.
- Students may be moved up to 'yellow report' (monitored daily by Asst. Head Teacher– Director of Behaviour and Attendance), following consultation with YL and Asst. Head.
- Students may be moved up to 'red report' (monitored daily by the Head Teacher) following consultation between YL, Assistant Head Teacher and the Deputy Head.
- **If a student comes off report and they misbehave within four school weeks, they must go back on to the same colour report. If they misbehave in the same academic year, they must go back on green report (to the Year Leader). If, however, a student has been on red report, and misbehaves again, the lowest level report they can go back on to is yellow (to Asst. Head Teacher B&A)**
- A student caught truanting will be expected to 'make up' the time and work missed by being detained at lunchtime / after school or by attending on staff development days. One hour per hour missed of school.
- Students may be asked to prepare a presentation on the behaviour they have been disciplined for and present it to their form or year group. Eg. A powerpoint presentation on why it is unacceptable to use racist/homophobic language in school.



- Students may also be asked to complete community service as part of their punishment eg. Litter picking, removing graffiti from school site or assisting the cleaning staff.
- Where appropriate, students may be asked to make a financial contribution to repair or replace items/property that they have damaged.
- Students who bring banned items to school will have them confiscated eg. Mobile phone/laser pen/e-cigarettes etc. Mobile phones confiscated on a Monday or Tuesday will be held in the school safe until the end of the school week where they can only be collected by parents/carers between 3.00-3.30pm (in the event of school finishing at 12.20pm, phones due to be collected, can be picked up between 12.20 and 1pm.)
- Phones confiscated on a Wednesday, Thursday or Friday will be confiscated until the end of the following school week where they can only be collected by parents/carers between 3.00-3.30pm. If, however, the return of the mobile phone falls in a school holiday, the phone can be collected on the first day back by parents/carers, between 4 - 4.30pm with the exception of the summer holiday, in which case the phone can be collected by parents/carers on the first Friday of the holidays between 3-3.30pm.
- Internal Exclusion – Serious breaches of discipline are dealt with by the Senior Leadership Team and an internal exclusion may be employed (see IEU policy.)
- Exclusion from the site at lunchtimes – this sanction may be employed if students are misbehaving during the lunch hour.
- Fixed Term Exclusion - Exclusion will be avoided wherever possible and a variety of other sanctions will be used. Students can be excluded from school by the Head Teacher (or by one of the Deputies/named staff in his absence) for a serious breach of discipline. YLs can refer concerns to the Asst. Head (B&A)/ Deputy Head (S&W)/ Head Teacher who will make the final decision to exclude.

In every case of exclusion (Internal or External), or if a student is at risk of exclusion as a result of their behaviour, parents will be invited into school to negotiate a reintegration target plan/Pastoral Support Programme for the child. For exclusions of 5 days or less, the reintegration meeting or meeting to draw up the RTP/PSP will be conducted by the Asst. Head – B&A/ YL.

For any exclusion longer than 5 days the student will be expected to appear before the Governor's Disciplinary Panel. The Asst. Head – B&A/ Deputy Head SA will conduct the re-integration meeting in this instance.

Work should be set for all excluded pupils; full time educational provision should be made for a child excluded for longer than 5 days.

In keeping with our philosophy of inclusion, pupils will be reintegrated into mainstream school for all or part of their timetable as soon as appropriate following a successful reintegration meeting.

Reintegration Target Plans/Pastoral Support Programmes should be reviewed by the Year Leader/SEND Department, as necessary. (See Appendix ; exclusion forms, Appendix ; exclusion flow chart & notes also Inclusion Policy).

- Governors Disciplinary Committee Hearing - If a student is excluded for more than 5 days or more than a total of 15 days over 1 term, or permanently, they are expected to appear before a Governors Disciplinary Committee Hearing. (See appendix ). When Governors consider whether to uphold the decision to exclude they consider whether on the balance of probability the student did what was reported. They consider whether to exclude was a reasonable response by the Head Teacher. Where it is a permanent exclusion they consider whether it is in the best interests of all concerned and in coming to that conclusion must balance the interests of the student and the whole school community.
- Acceptable Behaviour Contract - For fixed term exclusions Governors may recommend that a student agrees to abide by an 'Acceptable Behaviour Contract' on their return to school. Breach of this contract is likely to result in permanent exclusion.
- **All allegations against staff will be taken very seriously and will be investigated by the Headteacher/Head of School. Any student found to have made a false allegation against staff will have a fixed term exclusion for 5 days, as verbal abuse to staff. They will appear before governors and the incident will go on their school record.**
- Permanent Exclusion - This will always be seen as a last resort and will not, usually, be for a first / single offence, unless that offence threatens the health and safety of other students / staff. Possession of a weapon (or replica) will always result in permanent exclusion. Only the Head Teacher can make the decision to permanently exclude a student.
- Under the Education Act 2011, the decision to exclude a student permanently should only be taken: **In response to a serious breach, or persistent breaches, of the school's behaviour policy; and Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.**

(see DFE guidance on Exclusion from maintained schools, Academies and pupil referral units in England)  
Specific reasons for the exclusion of students are listed on the exclusion forms printed in Appendix

## Poor Behaviour outside of school

When dealing with an 'out of school' incident, the Assistant Head B&A will consult with the Headteacher regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at Wood Green Academy.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.

In all instances of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## Working with Parents

Parents play a crucial role in shaping the attitudes which produce good behaviour in schools. We therefore endeavour to keep parents 'informed' at every opportunity and encourage them to take full advantage of all formal and informal ways of communication with schools.

It is assumed that all parents whose children enter Wood Green Academy are prepared to accept these sanctions and to support the staff in maintaining high standards of discipline and respect for others. We aim to keep parents informed about progress and successes: where problems arise we want to involve them in ensuring there isn't a repeat of the issue. Parents are encouraged to contact the Year Leader if they have any concerns about their son or daughter.

## Working with Governors

Governors play a crucial role. In particular, the positive contributions they can make to developing, monitoring and supporting the schools policy on behaviour and the decisive part they play in the appointment of staff.

## Staff Support

Throughout each academic year, staff will have regular training during Wednesday CPD sessions on promoting good behaviour. Staff will be updated with any changes in legislation and will be given the opportunity to share good practice in a variety of different forums.

## Referral to Head of Department ('In class' Amber event)

Where a problem persists and the strategies / sanctions used have failed to produce the required response the HOD should be involved and their support sought. The subject teacher should have completed an 'In class' Amber event. The HOD should offer leadership, help, guidance and support in situations where students have misbehaved or failed to do homework. HOD should assume overall responsibility for the behaviour of students while in the vicinity of or within the area of the school under their control and to impose sanctions they deem necessary in order to achieve a high standard of behaviour e.g. Outdoor coats off in lessons, no chewing, lining up outside rooms and punctuality to lessons. It may be felt necessary for the HOD to seek advice of Form Tutors or Year Leaders in the case of persistent offenders. Once the HOD has taken action, they should add their action to the Amber event in the MIS.

## Referral to YL ('Social' amber event or 'In class/Social' red event)

When the offence is deemed to be a 'red' offence (see flow chart), or attempts to deal with the behaviour by the HOD have failed, support should be given by YLs. Their role is to employ such sanctions deemed necessary to deal with the behavioural problems e.g. loss of privileges, daily report, detention, isolation, contacting parents, P.S.P. When needed they should seek the support of Assistant Head Teacher – Director of Behaviour and Attendance and the Deputy Head Teacher – Safeguarding and Welfare.

When referrals are made, the class teacher must complete a red event. The system will then e-mail relevant staff.

The Leadership Group will support YL and FT in their efforts to achieve a high level of student behaviour in any way possible.

Asst. Head (B&A), Deputy Head (S&W) and the Head Teacher are the ultimate point of referral/support. Only the Head Teacher has the power to exclude. In the absence of the Head Teacher such power will be delegated to the Deputies / other named staff.

## Use of reasonable force

All members of staff at Wood Green Academy have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. **Staff must under no circumstances strike a pupil.**

For more information on the use of reasonable force please see the following guidance from the DfE:  
Use of reasonable force in schools. GOV.UK

## Further guidance and information

### Referral to Senior Staff

Serious breaches of discipline (e.g. defiance - refusal to follow staff instructions at the first time of asking, stealing, fighting, possible bullying) should be reported immediately to one of the Senior Leadership Team. Under exceptional circumstances, a responsible member of the group should be sent to the main office to summon assistance. If a member of the Senior Leadership Team has a 'red' event referred to them, they must add their own action to the incident on the MIS system.

Sexual harassment and sexual violence must be referred to the DSL/Deputy DSL immediately. Staff must not tolerate or dismiss sexual violence or sexual harassment as 'banter' and must take any complaint seriously. Staff must also be mindful of any issues regarding 'sexting' and should refer to DSL or Deputy DSL.

### >>Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

Only in extreme cases should a student be removed from the teaching situation or another member of staff disturbed with an incident while they are engaged in teaching a class (using department parking system).

## Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
- The power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items') and any item banned by the school rules which has been identified in the rules as an item which may be searched for (see appendix)
- If staff believe a student is acting strangely and may be in possession of an item which is banned in school, the student will be searched. Scanners may be used to alert staff of any items hidden on the student. More detailed advice on confiscation and what must be done with 'prohibited items' found as a result of a search is provided in the guidance below.

### Screening, searching and confiscation, DfE

>> More Information

## Liaising with Other Agencies

### Inclusion Support Service /Behaviour Support Team

Where a student has a serious educational or behavioural problem, advice from I.S.S./B.S.T. may be sought, but this must be approached through the YL. with the formal request coming from the YL / SENCO / Deputy Head SA&W/ Asst. Head B&A only when parents consent has been obtained. In order for such a referral to be made the student should meet the criteria laid out in appendix B. If this is not the case the child should be referred to the SENDCO for assessment.

### Referral to Pupil Referral Unit (PRU)/ West Bromwich Albion Foundation (WBAF)/IMPACT/SVS

If a student has had at least two fixed term exclusions with a total of 10 days exclusion in a twelve month period, they may be referred to the above agencies. These centres aim to provide pupils between 11-16 yrs with the opportunity to develop their skills, knowledge and understanding, enabling them to play an active role in society. The centres will support and help pupils by covering the most fundamental relations that a child is likely to form and assist him/her in handling them successfully. This will involve examining:

- One to one relations
- Relations within groups
- Relations with people who are familiar and those who are unknown.
- Students are encouraged to treat themselves and others with respect and are prepared for social and family responsibility.

## CAMHS/Early help team

If a student is struggling to cope with daily life in school for whatever reason we may contact the Child And Adolescent Mental Health Service or send a referral to the early help team. This will ensure that we get extra support for the student in order to help them finish their schooling successfully.

## Movement about the School

It is important that children should move about the school in a quiet and calm manner, and every member of staff has a responsibility to see that this is done.

Students must be encouraged to walk steadily keeping to the left and line up quietly outside classrooms. Running must always be discouraged on the grounds of safety unless students are engaging in physical activity in the designated areas.

Both staff and students are encouraged to model good manners at all times eg. Holding doors open for each other etc.

## Student Diet

Recent research and our own internal monitoring systems have highlighted the impact of diet on student behaviour. In response we have introduced a new menu to the canteen providing more extensive healthy options. Energy drinks are also banned in school.

## Monitoring and Review

This policy will be reviewed and updated on an annual basis.

## Dissemination of the Policy

A brief outline of this policy is included in the School Prospectus. The full policy, including appendices, is included on the Teacher area of the school network and on the school website. The policy is available on request to parents, the L.A. and OFSTED from the Head Teacher/ Deputy Head – Safeguarding & Welfare/ Asst. Head – Behaviour & Attendance.

## Other Policies/ Documentation

This policy should be read in conjunction with the following documentation:

School Prospectus/handbook

Inclusion Policy

Anti-Bullying Policy

S.E.N.D. Policy

Safeguarding Policy

Guidelines on the Use of Restraint

Monitoring Policy

Attendance Policy

Homework Policy

Guidance for Lunchtime Supervisors

Improving Behaviour and Attendance Guidance

ICT Acceptable Use and E-Safety Policy

IEU Protocol

Keeping Children Safe In Education 2018

DFE Guidance on Sexting

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

DFE Guidelines

**Policy updated (to include new DFE guidance):** September 2018

**Adopted by Governors:** July 2017

Disseminated and implemented



# Appendix A :

## Rewards System

### School Rewards

#### Aims:

- To acknowledge and reward consistent hard work, effort and commitment.
- To make every pupil aware of their achievements and create a reward system that pupils feel responsible for.
- To create a culture where excellence is acknowledged, strived for and desired by all.
- To inform parents on a regular basis of good effort and achievement.
- To ensure that the Rewards System is the foundation of the whole school Behaviour Policy.

#### How are students rewarded?

From listening to student voice we have learned that students enjoy being rewarded in many different ways. One of the best ways of acknowledging their positive involvement in school life is to inform parents. Students like the idea of getting a postcard home when they have done particularly well. Departmental postcards will be sent home at the discretion of the member of staff. There is a set number of credits attached to each achievement which are shown below:

Attendance	2
Department Reward Badges	50
Duke of Edinburgh Award	50
Effort in lessons	1
Attending Extra-curricular Activities	5
Form Tutor Awards	3
Correct Uniform	5
Head Teacher Award	60
Helper/Guide	15
Meeting Target Grades	10
Outstanding classwork and homework	10
PLTS Awards	5, 10, 15, 20
Pledges	75
Being polite and respectful	3
Representing a school team	10
Attending revision classes	5
Participating in Word of the Week competitions	1
Winning the Word of the Week competition	30
Work in the community	30
Year Leader Award	50
Being on the Year or Student Council	10
Being a School Ambassador	40

Students will also be rewarded in celebration assemblies at the end of each term by their Year Leader.

## Appendix: B

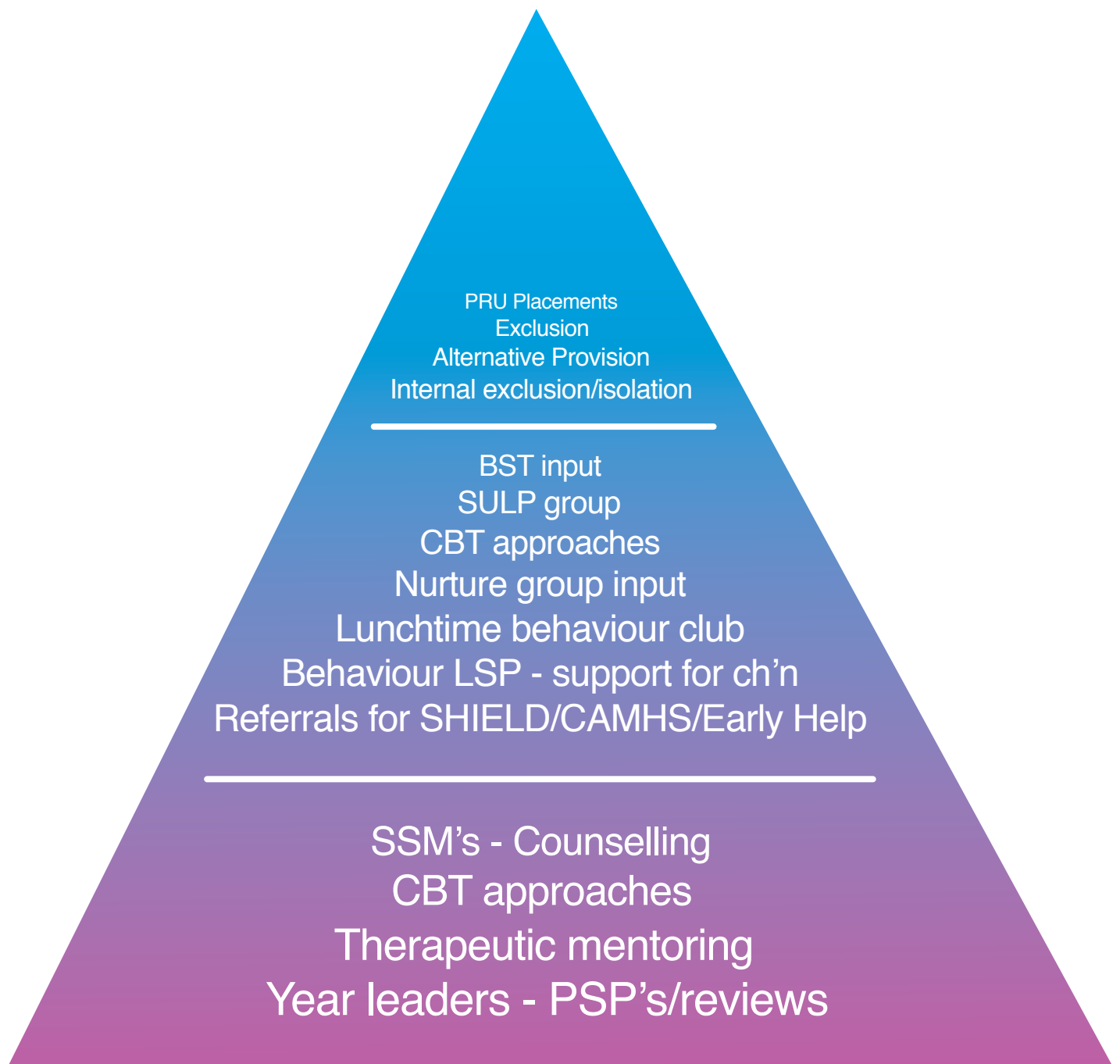
### Support for Pupils with behaviour issues (including SEN support)

In order to ensure that the correct students (i.e. those that need intervention and support) are receiving intervention, we need to ensure that we use a consistent approach to make the student eligible.

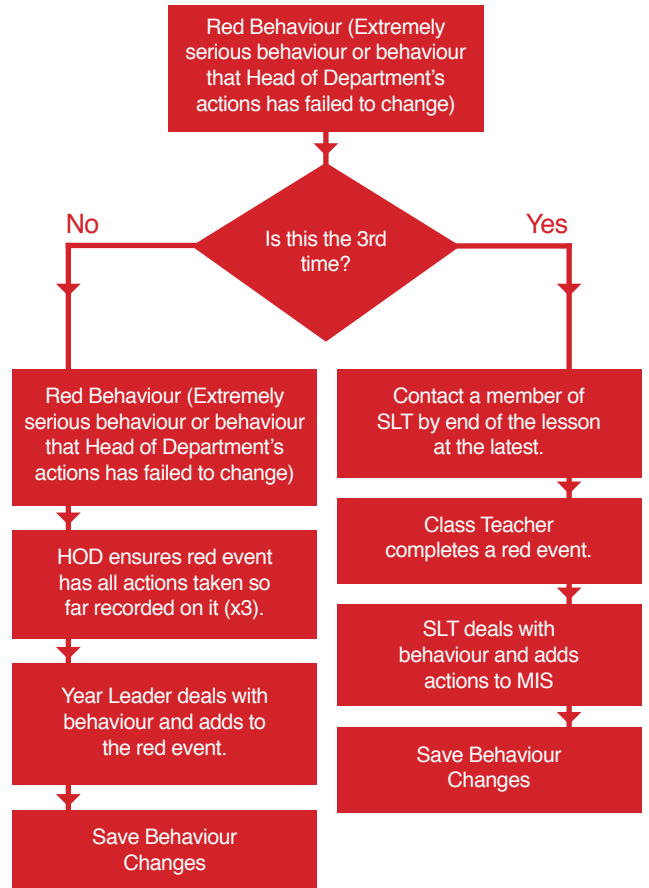
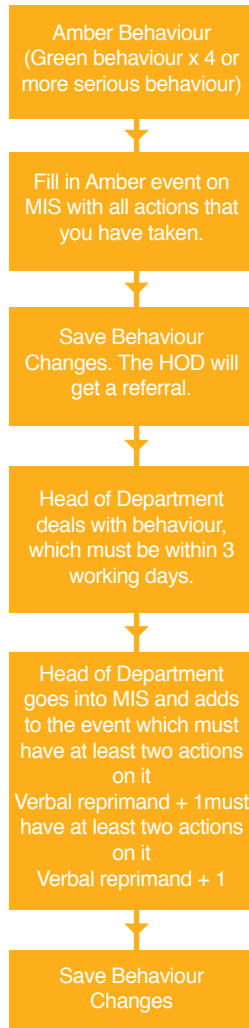
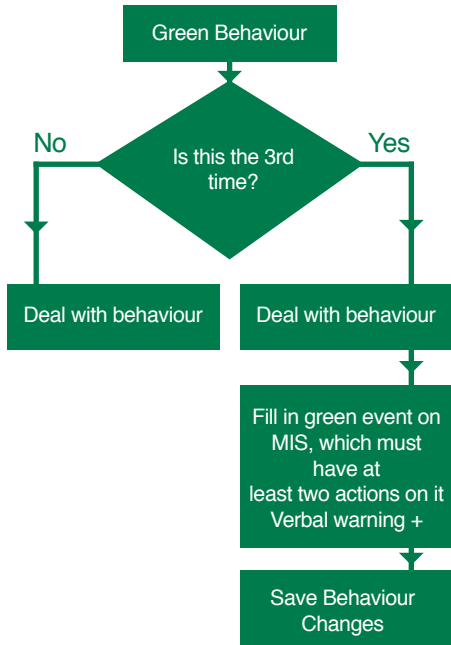
#### Waves of behaviour support – whole school

#### Behaviour Emotional and Social Team

Meetings are held every fortnight which involve; Assistant Head B&A, SENDCo, BST and Behaviour LSP. Students with issues are discussed and a route forward decided upon. Please see below for possible routes forward.



# Appendix C: Behaviour Flowchart



## Appendix D: Classroom Expectations: Self Assessment Sheet

### Classroom expectations required for a pupil to be successful at learning

Classrooms are places of work and so need rules that should be clearly understood.

AT THE START OF THE LESSON	I am doing this	I am not doing this
1. Wait sensibly outside the room		
2. Enter the room sensibly and go straight to the seat allocated to you		
3. Take off your outdoor clothes and put them away		
4. Take out your books, pens and the equipment you need		
5. Put bags under desks		
6. Stand behind your desk if you are expected to do so		
7. Follow the teachers instructions immediately		
8. Do not be rude or disrespectful to other pupils or to the teacher		

DURING THE LESSON	I am doing this	I am not doing this
1. Be silent and concentrate when the teacher is talking		
2. Put your hand up to answer a question or to ask for help. Do not call out for any reason		
3. Have on your desk only the equipment needed for the lesson		
4. Work sensibly without distracting other pupils		
5. Record homework in your homework diary		
6. Never chew or eat in class or take drinks without permission from the teacher		
7. Do not leave the room without permission. You cannot leave during a lesson without a signed permission slip		
8. Do not argue with the teacher or other pupils		
9. When a problem arises, look at your part in the situation rather than automatically blaming somebody else		
10. Never attempt to get other pupils into trouble		
11. Follow the teachers instructions immediately		
12. Do not be rude or disrespectful to other pupils or to the teacher		

AT THE END OF THE LESSON	I am doing this	I am not doing this
1. Do not pack away without permission – the bell is for the teacher		
2. Wait quietly to be dismissed		
3. Leave the room quietly and sensibly		
4. Bring text books to the front of the class if they have not been collected		
5. Follow the teachers instructions immediately		
6. Do not be rude or disrespectful to other pupils or to the teacher		

# Appendix E: Student Written Account

Please ask each pupil to complete the boxes below:

NAME:	FORM:
-------	-------

DATE:	TIME: BEFORE SCHOOL	BREAK	LUNCH TIME	AFTER SCHOOL	LESSON 1 2 3 4 5
-------	---------------------	-------	------------	--------------	------------------

PLACE:	OFF SITE	REDGRAVE	HUGHES	NEWTON	OTHER:
--------	----------	----------	--------	--------	--------

WHO WAS THERE?		NAME	FORM
	1.		
	2.		
	3.		
	4.		
	5.		

WHAT HAPPENED?  (TICK)	ABUSE OF ICT	<input type="checkbox"/>	ALCOHOL	<input type="checkbox"/>	BULLYING	<input type="checkbox"/>
	CAUSING DAMAGE	<input type="checkbox"/>	DANGEROUS BEHAVIOUR	<input type="checkbox"/>	DRUGS	<input type="checkbox"/>
	FIGHT	<input type="checkbox"/>	RACISM	<input type="checkbox"/>	RUDENESS TO STAFF	<input type="checkbox"/>
	SMOKING	<input type="checkbox"/>	STEALING	<input type="checkbox"/>	SWEARING	<input type="checkbox"/>
	TRUANCY	<input type="checkbox"/>	VANDALISM	<input type="checkbox"/>	WEAPONS	<input type="checkbox"/>
	OTHER	<input type="checkbox"/>	DEFIANCE	<input type="checkbox"/>		

DID YOU NEED MEDICAL ATTENTION ?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
----------------------------------	-----	--------------------------	----	--------------------------

WERE ANY STAFF THERE ?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	NOT SURE	<input type="checkbox"/>
NAMES:	1.					
	2.					
	3.					
	4					
	5.					





# Appendix F:

## Notification of Fixed Term Exclusion to Internal Exclusion Unit



Wood Green Road  
WEDNESBURY  
West Midlands  
WS10 9QU  
Telephone: 0121 556 4131  
Fax: 0121 506 4609  
Website: www.woodgreenacademy.co.uk  
E-mail: admin@woodgreenacademy.co.uk  
Headteacher: Mr P.Patel B.Ed. (Hons), NPQH

1. Name of School:

2. Surname of Pupil:

3. Forename of Pupil:

4. Date of Birth:  5. Unique Pupil No:  6. Year:

7. Address:

8. Effective Date of Exclusion:  8. No of Days:

9. Gender: M  F  10. Is the Child in Public Care? (Looked After Child) Y  N

11. Do you consider the pupil to have a disability: Y  N

### 12. Ethnicity:

- |                              |                                   |                              |                                |
|------------------------------|-----------------------------------|------------------------------|--------------------------------|
| AAO <input type="checkbox"/> | AOTH - Any Other Asian Background | MWA <input type="checkbox"/> | MWAS - White/Asian             |
| ABA <input type="checkbox"/> | ABAN - Bangladeshi                | MWB <input type="checkbox"/> | MWBC - White/Black Caribbean   |
| AIN <input type="checkbox"/> | AIND - Indian                     | NOT <input type="checkbox"/> | NOBT – Info Not Obtained       |
| APK <input type="checkbox"/> | APKN - Pakistani                  | OEO <input type="checkbox"/> | OOOTH - Any Other Ethnic Group |
| BLB <input type="checkbox"/> | BCRB - Black Caribbean            | REF <input type="checkbox"/> | REFU - Refused                 |
| BLF <input type="checkbox"/> | BAFR - African                    | WHA <input type="checkbox"/> | WOTH - Any Other White Group   |
| BLG <input type="checkbox"/> | BOTH - Any Other Black Background | WHB <input type="checkbox"/> | WBRI - British                 |
| CHE <input type="checkbox"/> | CHNE - Chinese                    | WHR <input type="checkbox"/> | WIRI - Irish                   |
| MBA <input type="checkbox"/> | MWBA - White/Black African        | WHT <input type="checkbox"/> | Traveller – Irish Heritage     |
| MOT <input type="checkbox"/> | MOTH - Any Other Mixed Background | WRO <input type="checkbox"/> | WROM - Roma/Roma Gypsy         |

### 13. Principal Reason for Exclusion: (Please ✓ one box only)

- |                             |  |                              |                                 |
|-----------------------------|--|------------------------------|---------------------------------|
| PP <input type="checkbox"/> | Physical Assault – Pupil                   | SM. <input type="checkbox"/> | Sexual Misconduct               |
| PA <input type="checkbox"/> | Physical Assault – Adult                   | DA <input type="checkbox"/>  | Drug/Alcohol Related            |
| VP <input type="checkbox"/> | Verbal Abuse/Threatening Behaviour - Pupil | DM <input type="checkbox"/>  | Damage                          |
| VA <input type="checkbox"/> | Verbal Abuse/Threatening Behaviour - Adult | TH <input type="checkbox"/>  | Theft                           |
| BU <input type="checkbox"/> | Bullying                                   | DB <input type="checkbox"/>  | Persistent Disruptive Behaviour |
| RA <input type="checkbox"/> | Racist Abuse                               | OT <input type="checkbox"/>  | Other (Please specify)          |

**14. SEN Code of Practice:**

- School Action A
- School Action Plus P
- School Action Plus under Assessment Q
- Statement S

Signed:

Head Teacher

Date:

**13. Principal Reason for Exclusion: (Please ✓ one box only)**

Signed:

Head Teacher

Date:

- PP  Physical Assault – Pupil
- PA  Physical Assault – Adult
- VP  Verbal Abuse/Threatening Behaviour - Pupil
- VA  Verbal Abuse/Threatening Behaviour - Adult
- BU  Bullying
- RA  Racist Abuse

- SM.  Sexual Misconduct
- DA  Drug/Alcohol Related
- DM  Damage
- TH  Theft
- DB  Persistent Disruptive Behaviour
- OT  Other (Please specify)

**14. SEN Code of Practice:**

- School Action A
- School Action Plus P
- School Action Plus under Assessment Q
- Statement S



# Notification of Fixed Term Exclusion

1. Name of School:

2. Surname of Pupil:

3. Forename of Pupil:

4. Date of Birth:  5. Unique Pupil No:  6. Year

7. Address:

8. Effective Date of Exclusion:  8. No of Days:

9. Gender: M  F  10. Is the Child in Public Care? (Looked After Child) Y  N

11. Do you consider the pupil to have a disability: Y  N

12. Ethnicity:

- |                              |                                   |                              |                               |
|------------------------------|-----------------------------------|------------------------------|-------------------------------|
| AAO <input type="checkbox"/> | AOTH - Any Other Asian Background | MWA <input type="checkbox"/> | MWAS - White/Asian            |
| ABA <input type="checkbox"/> | ABAN - Bangladeshi                | MWB <input type="checkbox"/> | MWBC - White/Black Caribbean  |
| AIN <input type="checkbox"/> | AIND - Indian                     | NOT <input type="checkbox"/> | NOBT – Info Not Obtained      |
| APK <input type="checkbox"/> | APKN - Pakistani                  | OEO <input type="checkbox"/> | OOTH - Any Other Ethnic Group |
| BLB <input type="checkbox"/> | BCRB - Black Caribbean            | REF <input type="checkbox"/> | REFU - Refused                |
| BLF <input type="checkbox"/> | BAFR - African                    | WHA <input type="checkbox"/> | WOTH - Any Other White Group  |
| BLG <input type="checkbox"/> | BOTH - Any Other Black Background | WHB <input type="checkbox"/> | WBRI - British                |
| CHE <input type="checkbox"/> | CHNE - Chinese                    | WHR <input type="checkbox"/> | WIRI - Irish                  |
| MBA <input type="checkbox"/> | MWBA - White/Black African        | WHT <input type="checkbox"/> | Traveller – Irish Heritage    |
| MOT <input type="checkbox"/> | MOTH - Any Other Mixed Background | WRO <input type="checkbox"/> | WROM - Roma/Roma Gypsy        |

**13. Principal Reason for Exclusion: (Please ✓ one box only)**

- |    |                          |  |     |                          |                                 |
|----|--------------------------|--|-----|--------------------------|---------------------------------|
| PP | <input type="checkbox"/> | Physical Assault – Pupil                   | SM. | <input type="checkbox"/> | Sexual Misconduct               |
| PA | <input type="checkbox"/> | Physical Assault – Adult                   | DA  | <input type="checkbox"/> | Drug/Alcohol Related            |
| VP | <input type="checkbox"/> | Verbal Abuse/Threatening Behaviour - Pupil | DM  | <input type="checkbox"/> | Damage                          |
| VA | <input type="checkbox"/> | Verbal Abuse/Threatening Behaviour - Adult | TH  | <input type="checkbox"/> | Theft                           |
| BU | <input type="checkbox"/> | Bullying                                   | DB  | <input type="checkbox"/> | Persistent Disruptive Behaviour |
| RA | <input type="checkbox"/> | Racist Abuse                               | OT  | <input type="checkbox"/> | Other (Please specify)          |

**14. SEN Code of Practice:**

- School Action A
- School Action Plus P
- School Action Plus under Assessment Q
- Statement S

Signed:

Head Teacher

Date:





**Children & Young People's Services**

## Notification of Permanent Exclusion

1. Name of School:

2. Surname of Pupil:

3. Forename of Pupil:

4. Date of Birth:  5. Unique Pupil No:  6. Year

7. Address:

8. Effective Date of Exclusion:

9. Gender: M  F  10. Is the Child in Public Care? (Looked After Child) Y  N

11. Do you consider the pupil to have a disability: Y  N

**12. Ethnicity:**

- |                              |                                   |                              |                               |
|------------------------------|-----------------------------------|------------------------------|-------------------------------|
| AAO <input type="checkbox"/> | AOTH - Any Other Asian Background | MWA <input type="checkbox"/> | MWAS - White/Asian            |
| ABA <input type="checkbox"/> | ABAN - Bangladeshi                | MWB <input type="checkbox"/> | MWBC - White/Black Caribbean  |
| AIN <input type="checkbox"/> | AIND - Indian                     | NOT <input type="checkbox"/> | NOBT – Info Not Obtained      |
| APK <input type="checkbox"/> | APKN - Pakistani                  | OEO <input type="checkbox"/> | OOTH - Any Other Ethnic Group |
| BLB <input type="checkbox"/> | BCRB - Black Caribbean            | REF <input type="checkbox"/> | REFU - Refused                |
| BLF <input type="checkbox"/> | BAFR - African                    | WHA <input type="checkbox"/> | WOTH - Any Other White Group  |
| BLG <input type="checkbox"/> | BOTH - Any Other Black Background | WHB <input type="checkbox"/> | WBRI - British                |
| CHE <input type="checkbox"/> | CHNE - Chinese                    | WHR <input type="checkbox"/> | WIRI - Irish                  |
| MBA <input type="checkbox"/> | MWBA - White/Black African        | WHT <input type="checkbox"/> | Traveller – Irish Heritage    |
| MOT <input type="checkbox"/> | MOTH - Any Other Mixed Background | WRO <input type="checkbox"/> | WROM - Roma/Roma Gypsy        |

**13. Principal Reason for Exclusion: (Please ✓ one box only)**

- |    |                          |  |     |                          |                                 |
|----|--------------------------|--|-----|--------------------------|---------------------------------|
| PP | <input type="checkbox"/> | Physical Assault – Pupil                   | SM. | <input type="checkbox"/> | Sexual Misconduct               |
| PA | <input type="checkbox"/> | Physical Assault – Adult                   | DA  | <input type="checkbox"/> | Drug/Alcohol Related            |
| VP | <input type="checkbox"/> | Verbal Abuse/Threatening Behaviour - Pupil | DM  | <input type="checkbox"/> | Damage                          |
| VA | <input type="checkbox"/> | Verbal Abuse/Threatening Behaviour - Adult | TH  | <input type="checkbox"/> | Theft                           |
| BU | <input type="checkbox"/> | Bullying                                   | DB  | <input type="checkbox"/> | Persistent Disruptive Behaviour |
| RA | <input type="checkbox"/> | Racist Abuse                               |     |                          |                                 |

**14. SEN Code of Practice:**

- School Action A
- School Action Plus P
- School Action Plus under Assessment Q
- Statement S

Signed:

Head Teacher

Date:

# Appendix I:

## Physical assault against pupil (PP)

### Includes:

- 1 Fighting
- 2 Violent behaviour
- 3 Wounding
- 4 Obstruction and jostling

## Physical assault against adult (PA)

### Includes:

- 1 Violent behaviour
- 2 Wounding
- 3 Obstruction and jostling

## Verbal abuse/threatening behaviour against pupil (VP)

### Includes:

- 1 Threatened violence
- 2 Aggressive behaviour
- 3 Swearing
- 4 Homophobic abuse and harassment
- 5 Verbal intimidation
- 6 Carrying an offensive weapon

## Verbal abuse/threatening behaviour against adult (VA)

### Includes:

- 1 Threatened violence
- 2 Aggressive behaviour
- 3 Swearing
- 4 Homophobic abuse and harassment
- 5 Verbal intimidation
- 6 Carrying an offensive weapon

## Bullying (BU)

### Includes:

- 1 Verbal bullying
- 2 Physical bullying
- 3 Homophobic bullying
- 4 Racist bullying

## Racist Abuse (RA)

### Includes:

- 1 Racist taunting and harassment
- 2 Derogatory racist statements
- 3 Swearing that can be attributed to racist characteristics
- 4 Racist bullying
- 5 Racist graffiti

## Sexual Misconduct (SM)

### Includes:

- 1 Sexual abuse
- 2 Sexual assault
- 3 Sexual harassment
- 4 Lewd behaviour
- 5 Sexual bullying
- 6 Sexual graffiti

## Drug and alcohol related (DA)

### Includes:

- 1 Possession of illegal drugs
- 2 Inappropriate use of prescribed drugs
- 3 Drug dealing
- 4 Smoking
- 5 Alcohol abuse
- 6 Substance abuse

## Damage (DM)

### Includes damage to school or personal property belonging to any member of the school community:

- 1 Vandalism
- 2 Arson
- 3 Graffiti

## Theft (TH)

### Includes:

- 1 Stealing school property
- 2 Stealing personal property (pupil or adult)
- 3 Stealing from local shops on a school outing
- 4 Selling and dealing in stolen property

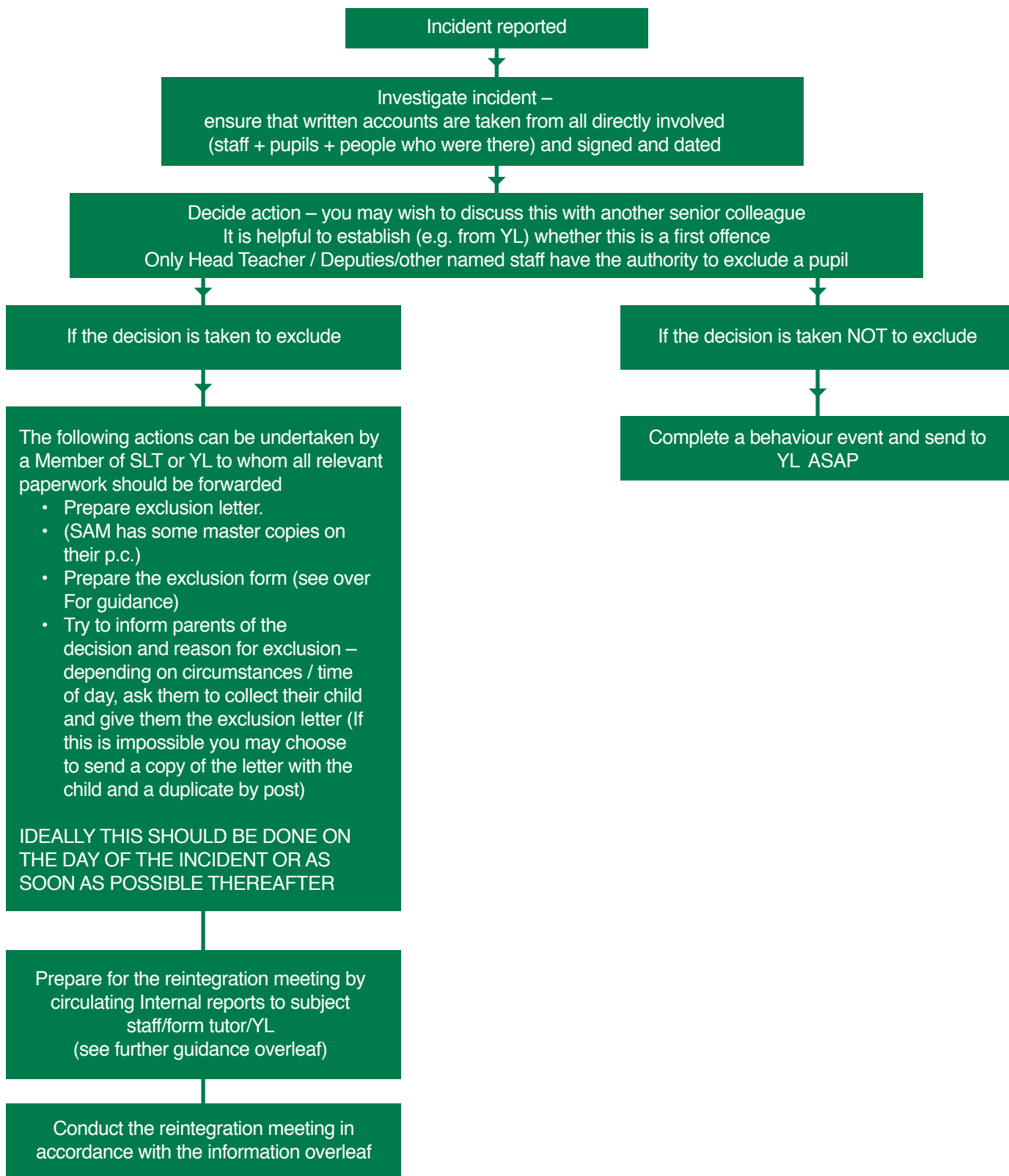
## Persistent disruptive behaviour (DB)

### Includes:

- 1 Challenging behaviour
- 2 Disobedience
- 3 Persistent violation of school rules

# Appendix J: Exclusion Flow Chart & Notes

## Fixed Term Exclusions - Flow Chart



# Exclusion Letter and Official Exclusion Forms

## Fixed Term Exclusion letter

Ensure that the letter states name, form, DoB of pupil, date exclusion starts, duration of exclusion, reason for exclusion (this should be worded in keeping with the exclusion form - see attached).

Ensure that if the exclusion is for longer than 5 days the letter contains the standard paragraph informing parents that attendance at a Governors Disciplinary meeting will be required. If it is a very serious offence and exclusion may be made permanent ensure that this is stated in the letter (see advised wording on master copies).

Ensure that a paragraph is included which states that work can be set during the period of exclusion (see advised wording on master copies).

Ensure that a sentence is included to state that the pupil must not come onto school premises or be seen in the vicinity of school during the period of exclusion.

Ensure that a paragraph is included which states that the pupil will not be allowed back into school until they have attended a reintegration meeting with their parent(s) at which a pastoral support programme can be drawn up—ideally include date and time of this meeting, who will be conducting this meeting and its purpose (see advised wording). Ideally this should be at the earliest opportunity on the day the student is due to return following the exclusion, although it can take place before the date of reintegration (See below for procedure to follow prior to and at this meeting).

## Exclusion Form

The exclusion letter MUST be accompanied by a fully completed exclusion form (blue for exclusion to the IEU, yellow for fixed term, pink/red for permanent).

This form should be completed by the member of SLT overseeing the exclusion—not a member of the support staff, although they may assist in establishing key information to be included on the form.

The form MUST record the DoB, the UPN, the gender, whether the pupil is 'looked after', their ethnicity, ONE principal reason for the exclusion, and very importantly, whether they are on the SEN register and at what stage.

It must be signed (or stamped) with the Head Teacher's signature and dated.

The SSM (6th Form) will type / tidy up / print the letter and make copies along with the exclusion form.

He/she will also include in the envelope to parents the appropriate 'Guidance' leaflet. He/she will circulate copies of the letter and form as appropriate. (a copy must go to Parents / LA/ Head Teacher/ Deputy Head (S&W) /YL/ SENDCO - sometimes it is necessary to send additional copies e.g. to Social Services / both parents if separated, etc).

The SSM (6th Form) will send an e-mail to all staff to notify them that the pupil has been excluded.



## The Reintegration Meeting

Try to be as well prepared for this meeting as possible.

Send out internal report forms to all subject / pastoral staff responsible for the pupil prior to the meeting.

Check with YL / Deputy Head (S&W) to ensure your safety if you intend to see the parent and child alone.

Begin by outlining the purpose of the meeting—i.e. to discuss the reintegration of the child to ensure that they adopt the right approach and receive appropriate support to prevent them getting into further trouble. Try not to get bogged down in the pro's and cons of whether the decision to exclude was appropriate—explain that the punishment has been completed and the purpose of the meeting is to draw a line under that and allow the student to move on. Invite the student to talk you through their IEU reflection sheet that they should have completed in preparation for the meeting.

Use the Reintegration Target Plan/Pastoral Support Programme proforma.  
Ask the pupil what is going well in school and why and what is going badly and why.  
Share the contents of the internal reports to confirm / refute the pupil's self-assessment.  
Negotiate appropriate targets.

Indicate how this will be monitored, for how long and by whom.  
Repeat for the section on behaviour—ask the pupil what their behaviour is like in class / out of class / out of school—again internal reports + 'history' from YL will confirm or refute this—again set targets.

Ask parents what the child is like at home / whether there are any problems which may be affecting learning / behaviour—discuss diet / lifestyle/ health : it may be appropriate to suggest that parents take the child to the GP for a check up.  
Discuss with parent and pupil what support, if any, they feel would be helpful to successful reintegration—this could be dyslexia diagnosis, anger management sessions, counselling (with School nurse or outside agencies), advice from school nurse on health / lifestyle issues, connexions interview , referral to BST/ ed psych from LA (NB—long waiting list : often quicker if referral is supported by GP).

Invite pupil then parent to make any further comment.

Ensure that pupil and parent know what to do if pupil feels provoked or intimidated following reintegration, but also stress the consequences if they get into further trouble.  
Confirm that the PSP will be typed up and a copy sent to them as well as a copy being retained in school records. Explain that in about 6 weeks time there will be a telephone conversation with the YL to review the PSP.

The Student Support Manager (SSM) will type up the RTP/PSP, and prepare a covering letter to send with it to parents. He/she will also ensure that all relevant parties receive a copy.

# Appendix K: Guidelines for Lunchtime Supervisors

## A Guide for Lunchtime Supervisors

The aim of this guide is to help all supervisors, especially new staff, to become familiar with Wood Green Academy to be able to play an active part in the life of the school.

### Duties

Lunchtime supervisors are expected to supervise students and ensure their safety during the lunchtime period. They are expected to wear a name badge and to be on duty in their designated area from 12.20 to 1.00pm (1.20-2.00pm on Monday & Wednesday).

Senior supervisors are in overall charge of Supervisors and will assist with all duties. Supervisors duties will change regularly and the duty rota will be devised by Senior Supervisors.

There will be two members of SLT on duty each lunchtime. They will be moving around the school site and will assist lunchtime supervisors should this become necessary.

### Inside Duties

#### Dining Area

Supervisors on duty in the dining area should ensure that students behave in an acceptable way. They should encourage the correct use of cutlery and ensure that students put used utensils and crockery in the designated areas. They should encourage students bringing packed lunches to eat in Redgrave Hall or in the dining area if there is room. Students should not be allowed to eat their packed lunch in other areas of the school. Litter should be disposed of in the bins provided. Students should be asked to remove their coats when eating.

#### Redgrave, Newton and Weston Blocks

Supervisors should ensure that students behave in an acceptable way. They should encourage good behaviour by students at all times. In particular they should not allow running or the playing of active games indoors, they should not tolerate shouting or rowdy behaviour. Students should be asked to go outside if their behaviour is unacceptable. Toilets should be checked / patrolled regularly and misuse reported to the Business Manager and the appropriate Year Leader/ Deputy Head (S&W)/Asst. Head (B&A)

Many staff work hard to create a pleasant workspace for themselves and students. Classroom and corridor displays should be enjoyed by all. Any damage to or deliberate defacing of displays, furniture, walls or safety equipment must be reported to the Chief Finance Officer as soon as possible with the names of any known culprits.

### Outside Duties

Reasonable student behaviour should be expected at all times and outside areas are no exception.

Initially those Lunch time supervisors stationed on the gates should check that students leaving school have appropriate 'Out of School at Lunchtime' passes. Students without passes should be reported to the appropriate Year Leader. The supervisors are responsible for all students who choose to be outside. Please check areas behind mobile classrooms, at the front of Redgrave and the side of Newton as well as behind the Sports Hall.

Students are not allowed to climb and Supervisors must not give students permission to retrieve balls from roofs etc. 'Lost' balls should be reported to the site staff – they will be returned in due course.

## Out of School at Lunchtime passes

No students are allowed out of school at lunchtime without an official pass with photo ID issued by their Year Leader in response to a letter of application by Parents. Permission will only be given for the student to go home. Spot checks will be made from time to time by members of the Leadership Group.

Lunchtime Supervisors are requested to familiarize themselves with arrangements in case of Fire.

In the case of a problem which cannot be resolved by a Supervisor or a Senior Supervisor a member of the Leadership group should be contacted.

## Student Illness or Accident

The school office should be contacted without delay. They will arrange for the School nurse/counsellor or another member of staff trained in first aid to attend. Year Leaders, members of the Leadership group, the School nurse/counsellor may give permission for a Student to go home.

## Security

All visitors must report to reception / School Office and will be signed in and provided with a visitor's badge. Senior staff / the school office should be informed if intruders are on the premises as soon as possible.

All coverings to the face must be removed when in school for identification purposes. This includes crash helmets, balaclavas, bandanas and veils/burqa/niqab (NB. list not exhaustive).

## Advice to Supervisors

Students know that adults working in school are in the position of their parents / guardians when they are at school. Please encourage students to be polite, respectful and courteous. Remember that the way adults talk to students will affect the way the students respond. We therefore need to set good examples:

- Ask rather than demand
- Speak rather than shout
- Be consistent and calm rather than erratic and angry

We aim to provide an environment at Wood Green Academy where students are encouraged to develop social skills and no member of the school community suffers discrimination. Try to foster sensitivity, unselfishness, understanding and good will towards others.

Bullying will not be tolerated. (See anti-bullying policy).

As well as reprimanding when necessary, remember to praise for good behaviour and pass on good news to Year Leaders. Try always to smile, nod and praise students for acting sensibly and appropriately – reinforce their good behaviour. Be visible at all times, show you are aware of what is happening and walk around and talk with the children when you can. Always challenge unacceptable behaviour. Do not court popularity by being too familiar with the students or let them 'get away' with behaviour which is unacceptable. This makes it difficult for all.

Deal with misbehaviour immediately: to ignore is to condone. Apply the school rules consistently.

Most students will just need reminding of more sensible ways to behave but it may be appropriate to use other sanctions with students who are less co-operative. Students can be referred to their Year Leader if available or to a member of the Leadership Group.

In cases of extreme behaviour the student can be given a school detention for one hour by their Year Leader.

- Students who persistently behave badly at lunchtimes should be referred to the Head Teacher, the Business Manager or the Assistant Headteacher for Behaviour and Attendance. They will employ a variety of sanctions and strategies to try to improve the student's behaviour. If none of these work the student may be excluded from the premises at lunchtime for a fixed period of time.

In dealing with students always avoid confrontation, humiliation, sarcasm, threats you will not carry out. NEVER strike or threaten to strike a student.

We have over 1450 students in the school. The majority of them are pleasant and co-operative. Don't let the behaviour of a minority make life difficult for the majority.

## Appendix L: Governors' Disciplinary Committee Hearings

When a student is excluded for more than 15 days over the course of one term, or permanently, they are expected to appear before a Governors' Disciplinary Committee Hearing. Parents are expected to accompany their child to this meeting and are informed of the need for the meeting in the initial exclusion letter. Once a date has been arranged parents are notified, by letter, of the date, time and place of the meeting. They are also provided with written information about what led to the exclusion.

It is vital that Parents and the student attend this meeting. Students must accompany their parents in full school uniform. The purpose of the meeting is for Governors to hear the reasons why the school made the decision to exclude the pupil. They also wish to hear the views of the parents and the child. Parents are welcome to ask a friend or colleague to accompany them and support them at this meeting if they wish. The procedure for the meeting is outlined below. Once all of the evidence has been presented the Governors then decide whether to uphold the decision of the Head Teacher to exclude the pupil or whether to over turn the decision. This information is confirmed to parents by letter. It is helpful if everyone concerned can bring any documentation received to the meeting.

The School and the Governors follow all procedures recommended by the LA, with regard to exclusions and the operation of the Governors Disciplinary Committee.

### Procedure for a Governors' Disciplinary Committee Hearing

Members of committees must take care to act impartially and ensure that the hearing is fair and their decisions consistent with the evidence presented to them

Before the meeting

The Clerk will organise a meeting between the 6th and 15th day following the exclusion and notify all parties by letter, in advance. The Governors' Disciplinary Committee should be made up of 3 or 5 members. Members of School Staff and LA representatives should have no contact with the Governors immediately prior to the meeting.

Order of the Hearing

1. Family, LA and School representatives are invited to join the meeting – The Chair welcomes all present and invites introductions to be made.
2. The Chair outlines the purpose of the meeting, the procedures to be followed and how the decision will be reached.
3. The Chair invites the School representative (usually the Head Teacher) to put the case.
4. The parents are invited to ask questions of the School representatives.
5. Governors (and LA Officer) are invited to ask questions of the School representative.
6. The family are invited to put the case on behalf of the pupil.
7. The School representative is invited to ask questions of the family.
8. The Governors (and LA Officer) are invited to ask questions of the family.
9. The School representative is invited to sum up and make final comments.
10. The Family are invited to sum up and make final comments.
11. The Family, School representatives (and LA representatives) are asked to leave the meeting – they are usually invited to wait somewhere close to where the meeting is being held.
12. The Governors discuss and reach a decision.
13. The Family, School representatives (and LA Officers) may be invited to return to the meeting. (The Chair must advise the Head Teacher and the Parents that they will be notified in writing of the decision within 1 working day of the meeting).
14. Often the Chair states the decision before the completion of the meeting. They may explain how and why the decision has been reached.
15. In the case of a permanent exclusion, the Chair can invite the LA Officer to advise the parents about alternative school provision.

### Minutes

As with all meetings of Governing Body sub-committees, minutes of the hearing must be taken and the decision recorded appropriately. Minutes taken in Governors' Disciplinary Hearing refer to an individual pupil and, therefore, must be treated as confidential.

- Should parents wish to appeal against the decision of the Governors Disciplinary Hearing the procedure followed by the Independent Appeal Panel is exactly the same as that outlined above.

## Appendix M: Everyday Sanctions

- Wrong uniform with note – Form tutor completes slip. Persistent – pass to YL.
- Wrong uniform no note – Isolation by either Form Tutor or YL depending.
- Make-up – Removed by form tutor and in lessons by class teacher if necessary.
- Extreme hairstyle (colours/tramlines/ 'V' cuts/patterns/hair extensions etc) – Isolated until sorted out. (Hair should be of one natural colour)
- No bag/inappropriate bag (string etc) – Form Tutor send to reception to get red bag.
- No equipment – borrow but x3 = a green event by class teacher.
- Inappropriate Jewellery/Mobile phone/MP3/IPOD's etc. – confiscated and put in school safe for parents to collect on Fridays only between 3.30pm and 3.45pm. N.B. Mobile phones confiscated on a Wednesday, Thursday or Friday will be held until Friday of the following week.
- Inappropriate footwear – sent to the behaviour office to borrow school issue shoes.
- Inappropriate coat/hoody/tracksuit top. Coat confiscated until the end of the day.

Note: Spot checks will be carried out to ensure that pupils are not bringing banned items to school. Persistent violations of any of the above rules will lead to further sanctions.

### Lateness

- 1 x late = a conversation with the Form Tutor.
- 2 x lates = a 'YL detention' for 45 min.
- 3 x lates = Punctuality report (White) Parents phoned
- 4 x lates = Parents will be invited in for a meeting with the Year Leader. The student will be expected to report to school at 8.35am for the remainder of the half-term. Green report. 'YL Detention'
- 5 x lates = students in their GCSE and A-level years (years 9, 10, 11, 12 and 13) will be expected to stay in school on Wednesday afternoons until 3pm.
- 6 x lates = Parents invited in for a meeting with Assistant Head (B&A). Student goes on Yellow Report.
- 8 x lates = Parents invited in for meeting with Deputy Head S&W.

### Uniform (see Appendix P for more detail)

- Shoes – must be black, plain and a full shoe (covering the top of the foot and NOT a trainer style).
- Hair – must be tied up for practical lessons (Health and Safety). Pupils to provide own elastic bands/bobbles etc.
- Piercings – Only allowed 1 plain small gold/silver stud in each ear (Which must be removed to participate in P.E. lessons). Isolation until extra piercings are removed.
- Tattoos – Must be covered at all times.
- Jewellery – No other jewellery allowed.

## Appendix N: Reasons for Internal Exclusions/Fixed Term Exclusions and suggested length of time

**N.B. – The Headteacher/named staff will judge the severity of each individual case and decide whether and Internal or External exclusion is appropriate. The time suggested will be increased if pupil has a record of previous poor behaviour and/or previous exclusions.**

1. Persistent Disruptive Behaviour (DB) Challenging Behaviour/Persistent violation of school rules – This prevents themselves and other pupils from learning and can prevent pupils from feeling safe in their spare time around the school (eg. lunchtimes, between lessons etc). Teachers spend more time dealing with the behaviour of the minority and pupils therefore lose out on valuable learning time. It is not conducive to a positive learning and working environment. (2 – 5 days) – Five or more lesson referrals in a 7 week period will result in exclusion.
2. Persistent Disruptive Behaviour (DB) Disobedience – Refusal to follow reasonable requests from staff endangers the health and safety of staff and other pupils if it is allowed to continue. It undermines the authority of staff, which therefore is not conducive to a positive learning and working environment. (3 – 5 days)
3. Verbal abuse - Pupil (VP) Swearing/Homophobic abuse and harassment/verbal intimidation – This can be detrimental to the self-esteem of others and goes against the ECM agenda. It is also not conducive to a positive learning and working environment. (3 - 5 days)
4. Verbal abuse/Threatening Behaviour - Pupil (VP) Threatened violence/aggressive behaviour - This can be detrimental to the self-esteem of others and goes against the ECM agenda. Potentially can be very dangerous to health and safety of self and others and can cause physical and emotional damage. It is also not conducive to a positive learning and working environment. (5 days)
5. Verbal abuse/Threatening Behaviour - Pupil (VP) Carrying an offensive weapon\*/ Physical abuse with a weapon\* - Causes physical and emotional harm (15 days – permanent)
6. Verbal abuse/Threatening Behaviour – Adult (VA) Swearing/Homophobic Abuse and harassment/ verbal intimidation (also see main policy for malicious allegations against staff) – Is stressful and undermines the authority of staff and other adults. It can cause emotional damage. Brings the school into disrepute and can therefore mean they and others, miss out on learning opportunities. This is not conducive to a positive learning and working environment. (3 days - permanent)
7. Verbal abuse/Threatening Behaviour – Adult (VA) Threatened violence/aggressive behaviour This can be detrimental to the self-esteem of others and goes against the ECM agenda. Potentially can be very dangerous to health and safety of self and others and can cause physical and emotional damage. It is also not conducive to a positive learning and working environment. (5 days)
8. Verbal abuse/Threatening Behaviour - Adult (VA) Carrying an offensive weapon\*/ Physical abuse with a weapon\* - Causes physical and emotional harm (15 days – permanent)
9. Racial Abuse (RA) Racial taunting and harassment/Derogatory racist statements/swearing that can be attributed to racist characteristics/racist graffiti/racist bullying– Is emotionally damaging and is not conducive to a positive learning and working environment. (see ECM agenda). (3 days)
10. Bullying (BU) Verbal bullying/physical bullying/homophobic bullying/racist bullying – Causes physical and emotional damage to another pupil and is not conducive to a positive learning and working environment. (3 days - permanent)
11. Physical Assault – Pupil (PP) Fighting/violent behaviour/wounding/obstruction and jostling – Causes physical and emotional harm to others(3 days - permanent)
12. Physical Assault – Adult (PA) Violent behaviour/wounding/obstruction and jostling – Causes physical and emotional harm (5 days - permanent)
13. Sexual Misconduct (SM) Sexual abuse/sexual assault/sexual harassment/Lewd behaviour/sexual bullying/sexual graffiti - Causes emotional and possibly physical harm (3 days – Permanent)

14. Drugs and alcohol related (DA) Possession of illegal drugs/inappropriate use of prescribed drugs/alcohol abuse/substance abuse – Mental, emotional and physical harm to self and possibly others (5 days- permanent)
15. Drugs and alcohol related (DA) Smoking - Causes physical harm to themselves and others. (x3 = 1 day. Up to 2 days exclusion)
16. Drugs and alcohol related (DA) Drug dealing – Mental, emotional and physical harm to others. Encouraging others to be participate. (Permanent)
17. Theft (TH) Stealing school property/stealing personal property (pupil or adult)/stealing from local shops on a school outing/selling and dealing in stolen property– Causes emotional damage and can affect the learning and working environment for others. If pupil remains in school with no punishment there is the possibility of repercussions. (3 days)
18. Damage (DM) Vandalism/Graffiti – The physical and emotional welfare of others could be put at risk. Detrimental to learning and working environment. There may be safety implications. (1 day – permanent)
19. Damage (DM) Arson (Including setting off fire alarms) - Is very dangerous to the health and safety of self and others and can cause emotional damage. (5 days – permanent)

Repeated incidents of any type may lead to extended periods of temporary exclusion beyond the amounts stated in the policy and possibly lead to permanent exclusion. Any incidents may be reported to the police where appropriate.

**\*Weapon – Any item being carried/used with the intention of causing emotional or physical harm to others (includes fireworks).**

## Procedure to be followed for Internal Exclusion

1. Asst. Head B&A/Deputy Head S&W/Headteacher decide on Internal Exclusion.
2. Pupils parent informed by phone and paperwork completed.
3. Asst. Head B&A to e-mail relevant teaching staff and Leadership Group.
4. The following school day, the student begins their fixed term internal exclusion. \*If the student is absent for any reason, any remaining time will be completed prior to the re-integration meeting.
5. Reintegration meeting with parents. \*Failure of parent to attend re-integration meeting will result in the student staying in the IEU.
6. The reintegration will involve the student reflecting on their behaviour and making positive changes in order to improve things in the future. If the student does not show this commitment, they will be required to go back into the IEU until they can demonstrate a willingness to change.
7. Pupil back in school on a full timetable.



## Appendix O: List of Banned Items

1. Any item that can be used as a weapon (including replicas)
2. Laser pen
3. Mobile phone
4. MP3/IPOD
5. Smart Watches
6. Shisha pens
7. Cigarette Lighters
8. Cigarettes
9. Any smoking paraphernalia
10. Drugs of any description
11. Matches
12. Fireworks
13. Alcohol
14. Energy drinks
15. E-cigarettes
16. Aerosols
17. Make-up
18. Personal cameras
19. Any pornographic material
20. CDs/DVDs/Computer games
21. Any computer games console
22. Inappropriate coats
23. Inappropriate footwear
24. Inappropriate jewellery
25. Any substance that has an adverse effect on behaviour
26. Fidget Spinners

**N.B. – This list is not exhaustive**

## Appendix P: Uniform Checklist

Expectations of you “to wear the full school uniform throughout every school day”.

### **Basic Uniform:**

- Year 7 and Year 8 Green Wood Green jumper with logo
- Year 9, Year 10, Year 11 Black Wood Green jumper with logo
- White polo shirt
- Black trousers of traditional cut/length(no jeans, combat trousers)
- Black skirt of traditional cut/length (below knee/mid calf)

### **Coats**

- Must be a waterproof outdoor coat
- No large logos
- No hoodies
- No leather, denim or studded jackets
- No short or sleeveless jackets
- No tracksuit tops

### **Shoes**

- Must be plain black
- Must be waterproof
- No trainer styles
- No heels
- No canvas shoes or pumps
- Must be a full shoe

### **Hair**

- No ‘V’ cuts
- No tramlines or patterns
- Must be of one natural colour
- No highlights
- No hair extensions
- Hair clips must be black/dark green
- Short spikes only on top, none at back
- No extreme hairstyles

**Bags:**

- Plain and waterproof
- Must be able to hold 2 x A4 folders
- No large logos
- No handbags/shopping bags
- No string bags (unless for PE kit)

**Jewellery:**

- 1 plain, small, round gold/silver stud per ear
- 1 watch
- No bracelets or necklaces
- No piercings

**Other reminders:**

- Make-up is not allowed
- Nail varnish is not allowed
- Tattoos/piercings not allowed
- iPods/MP3 players not allowed
- Mobile phones not allowed
- Any headscarf worn for religious reasons should be a short plain black head scarf with no frills or other adornments. Head scarves should be held in place with hair grips and not pins.