

Behaviour Policy 2026–27



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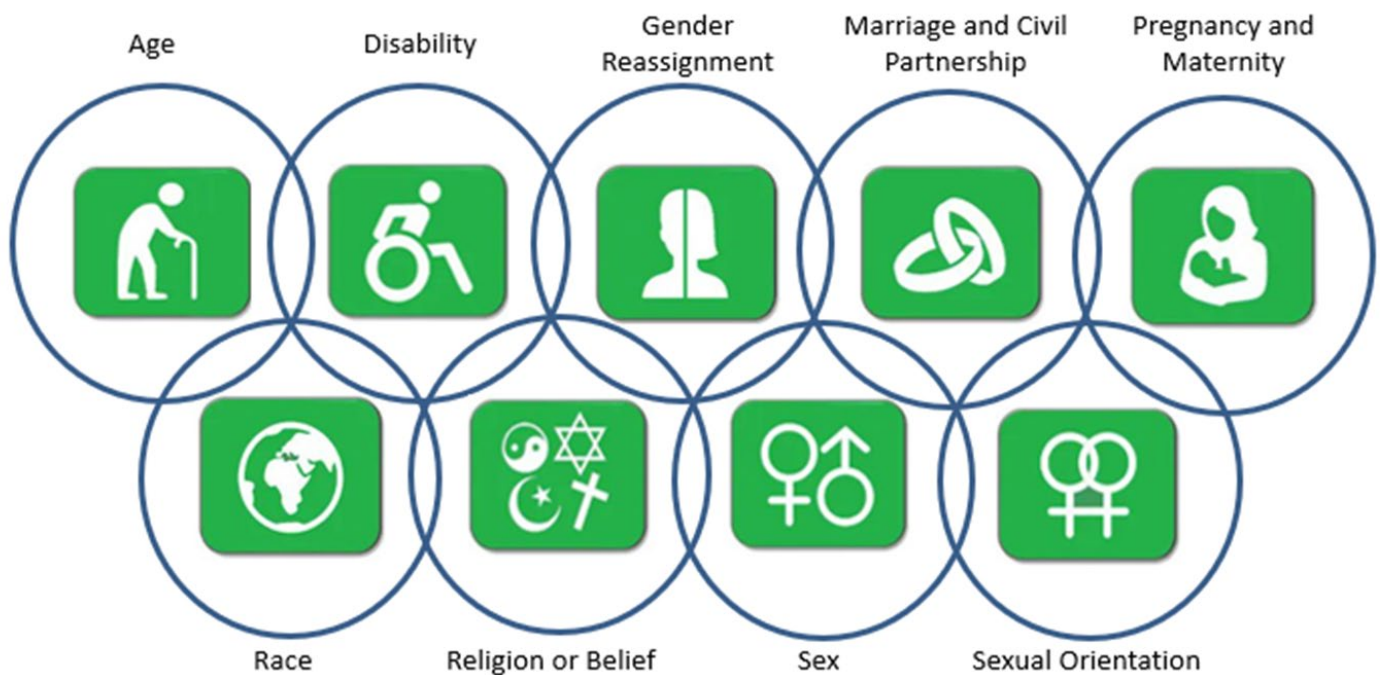
Introduction

Our Vision and Mission:

We want to improve our students' life chances so they are successful, respectful, healthy and kind.

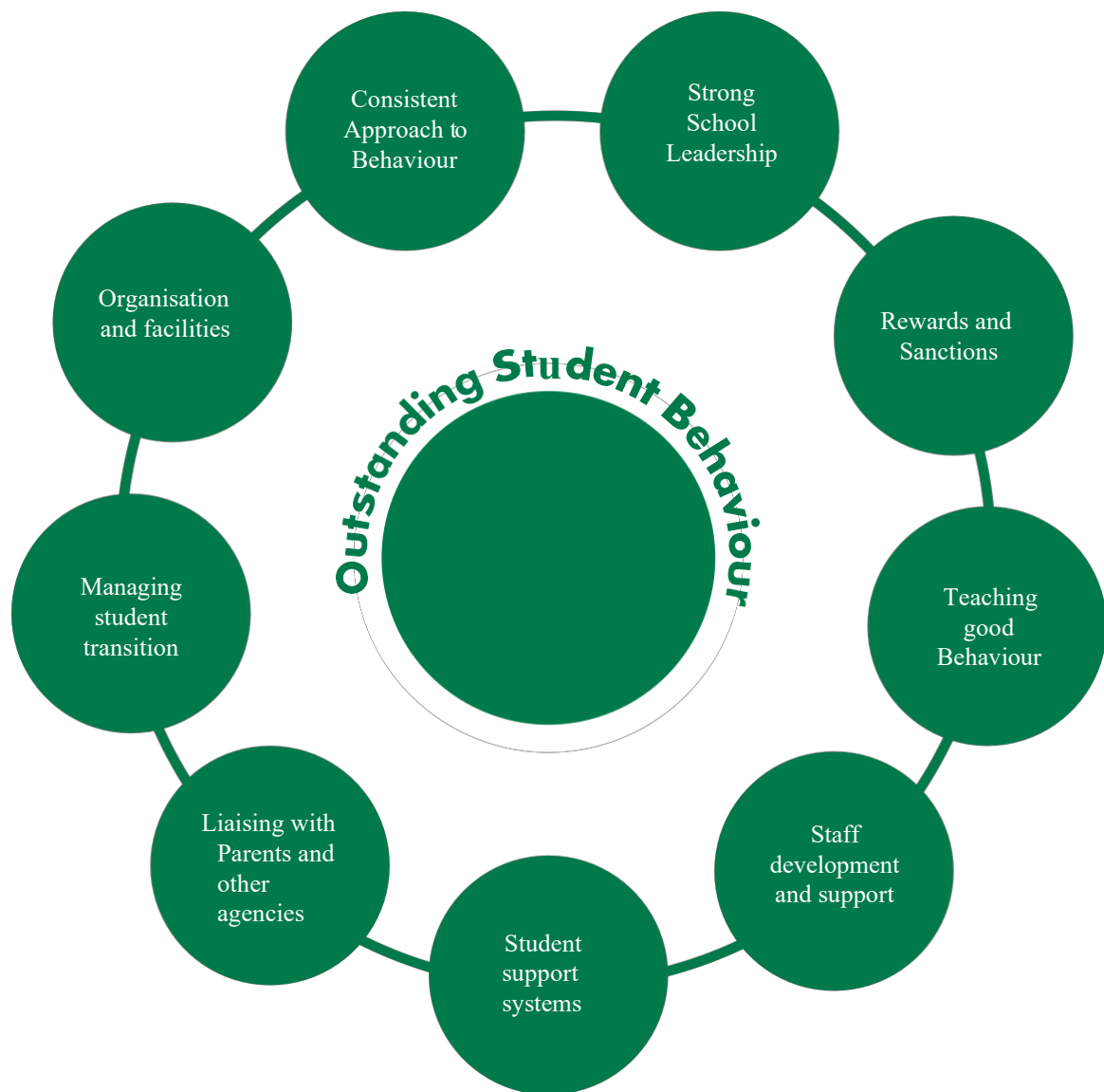
For students: Be the healthiest, kindest and most successful you, that you can be.

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.



Purpose of managing behaviour

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

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. **All behaviour, both positive and negative should be recorded by staff on Class Charts (see appendix C for more details).**

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 Personal Development programme 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, teaching staff are involved in providing a Personal Development programme which provides these opportunities.

The Safeguarding and Welfare role of class teachers and form tutors must also be stressed because of its importance. Maintaining regular contact with the School Attendance Support 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 are 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.

Wood Green Academy Charter of Rights

As Students we promise to	As Students and staff we promise to	As staff we promise to
Respect, and uphold other students' rights. Behave in a way that allows everyone to learn. To attend school regularly and on time Work hard in all lessons. Value everyone in school as we would like to be valued. Listen to the opinions of others, even if they are different to our own. Respect and protect the privacy of our peers. Choose to go to whatever extra curricular groups we wish and allow others to do the same.	Be organised, attend school, arrive on time for lessons with all necessary equipment. Treat everyone (adults and peers) with respect through our language and actions. Celebrate other cultures, festivals and traditions. Treat others with respect no matter what their ethnic origin, religion, gender or sexuality. Do all we can to help others claim their right to a healthy and safe life.	Value, protect and respect everyone's rights. Ensure that the behaviour of individuals does not disrupt learning. Listen to and respect students opinions. Do our best to provide high quality Teaching and Learning for ALL students. Provide positive feedback and set realistic targets for the future. Create a safe environment. Encourage participation in extracurricular activities and celebrate achievement.

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 have had a variety of training in order to give students emotional support. Students can also see the Student Welfare Manager, the Student Attendance Manager or the Family Liaison Officer 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 Personal Development, through assemblies with Year Leaders and Senior Staff and through lessons.

Anti-bullying

Wood Green Academy believes that every Student 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)

Safeguarding

The Designated Senior Leader for Safeguarding should be consulted in all cases involving Safeguarding.

Recognition

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:

- Having correct equipment
 - Attending extracurricular sessions
 - Having full weeks of attendance
 - Working above expected effort and achievement in lessons
 - Working at expected effort and achievement in lessons
 - Achieving above expected standard on 'Starter for 10'
 - Achieving at expected standard on 'Starter for 10'
 - Showing Curiosity
 - Showing Drive
 - Showing Flexibility of Mind
 - Showing Initiative
 - Showing Reflectiveness
 - Showing Risk Taking
 - Working at expected effort during 'Personal Development'
 - Working beyond expected effort during 'Personal Development'
- (See appendix for complete list of points)

These Achievement points can be seen on Classcharts.

Other ways students will be rewarded

- Praise e.g. in assembly
- Private praise
- Good marks
- Good written comments in books etc
- A special certificate or prize e.g. Duke of Edinburgh Award

- 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 event
- Positive certificates e-mailed to parents
- Having their achievements displayed around the school.
- Badges awarded on Class charts and positive e-mails sent to parents for a combination of good behaviours across a day or week.

Roles and responsibility

Roles and responsibility at Key Stage 3

- Guide/ helper at Parents evening
- Member of the Year/Student council
- Assisting Form Tutor with collection of registers, helping with Form Notice board and checking equipment of peers using equipment mats.
- 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 responsibility at Key Stage 4

- As addressed above, plus:
- Being a Senior Ambassador
- Being a Prefect
- Being Head Boy/Head Girl

Roles and responsibility at Sixth Form

- As addressed above, plus:
- Being a Lead Ambassador
- Being a Head Ambassador
- Peer Tutoring
- Form assistant for a lower year group

Mobile Phones/Smart Technology

Students in years 7 to 11 are not permitted to bring mobile phones/smart technology/**recording devices** into the academy. Including, but not limited to, mobile phones, tablets, laptops, **wearables** or smart watches. The only variation to this aspect of the policy will be for extremely serious safeguarding matters/medical issues. In order for an exemption to apply parents MUST apply in writing to the Assistant Headteacher (Safeguarding & Welfare). The presumption will be that permission will be refused; however, each case will be judged individually on its own merits.

Sixth form students are allowed to bring personal electronic devices into the academy in order to use them within guidelines laid down by the academy. This is a privilege and can be revoked for individual students if not used appropriately. Personal electronic devices are not expected to be visible in lessons unless a member of teaching staff has explicitly given verbal permission.

All staff are authorised to examine or erase data contained on electronic devices (for any student at the academy) if they think there is a good reason to do so. A good reason is defined as a reasonable belief that the data or file has been, or could be, used to cause harm or to disrupt teaching or could break the academy's rules.

Students may be requested to enter passwords in order to allow staff to complete this search, if a student refuses the academy can choose to discipline the student. The choice of sanction will be determined by the specific circumstances and will be made in the first instance by the Deputy Headteacher (B&A). The full range of sanctions is available, including exclusion.

If inappropriate material is found on a device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Examples of such illegal activity would include:

- child sexual abuse images (including images of one child held by another child)
- adult material which potentially breaches the Obscene Publications Act Page 19 of 26
- criminally racist material
- other criminal conduct, activity or materials

Members of staff may require support in judging whether the material is inappropriate or illegal and members of the safeguarding team will receive additional training to assist with these decisions. Care will be taken by staff not to delete material that might be required in a potential criminal investigation. The academy does not require staff to view illegal images. If staff suspect that an electronic device contains such imagery this should be referred to the police.

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. This applies in class, in social settings during the school day including school trips and outside of school in some cases. (Please also see P13 for Poor Behaviour out of school).

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 Class charts and Attitude to Learning on the school system and students will be referred to senior staff where necessary. All members of staff have the authority to issue detentions.

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 school system)
- Detention which is a 4-tiered system:
- **15 min compulsory study support** - Staff may issue 15-minute study support sessions (break/lunchtime/after school) if they wish to personally discuss a student's behaviour with them. *Staff should not keep the entire class back for the behaviour of a few disruptive students.*
- **School detention** - We have A3 posters detailing what constitutes low-level disruption (See Appendix Q) 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 such as shouting, screaming and swearing.
- **Detention may also be used for other incidents such as being late to lessons (over 3 minutes).**
- Detention may also be used for non-completion of homework, being late to school (U- code) and failure to bring equipment x3.
- Staff log the detention on the system - The system automatically puts students on detention that night (the list is generated at 3.00pm). Texts/e-mails will be sent to parents to inform them of the detention.
- Each school detention for disruption is 30 mins in length and will take place at the end of the school day, in a central location. Students who fail to attend compulsory study support may incur a 30min detention at lunchtime.
- School detentions (Compulsory Study Support) for homework (x3)/late to lesson (after 3 mins) **(x1)/S410 below expected standard (x3)** will be 20 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 x3 lates **to school** will complete a 45-minute YL detention.
- **SLT detention** - Students who have persistently misbehaved will have a SLT detention which will be a 1 hr weekly 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 at his discretion before school (6.30am – 8.30am) or after school (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. 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/uniform rules, eg.

Inappropriate hairstyles etc.

- Students that choose to have piercings during term time will be unable to take part in PE lessons therefore they will need to make up each lesson missed with an hour detention.
- 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 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 phone call/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 Assistant Headteacher– Director of Safeguarding and Welfare), following consultation with YL and Dep. Head.
- Students may be moved up to 'red report' (monitored daily by the Head Teacher/Deputy 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)
- 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/smart devices/laser pen/e-cigarettes etc. Mobile phones/smart devices confiscated on a Monday or Tuesday will be held in the school safe until the end of the school week, when they can only be collected by Parents/Carers between 3.00-3.30pm. (In the event of school finishing at 12.00pm, phones due to be collected, can be picked up between 12.00 and 12.20pm.).
- Phones/smart devices confiscated on a Wednesday, Thursday or Friday will be confiscated until the end of the following school week, when they can only be collected by parents/carers between 3.00-3.30pm. If, however, the return of the mobile phone/smart device falls in a school holiday, the phone/smart device can be collected on the first day back to school by Parents/Carers, between 3.00pm - 3.30pm, 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 3.00-3.30pm.
- Eg. if a phone/smart device is confiscated on Wed 21st October, Thurs 22nd October or Fri 23rd October it will not be returned until Monday 2nd November (between 3.00 – 3.30pm,) as per

our Policy.

- **Behaviour Recovery** – Serious breaches of discipline are dealt with by the Senior Leadership Team and an internal exclusion may be employed (see **BRU** Timings – Appendix U)
- Isolation on the site at lunchtimes – this sanction may be employed if students are misbehaving during the lunch break.
- **Short term offsite direction** – this sanction is where students will be isolated in another school's isolation unit. School work will be provided.
- Suspension - Students can be excluded/suspended 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 Dep. Head (B&A)/Asst. Head (S&W)/ Head Teacher who will make the final decision to exclude/suspend.

In every case of exclusion/**behaviour recovery**/ suspension (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 discuss a reintegration target plan/Pastoral Support Programme for the child. For exclusions of 5 days or less, the reintegration meeting/meeting to draw up the RTP/PSP will be conducted by the Dep. Head – B&A/ YL.

If parents fail to attend the reintegration meeting the student will be isolated at social times until the meeting has taken place (even if this is over the phone).

For any suspension/exclusion longer than 5 days the student will be expected to appear before the Governor's Disciplinary Panel. The Dep. Head – B&A/ Asst. Head SAW will conduct the reintegration meeting in this instance.

Work should be set for all suspended/**behaviour recovery**/excluded students (this may be **remote learning resources** from the school website); full time educational provision should be made for a child suspended/excluded for longer than 5 days.

In keeping with our philosophy of inclusion, Students 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 Appendices and the Inclusion Policy).**

- Governors Disciplinary Committee Hearing - If a student is suspended 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. When Governors consider whether to uphold the decision to suspend, they consider whether on the balance of probability the student did what was reported. They consider whether to suspend 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 suspensions 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.
- **Any student found to have made a false allegation against a member of staff will have a fixed term suspension for 5 days, as verbal abuse to staff. They will appear before governors and the incident will go on their school record.**
- **Where a student does not accept responsibility for their behaviour and parents request further time-consuming investigations a further sanction will be applied if the original**

decision made by the school is validated.

- 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. Refusal to hand over a mobile phone/**smart device** will result in a Permanent Exclusion. Possession of a weapon (or replica) or possession of illegal drugs 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.**
- **Alternative Provision - This may be sought for students in exceptional circumstances (please see Liaising with Other Agencies page 12)**

(See DFE guidance on Suspension and Permanent Exclusion from maintained schools, academies and Student referral units in England including Student movement).

Specific reasons for the suspension/exclusion of students are listed on the suspension/exclusion forms printed in Appendix G -I.

Poor Behaviour outside of school

When dealing with an 'out of school' incident, the Deputy 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.

Poor Behaviour online

Wood Green Academy expects students to ensure that they treat everyone with kindness, respect and dignity online, just as they would in person.

The guidance from the DFE tells us that:

- Any online behaviour/behaviour that occurs outside the school day is **the responsibility of parents.**
- If online incidents that occur outside the school day and off the school premises affect the

school culture, they will be dealt with in line with the school's policies, in particular when the behaviour online poses a threat or causes harm to another student and/or could have repercussions for the orderly running of the school, or if the behaviour could adversely affects the reputation of the school.

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.

Parents' responsibilities:

- In choosing to send their child to this school signifies parents' acceptance of and agreement to uphold the school's behaviour policy
- To respect the academy's behaviour policy and the disciplinary authority of academy staff.
- To help ensure that their child follows the reasonable instructions by academy staff and adheres to academy rules.
- To send their child to the academy each day punctually, fully equipped and ready to learn
- To ensure academy staff are aware of any SEN-related or other personal factors which may affect their child's behaviour and learning within academy.
- To work with the academy to support their child's positive behaviour.
- To model expected and positive behaviours when on academy site
- To attend meetings with the leadership team or other academy staff, if requested, to discuss their child's behaviour
- If their child is suspended from the academy, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during academy hours in the first five days of exclusion.
- If their child is suspended, to actively engage in the reintegration process at the end of a fixed period exclusion, working in conjunction with academy staff to resolve the behaviour of their child.
- **In the unlikely event that a student is absent from school, parents should ensure that their child remains at home for the day and does not come near the school premises.**
- If their child is given an off-site direction, they must ensure that their child attends the placement on time each day and agree to uphold the provision's behaviour policy.
- To be contactable and to ensure that the academy holds the correct contact information **and e-mail addresses** (at least 2 contact details).
- **To behaviour in a manner aligned to Wood Green Academy's parental code of conduct.**
- To sign and adhere to the terms set out in the Home School Agreement

Working with Governors

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

Staff Support and Training

When staff are new to the school, they go through an induction process where expectations regarding the management of student behaviour and how good behaviour should be modelled by staff are explained. 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.

Student Support and Training

When students are new to the school, they go through an induction period (or a meeting in the case of a mid-year transition) where the school expectations, rules and routines are explained clearly. These are reiterated at the beginning of every half-term and through regular assemblies and notices from their Form Tutor, so students are clear about our high expectations.

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 acted, they should add their action to the Amber event in the school system.

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 Deputy Head Teacher – Director of Behaviour and Attendance and the Assistant Head Teacher – Safeguarding and Welfare.

When referrals are made, the class teacher must complete a red event. They then need to 'send' the referral to 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.

Dep. Head (B&A), Asst. 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.

Restrictive interventions, including the use of reasonable force, in schools

All members of staff at Wood Green Academy have the power to use reasonable force to prevent Students 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 student.

For more information on the use of reasonable force please see the following guidance from the DfE: [Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#)

Further Guidance and Information

Referral to Senior Staff (including Child on Child abuse)

Serious breaches of discipline (e.g. defiance/disobedience - refusal to follow staff instructions at the first time of asking, stealing, fighting, child on child abuse or possible bullying) should be reported immediately to one of the Senior Leadership Team. Under exceptional circumstances, a responsible member of the teaching 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 school system.

Sexual harassment and sexual violence and Child on Child abuse 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/high levels of disruption 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 Students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student'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')
- Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for (Please see Appendix O for more details)
- 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.
- **Any student who refuses to be searched will be issued with a permanent exclusion for disobedience.**

[Screening, searching and confiscation, DfE](#)

Liaising with other agencies

Inclusion Support Service/SAT-SEMH/Educational Psychologist

Where a student has a serious educational or behavioural problem, advice from I.S.S./SAT-SEMH may be sought, but this must be approached through the YL. with the formal request coming from the YL / SENDCO / Asst. Head S&W/ Dep. 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.

School Intervention and Prevention Officer (SIPO)

Our SIPO from the Police comes into school regularly and will have conversations with students who have concerns or have been involved in behavioural incidents. This will hopefully provide support and ensure that going forwards they do not make the same mistakes and end up with a criminal footprint. The SIPO is also there to provide guidance for students who need it.

Referral to Pupil Referral Unit (PRU)/IMPACT/SVS/SCS/Other Alternative Providers named in Sandwell Schools AP Directory

If a student has had at least two internal exclusions/suspensions with a total of 10 days internal exclusion/suspension in a twelve-month period, they may be referred to the above agencies. These centres aim to provide students 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 students 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/Reflexions/Kaleidoscope/Kooth/WYSA app.

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.

Students may be directed to self-help tools like Kooth or the WYSA app to help with issues such as anxiety and various other mental health concerns.

Movement around 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. Students must not eat on the school field. Failure to comply with this rule may result in a litter-picking detention/school detention.

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. **Students are only allowed to drink water in lessons.**

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 Staff Hub and on the school website. The policy is available on request to parents, the L.A. and OFSTED from the Head Teacher/ Asst. Head – Safeguarding & Welfare/ Dep. 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
- Attendance Policy
- Homework Policy
- Guidance for Lunchtime Supervisors
- Improving Behaviour and Attendance Guidance
- ICT Acceptable Use and E-Safety Policy
- IEU Protocol
- The most up to date version of Keeping Children Safe in Education
- DFE Guidance on Sexting
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges DFE Guidelines

- Low level concern Policy
- Whistleblowing Policy
- **Parental Code of Conduct**

Policy reviewed by Governors: July 2026

Adopted by Governors: (July 2026)

Review Date: July 2027

Appendix A: Rewards System and School Rewards

Aims:

- To acknowledge and reward consistent hard work, effort and commitment.
- To make every student aware of their achievements and create a reward system that students 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 points attached to each achievement which are shown below:

- Full Attendance all week = 10 pts
- Full uniform all week = 5 pts
- Correct equipment all week = 5 pts
- Register Monitor all week = 5 pts
- 97% Attendance over a half-term = 30 pts
- 100% Attendance over a half-term = 50 pts
- Using the Learning Hub = 5 pts
- Attending Wednesday Afternoon Support session = 5 pts
- Attending extra-curricular Clubs = 5 pts
- Attending support sessions = 5 pts
- Exceptional Progress = 5 pts
- Exceptional piece of work = 5 pts
- Extra-curricular Club Bronze Award = 20 pts
- Extra-curricular Club Silver Award = 30 pts
- Extra-curricular Club Gold Award = 40 pts
- Completing revision planner = 50 pts
- Headteachers Award = 50 pts
- Starter for 10 acceptable standard = 2 pts
- Starter for 10 above acceptable standard = 3 pts
- Student voice responsibility = 10 pts
- Year Leaders Award = 20 pts
- Head of Department Award = 20pts
- Excellent effort in reading = 5 pts
- Excellent use of vocabulary = 5 pts
- Excellent revision = 5 pts
- TTT Quiz = 5 pts

Behaviour for Learning (in every lesson including Personal Development)

- Expected effort and achievement = 2 pts
- Above expected effort and achievement = 3 pts

'I Can, I Will' characters

- Initiative = 5 pts
- Reflectiveness = 5 pts
- Resilience = 5 pts
- Risk taking = 5 pts

- Curiosity = 5 pts
- Flexibility of Mind = 5 pts
- Drive = 5 pts
- Bronze 'I can, I will' Award = 25 pts
- Silver 'I can, I will' Award = 25 pts
- Gold 'I can, I will' Award = 25 pts
- Platinum 'I can, I will' Award = 30 pts
- Diamond 'I can, I will' Award = 40 pts

Reward Badges on Class Charts

- **50 Positive B4L points in a week**
- **Bronze Achievement Award – 100 Positive Behaviour points in a week**
- **Silver Achievement Award – 110 Positive Behaviour points in a week**
- **Gold Achievement Award – 120 Positive Behaviour points in a week**
- **Star Student – 5 positive B4L point within one calendar day.**
- **Zero negative behaviours all week**

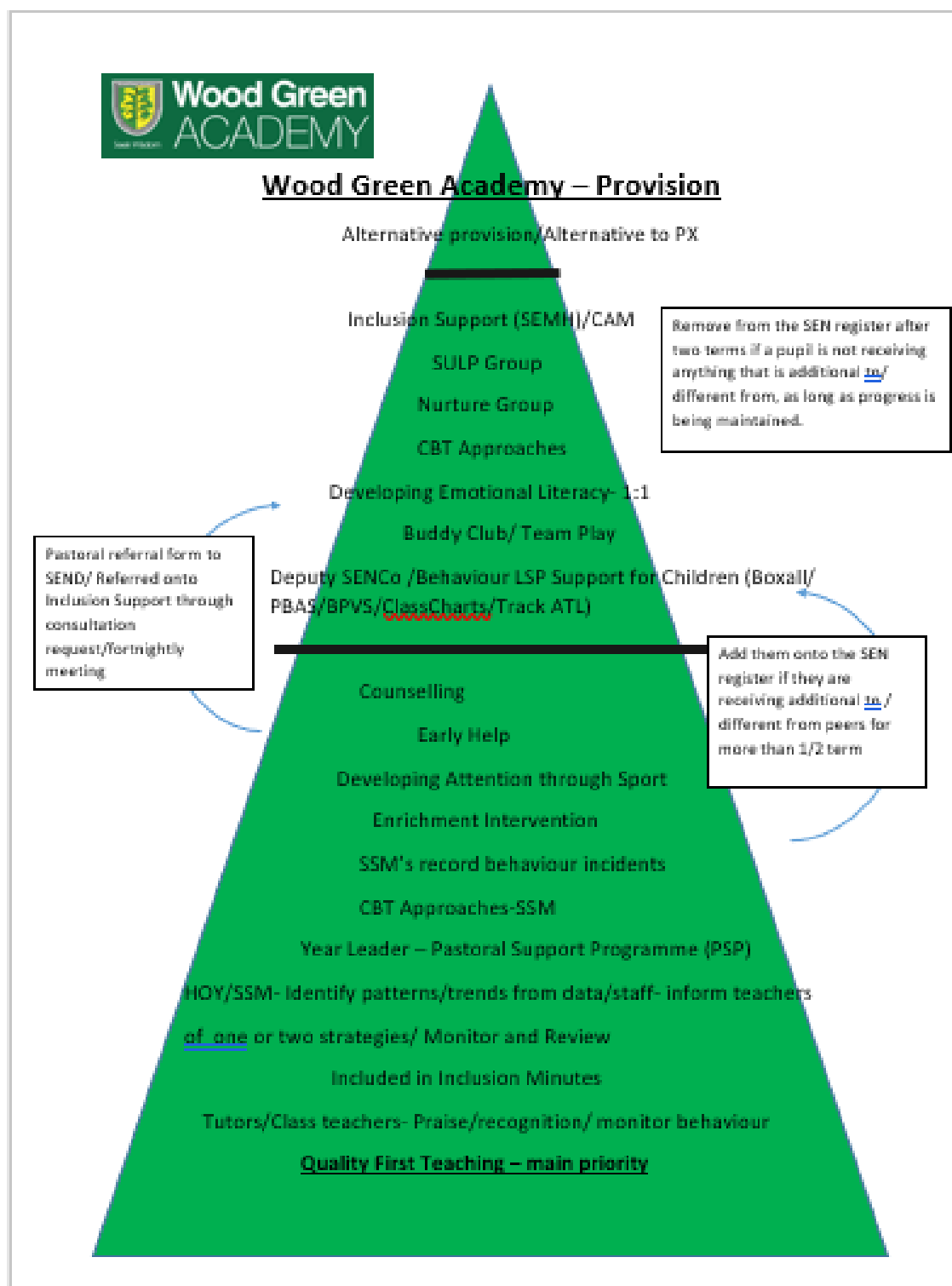
Parents receive an e-mail notification and an alert on Class Charts and the student receives a virtual badge.

Appendix B: Support for Students with behaviour issues (including SEN Support)

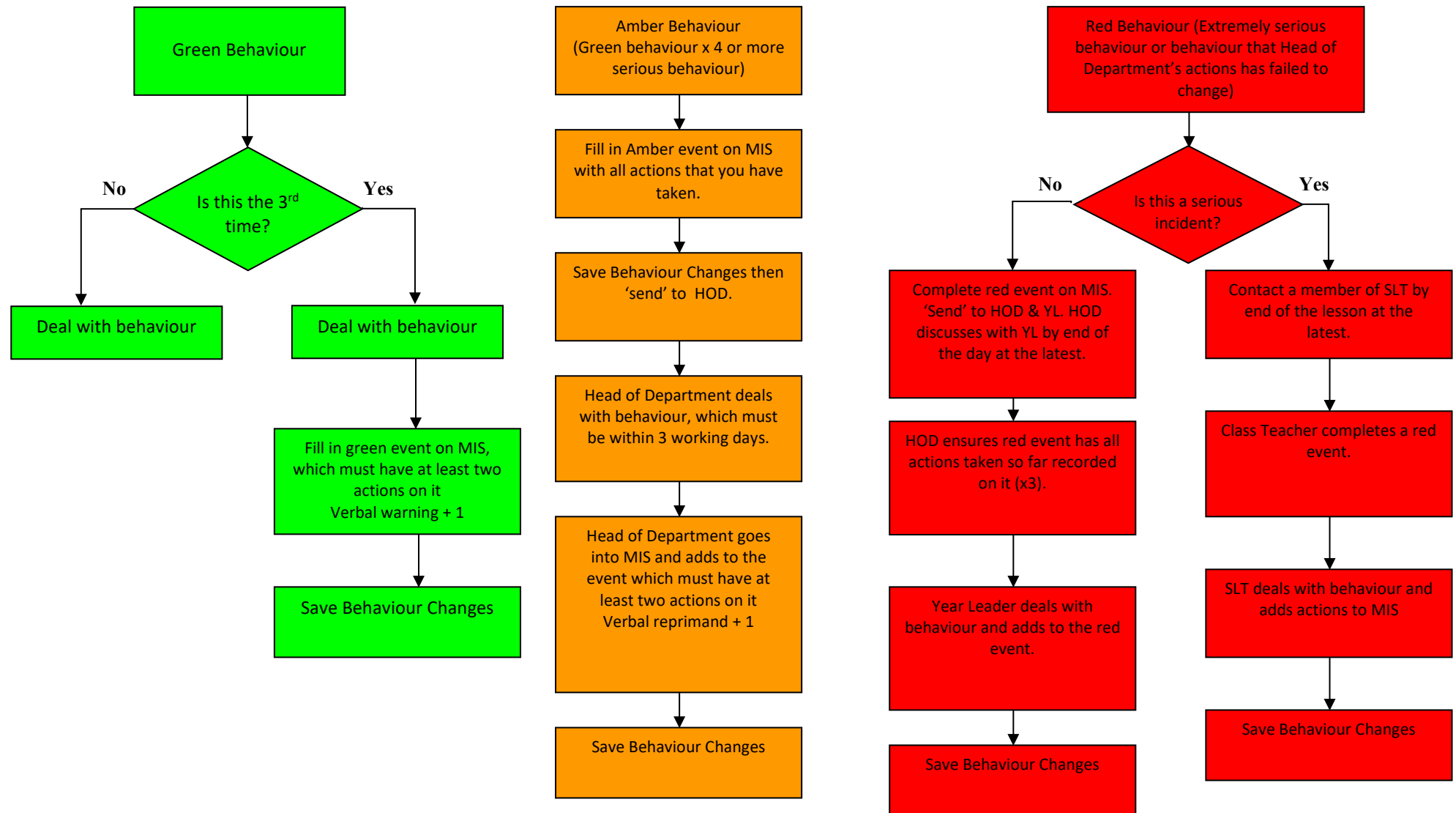
In order to ensure that the correct students (i.e. those that need intervention and support) are receiving intervention, we need to ensure that we use a consistent approach to make the student eligible.

Social, Emotional and Mental Health Team

Meetings are held every fortnight which involve; Deputy Head B&A, Dep. SENDCo 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 (How staff record and refer behaviour on Class Charts)



Appendix D: Classroom Expectations: Self-Assessment Sheet

Classroom expectations required for a student to be successful at learning.

Classrooms are places of work and so need rules and routines 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 coat and put it 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 teacher's instructions immediately		
8. Be polite and respectful to other students and staff at all times.		

DURING THE LESSON	I am doing this	I am not doing this
1.Be silent and concentrate when staff are talking		
2. Put your hand up to answer a question or to ask for help.		
3. Have on your desk only the equipment needed for the lesson		
4. Work sensibly without distracting other students		
6. Classrooms are for learning, chewing or eating are for outside (other than the field) Ask permission from the teacher for a drink of water if necessary.		
7. You will need permission and a signed permission slip to leave the classroom during a lesson for any reason.		
9. When a problem arises, look at your part in the situation and take responsibility for your actions.		
11. Follow the teacher's instructions immediately		
12. Be polite and respectful to other students and staff at all times.		

AT THE END OF THE LESSON	I am doing this	I am not doing this
1.The bell is for the teacher, wait for them to tell you when to pack away.		
2. Wait quietly to be dismissed		
3. Leave the room quietly and sensibly		
4. Bring textbooks to the front of the class if they have not been collected		
5. Follow the teacher's instructions immediately		
6. Be polite and respectful to other students and staff at all times		

Appendix E: Social time Expectations: Self-Assessment Sheet

Social time expectations required for a student to be successful at integrating into the school community. ** It is very important that if a student has an issue with either another student OR a member of staff, that they speak to their year team to avoid an escalation of the problem.

LESSON CHANGEOVER	I am doing this	I am not doing this
1. Students should move quickly, quietly and by the most direct route, to their next lesson once they have been dismissed. (Do not wait for others)		
2. You should always walk on the left side of the corridor, path or stairwell.		
3. If you are late for any reason, you should have a permission slip from a member of staff.		

SOCIAL TIMES (BREAK & LUNCH)	I am doing this	I am not doing this
1. You should eat and drink your lunch/snacks in the dining hall/seated area or on the paved/tarmacked paths on the school site		
2. Students should stay away from the 'out of bounds' areas		
3. Students should be in groups of up to 6 unless they are playing sport.		
4. Students should socialize with their own year group.		
5. Students should act in a calm and responsible manner at all times (no shouting, screaming, chanting or swearing)		
6. Students may use the toilet but must not hang around waiting for others in the toilet areas.		

OUTSIDE SCHOOL	I am doing this	I am not doing this
1. Students should move to and from school quietly and calmly.		
2. Students must remember that they are representing Wood Green Academy at all times and should do this positively.		
ONLINE BEHAVIOUR	I am doing this	I am not doing this
1. Always treat others with kindness, respect and dignity		
2. If anyone is unkind to you online, follow the school guidelines of; Screenshot, block, report.		
3. You should not respond to anything unpleasant and should report the incident to both school and the social media platform involved.		
4. If anyone is threatening towards you, your parents should log this with the police.		

Appendix F: Student Written Account

Student Written Account

Name:

Form:

Date	Time	Before school	Break / lunch time	After school	Lesson 1 2 3 4 5
Place	Offsite	Redgrave	Hughes	Newton	Other

Who was there?



Name	Form

What Happened? Please Tick box(s)

Abuse of ICT	Alcohol	Bullying	Causing Damage	Dangerous Behaviour	Defiance	Drugs	Fight
Racism	Rudeness to Staff	Smoking	Stealing	Swearing	Truancy	Vandalism	Weapons

Other: Please state here

Did you need medical attention?

YES

NO

Please list any members of staff that were present

Please now write down exactly what you saw

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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2							
3							
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Please sign your name:

Date:**SLT Actions Please tick box(s)**

Event completed on MIS

--	--

Written accounts taken

--	--

Parents contacted

Phone

Letter

Referred to Please tick box(s)

Headteacher

SLT

HOD

YL

SEN

OTHERS

Notes

Staff Signature:

Date and time:

Appendix G: Notification of Referral to Behaviour Reset Unit

	WOOD GREEN ACADEMY A Specialist College of Sport, Maths & Computing	Wood Green Road Telephone: 0121 556 4131 WEDNESBURY Fax: 0121 506 4609 West Midlands WS10 9QU Website: www.woodgreenacademy.co.uk E-mail: admin@woodgreenacademy.co.uk Headteacher: Mr J. Topham B.Sc.(Hons), M.Sc., NPQH
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Notification of referral to Behavioural Reset Unit

1. Name of School: WOOD GREEN ACADEMY

2. Surname of Pupil:

3. Forename of Pupil:

4. Date of Birth:

5. Unique Pupil No:

6. Year:

7. Address:

8. Effective Date of Reset:

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 ☐ AOTH – Any Other Asian Background

ABA ☐ ABAN – Bangladeshi

AIN ☐ AIND – Indian

APK ☐ APKN – Pakistani

BLB ☐ BCRB – Black Caribbean

BLF ☐ BAFR – African

BLG ☐ BOTH – Any Other Black Background

CHE ☐ CHNE – Chinese

MBA ☐ MWBA – White/Black African

MOT ☐ MOTH – Any Other Mixed Background

MWA ☐ MWAS – White/Asian

MWB ☐ MWBC – White/Black Caribbean

NOT ☐ NOBT – Info Not Obtained

OEO ☐ OOTH – Any Other Ethnic Group

REF ☐ REFU – Refused

WHA ☐ WOTH – Any Other White Group

WHB ☐ WBRI – British

WHR ☐ WIRI – Irish

WHT ☐ Traveller – Irish Heritage

WRO ☐ WROM – Roma/Roma Gypsy

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

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

☐ N/A

☐ SEN support

Signed:

Head Teacher

Date:

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
- 4

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 and 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 H: Notification of Suspension

SU



Notification of Suspension

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

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

OW ☐ Use or threat of use of an offensive weapon or prohibited item	PH ☐ Wilful and repeated transgression of protective measures in place to protect public health
LG ☐ Abuse against sexual orientation and gender identity	PP ☐ Physical assault against pupil
DS ☐ Abuse relating to disability	PA ☐ Physical assault against adult
MT ☐ Inappropriate use of social media or online technology	VA ☐ Verbal abuse / threatening behaviour against adult
VP ☐ Verbal abuse / threatening behaviour against pupil	BU ☐ Bullying

RA ☐ Racist Abuse

SM ☐ Sexual misconduct

DA ☐ Drug and alcohol related

DM ☐ Damage to property

TH ☐ Theft

DM ☐ Persistent or general disruptive behaviour

14. SEN Code of Practice:

☐ N/A

☐ SEN Support K

☐ Education Health Care Plan E

Suspension Codes:

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	• Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, • Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property • Use of an offensive weapon
LG	Abuse against sexual orientation and gender identity	• Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) • Homophobic, biphobic and transphobic bullying • LGBT+ graffiti • LGBT+ taunting and harassment • Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	• Derogatory statements or swearing about a disability • Bullying related to disability • Disability related graffiti, • Disability related

		<u>taunting and harassment</u>
MT	Inappropriate use of social media or online technology	• Sharing of inappropriate images (of adult or pupil) • Cyber bullying or threatening behaviour online • Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	• Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against pupil	• Fighting • Violent behaviour • Wounding • Obstruction and jostling
PA	Physical assault against adult	• Violent behaviour • Wounding • Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation
BU	Bullying	• Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	• Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
SM	Sexual misconduct	• Sexual abuse • Sexual assault • Sexual harassment

		• Lewd behaviour • Sexual bullying • Sexual graffiti
DA	Drug and alcohol related	• Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
DM	Damage to property	• Damage includes damage to school or personal property belonging to any member of the school community • Vandalism • Arson • Graffiti
TH	Theft	• Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	• Challenging behaviour • Disobedience • Persistent violation of school rules • Raising of fire alarms falsely

Headteacher / Principal	
Date	

Appendix I: Notification of Permanent Exclusion



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

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

OW ☐	Use or threat of use of an offensive weapon or prohibited item	PH ☐	Wilful and repeated transgression of protective measures in place to protect public health
LG ☐	Abuse against sexual orientation and gender identity	PP ☐	Physical assault against pupil
DS ☐	Abuse relating to disability	PA ☐	Physical assault against adult
MT ☐	Inappropriate use of social media or online technology	VA ☐	Verbal abuse / threatening behaviour against adult
VP ☐	Verbal abuse / threatening behaviour against pupil	BU ☐	Bullying
RA ☐	Racist Abuse	SM ☐	Sexual misconduct

DA ☐ Drug and alcohol related

DM ☐ Damage to property

TH ☐ Theft

DM ☐ Persistent or general disruptive behaviour

14. SEN Code of Practice:

☐ N/A

☐ SEN Support K

☐ Education Health Care Plan E

Permanent Exclusion Codes:

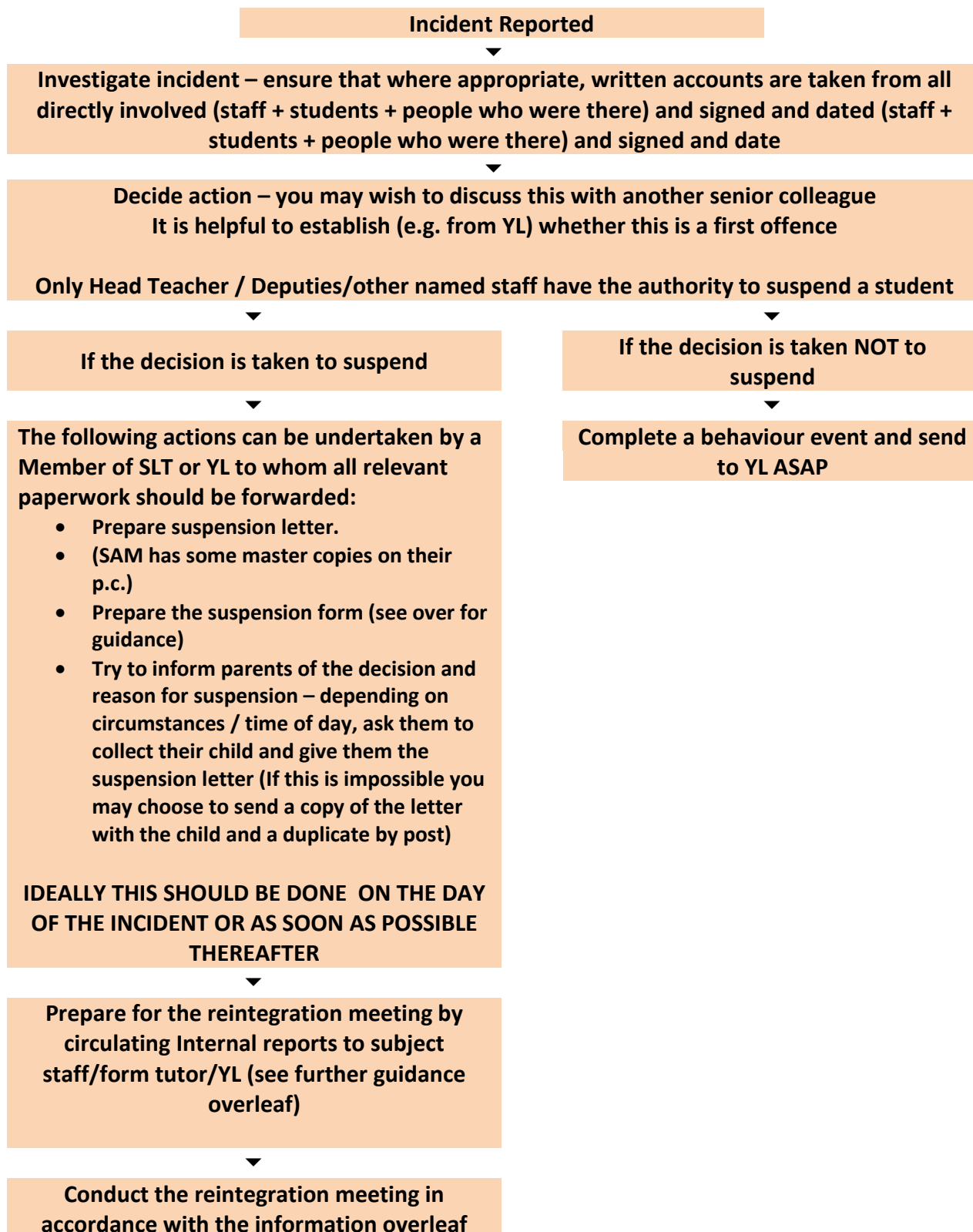
Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	- Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, - Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property - Use of an offensive weapon
LG	Abuse against sexual orientation and gender identity	- Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) - Homophobic, biphobic and transphobic bullying - LGBT+ graffiti - LGBT+ taunting and harassment - Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	- Derogatory statements or swearing about a disability - Bullying related to disability - Disability related graffiti, - Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil)

		• Cyber bullying or threatening behaviour online • Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	• Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against pupil	• Fighting • Violent behaviour • Wounding • Obstruction and jostling
PA	Physical assault against adult	• Violent behaviour • Wounding • Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation
BU	Bullying	• Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	• Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
SM	Sexual misconduct	• Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti

DA	Drug and alcohol related	• Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
DM	Damage to property	• Damage includes damage to school or personal property belonging to any member of the school community • Vandalism • Arson • Graffiti
TH	Theft	• Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	• Challenging behaviour • Disobedience • Persistent violation of school rules • Raising of fire alarms falsely

Headteacher / Principal	
Date	

Appendix J: Suspension Flow Charts & Notes



Suspension Letter and Official Suspension Forms

Suspension letter

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

Ensure that if the suspension 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 if more information comes to light and there may be a permanent exclusion, 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 suspension (see advised wording on master copies).

Ensure that a sentence is included to state that the student must not come onto school premises or be seen in the vicinity of school during the period of suspension. Ensure that a paragraph is included which states that the student 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 suspension, although it can take place before the date of reintegration (See below for procedure to follow prior to and at this meeting).

Suspension Form

The suspension letter MUST be accompanied by a fully completed suspension form (blue for referral to **Behaviour Reset Unit**, yellow for suspension, pink/red for permanent).

This form should be signed by the member of SLT overseeing the **Behaviour Reset Unit**/suspension/Permanent 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 student 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 SAM will type / tidy up / print the letter and make copies along with the suspension 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 SAM will send an e-mail to all staff to notify them that the Student has been suspended.

The Reintegration Meeting

Be as well prepared for this meeting as possible.

Send out internal report forms/check class charts for all subject staff responsible for the student prior to the meeting.

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

The purpose of the meeting is 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. 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 whilst also ensuring that the same mistakes are not repeated.

It is imperative that this meeting takes place with **school staff, parents** and **student** present in order for all parties to understand what support is available and which actions all parties need to carry out in order for the student to be successful in future. Until the meeting can be held with all parties, the student will remain with the Year Team at social times in order to prevent further issues arising.

Use the Reintegration Target Plan/Pastoral Support Programme proforma.

Ask the student what is going well in school and why and what is going badly and why. Discuss the contents of the internal reports/class charts information to confirm student'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 student 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 parents and student what support, if any, they feel would be helpful to successful reintegration—this could be; CBT, Therapeutic mentoring, counselling (with outside agencies), advice from school nurse on health / lifestyle issues, connexions interview, referral to SEMH advisor from Inclusion Support, CAMHS referral if mental health is a concern. NB—long waiting list: often quicker if referral is supported by GP).

Invite student then parents to make any further comment.

Ensure that the student and parents know what to do if the student 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 will be retained in the student's school records.

The Student Support Manager (SSM) will type up the RTP/PSP and file a copy in the student's record.

Appendix K: Guidance 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 1.00 to 2.00pm.

Senior supervisors are in overall charge of Supervisors and will assist with all duties.

Supervisor's 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 Senior Leadership Team.

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 6th form students leaving school have left their 'Green Lunchtime pass' in the folder and have their 'Red lunchtime pass' with them. Students not following this procedure should be reported to their Year Leader and will have their privilege withdrawn. 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 and Lunchtime passes

Only Sixth Form Students are allowed out of school at a lunch time with permission from their Year Leader. 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 Welfare Manager, or another member of staff trained in first aid to attend. Year Leaders, members of the Leadership group, the Student Welfare Manager 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.

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, kindness, 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 poor behaviour the student can be given a school detention for 30 minutes by their Year Leader.

Students who persistently behave badly at lunchtimes should be referred to the Head Teacher or the Deputy 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 suspended 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 1500 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 suspended for more than 15 days over the course of one term, **suspended for more than 45 days in an academic year** or excluded 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 suspension/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 suspension/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 suspend/exclude the student. 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 student or whether to overturn 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 members. Members of School Staff and LA representatives should have no contact with the Governors immediately prior to the meeting.

Order of 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/Dep. Head B&A) 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 student.
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.

12. 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.
13. The Governors discuss and reach a decision.
14. 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 Student 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 Review 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 - Form tutor/subject teachers to ask student to remove if necessary (make-up wipes).
- 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 a school 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 3.00pm and 4.00pm. N.B. Mobile phones confiscated on a Wednesday, Thursday or Friday will be held until Friday of the following week (See section on mobile phones P8)
- Inappropriate footwear – sent to the behaviour office to borrow school issue shoes.
- Inappropriate coat/hoody/tracksuit top. Item confiscated until the end of the day.

Note: Spot checks will be carried out to ensure that Students 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 8.15am for the remainder of the half-term. Green report. 'YL Detention'
- 6 x lates = Parents invited in for a meeting with Assistant Head (S&W). Student goes on Yellow Report.
- 8 x lates = Parents invited in for meeting with Deputy Head B&A.

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). Students 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 **Behaviour Reset Unit/Off-site Directions/Suspensions/Permanent Exclusions** and suggested length of time

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

1. Persistent Disruptive Behaviour (DB) Challenging Behaviour/Persistent violation of school rules/Raising of fire alarm(falsely) – **This prevents themselves and other Students from learning and can prevent Students 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 Students therefore lose out on valuable learning time. It is not conducive to a positive learning and working environment.** (2 days -permanent) – Five or more lesson referrals in a 7-week period may result in reset/suspension.
2. Persistent Disruptive Behaviour (DB) Disobedience – **Refusal to follow reasonable requests from staff endangers the health and safety of staff and other Students 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 days - permanent) - **For example any student who refuses to hand in a mobile phone or refuses to be searched will be issued with a permanent exclusion.**
3. Verbal abuse/threatening behaviour - Student (VP) Swearing/Aggressive behaviour/verbal intimidation/threatened violence – **This can be detrimental to the self-esteem of others. It is also not conducive to a positive learning and working environment. Potentially can be very dangerous to health and safety of self and others and can cause mental, physical and emotional damage.** (3 days - permanent)
5. Use or threat of use of an offensive weapon or prohibited item (OW) Carrying or bringing onto the school site an offensive weapon¹ or prohibited item such as knives, sharp instruments and BB guns/carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property/Use of a weapon - **Causes mental, physical and emotional harm** (15 days – permanent) **Any student who brings a weapon onto the premises will be issued with a Permanent Exclusion.**
6. Verbal abuse/Threatening Behaviour – Adult (VA) Swearing/Aggressive behaviour/verbal intimidation/threatened violence (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. Potentially can be very dangerous to health and safety of self and others and can cause mental, physical and emotional damage.** (3 days - permanent)
7. Wilful and repeated transgression of protective measures in place to protect public health – Deliberate breaching of protective measures e.g. non-compliance with social distancing/causing distress by purposefully coughing near to other people/any deliberate breach of public health protective measures which the school has adopted. – **Is emotionally damaging and is not conducive to a positive learning and working environment** (3 days)
8. Racist Abuse (RA) Racial taunting and harassment/Derogatory racist statements/swearing that can be attributed to racist characteristics/racist graffiti – **Can cause mental and emotional harm and is not conducive to a positive learning and working environment** (3 days)
9. Abuse against sexual orientation and gender identity (LG) Derogatory statements about sexual orientation or Gender identity/LGBTQ+ graffiti/LGBTQ+ taunting and harassment/swearing that can be attributed to LGBTQ+ characteristics - **Can cause mental and emotional harm and is not conducive to a positive learning and working environment** (3 days)
10. Abuse relating to disability (DS) Derogatory statements about a disability/disability related graffiti/disability related taunting and harassment/swearing that can be attributed to a disability - **Can cause mental and emotional harm and is not conducive to a positive learning and working environment** (3 days)

11. Bullying (BU) Verbal bullying/physical bullying/racist bullying/homophobic, biphobic, transphobic bullying/bullying related to a disability/cyber bullying – **Causes physical, mental and emotional damage to another Student and is not conducive to a positive learning and working environment.** (3 days - permanent)
12. Physical Assault – Student (PP) Fighting/violent behaviour (includes spitting and coughing on someone)/wounding/obstruction and jostling - **Causes mental, physical and emotional harm to others** (3 days - permanent)
13. Physical Assault – Adult (PA) Violent behaviour (includes spitting and coughing on someone) /wounding/obstruction and jostling – **Causes mental, physical and emotional harm** (3 days - permanent)
14. Sexual Misconduct (SM) Sexual abuse/sexual assault/sexual harassment/Lewd behaviour/sexual bullying/sexual graffiti - **Causes mental, emotional and possibly physical harm** (3 days – Permanent)
15. 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) - **Any student who brings illegal drugs onto the premises will be issued with a Permanent Exclusion.**
16. Drugs and alcohol related (DA) Smoking (includes Vape) - **Causes physical harm to themselves and others.** (5 days suspension).
17. Drugs and alcohol related (DA) Drug dealing – **Mental, emotional and physical harm to others. Encouraging others to be participate.** (Permanent)
18. Theft (TH) Stealing school property/stealing personal property (Student 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 Student remains in school with no punishment, there is the possibility of repercussions.** (3 days)
19. Damage (DM) Includes damage to school or personal property belonging to any member of school community/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)
20. Damage (DM) Arson - **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 Behaviour Reset Unit/Off-site Direction/Suspension beyond the amounts stated in the policy and possibly lead to permanent exclusion. Incidents will be reported to the police where appropriate.

Procedure to be followed for referral to Behaviour Reset Unit

1. Dep. Head B&A/Asst. Head S&W/Headteacher decide on **Behaviour Reset Unit**.
2. Student's parent informed by phone and paperwork completed.
3. SAM to e-mail relevant teaching staff and Leadership Group.
4. The following school day, the student begins their time in the **Behaviour Reset Unit**. *If the student is absent for any reason, any remaining time will be completed prior to the re- integration meeting where possible.
5. Reintegration meeting with parents.
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. Student back in school on a full timetable.

Appendix O: List of Banned Items (items that can be searched for)

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. Smart Devices (includes wearables)
7. Any recording device
8. Vapes of any type and nicotine pouches
9. Cigarette Lighters
10. Cigarettes**
11. Any smoking paraphernalia
12. Illegal drugs**
13. Drugs of any description**
14. Matches
15. Fireworks**
16. Alcohol**
17. Energy drinks
18. E-cigarettes/Vapes/Nose vapes or similar
19. Aerosols
20. Make-up
21. Personal cameras
22. Any pornographic images**
23. CDs/DVDs/Computer games
24. Any computer games console
25. Inappropriate coats
26. Inappropriate footwear
27. Inappropriate jewellery
28. Any substance that has an adverse effect on behaviour
29. Fidget Spinners
30. Water pistols
31. Stolen items**
32. Any article that the member of staff reasonably suspects has been, or is likely to be used to:
 - To commit an offence**
or
 - To cause personal injury to, or damage to property of; any person (including the student) **

** DFE prohibited items

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 with Logo
- Black trousers of traditional cut/length (no jeans, combat trousers, no leggings)

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 (cannot be a smart 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/smart devices/recording devices 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.

“ WHAT DOES LOW-LEVEL DISRUPTION LOOK LIKE? ”

These are some examples:



Calling out or chatting without permission



Not using appropriate classroom language



Being slow to start work and follow instructions



Answering back and arguing with adults



Not bringing the correct equipment to class including homework

Appendix R: Behaviour for Learning Poster

“WHAT DOES YOUR BEHAVIOUR FOR LEARNING LOOK LIKE?”



Above expected effort & achievement

In order to achieve this level you must have 0 warnings.

3

- You have remained focused throughout lesson and your work is of an excellent standard.
- You have followed all instructions.
- You have made a positive contribution to class discussion and to the learning of others.

Expected effort & achievement

In order to achieve this level you must have no more than 1 warning.

2

- You have remained focused and work has been completed to the best of your ability.
- You have followed instructions.
- You have worked well with your peers.

Below expected effort & achievement

You will have had 2 warnings.

1

- Not all of your work has been completed to the best of your ability.
- At times you have had to be reminded to stay on task or you were slow to start work.
- You have struggled to follow instructions.

Poor effort & achievement

You will have had 3 warnings and will receive a detention.

0

- You have completed little work.
- You have negatively affected the learning of others.
- You have not responded to warnings given by the member of staff.

Appendix T: Important Behaviours expected during COVID19/Health-related issues

Students must follow staff direction without hesitation or argument – rules and systems have been carefully devised to reduce the risk to all those at school. It is the responsibility of all to act sensibly and to comply.

Appendix U: BRU Timings

The BRU is a punishment and should be seen by the students as such. They should not be having conversations with other students at all and should spend the entire time in complete silence.

Timetable

The BRU runs a different School Day to the rest of school. Students should arrive at school and report to their SSM by 9.30am. AM registration will take place during 09.30 – 09.45. At 9.45am they will be taken to the BRU and will remain there until 3.15pm each day. They will be allowed a 10 minute break to read quietly. PM registration will take place from 13.00 – 13.05. They will also be allowed to visit the toilet (outside of main school social times) and will be allowed a 20 minute period when they can eat their lunch, read quietly or catch up on homework.

Special arrangements for Students

Lunch – Student Attendance Manager will organise/collect lunch for students who need lunch from the canteen.

Break – will be spent in the BRU.

Fire Bell – Back of Newton point of assembly.