

Woodhey High School

Relationships and Behaviour Policy

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We are Woodhey

Contents

Introduction	3
Aims	3
Who is Responsible for this Policy?	3
Roles and responsibilities	4
Code of conduct	4
Managing Behaviour through Rewards	5
Praise	5
ACEs points and Behaviour Points	5
Daily rewards	5
Weekly rewards	6
Half-termly rewards	6
Termly rewards	6
The Relationship and Behaviour System	7
Rationale	7
Creating a positive climate of learning	7
Expectations of Teachers	7
Non-negotiable behaviours	8
Dealing with disruptive/red line behaviours	9
The Inclusion Team	9
Inside Inclusion	10
Social times in Inclusion	10
Restorative Conversation – the rationale	10
Restorative Conversation – reflecting on the behaviour	11
Restorative Conversation – moving on from the behaviour incident in the classroom	11
Restorative Conversation – dealing with disclosures	11
Disruptive Behaviour in Inclusion	11
3-day Behaviour Intervention Programme	12
1-week Rehabilitation Programme	12
Personalised Approach to Students with Additional Needs and/or SEND	13
Lateness to School	14
Out of classroom behaviour	14
Positive Pupil Placements	15
	1

Alternative Provision	15
Exclusions	15
Fixed period exclusion	16
Permanent exclusion	17
Education for excluded students	17
Procedures for excluding a student	17
Academy Council	18
Independent Review Panel	18
Pastoral risk register	19
Use of reasonable force	19
Powers of search and confiscation	20
Recording Rewards and Sanctions on Class Charts	20
Use of CCTV	20
Appendix 1: ACE Points - The Tariff	21
Appendix 2: Behaviour Points - The Tariff	22

Introduction

1. Our core values of “Achieve, Care and Enjoy” are the foundations for our approaches to leading and managing learning and behaviour at Woodhey.
2. Our vision, “To foster a culture where all Students: **Achieve** their best and are proud of their achievements; **Care** for each other, themselves and the environment and **Enjoy** and actively participate in the wide variety of experiences on offer” is underpinned by our Relationships and Behaviour Policy which aims to secure a well-rounded, inspiring and respectful environment in which all students have every opportunity to secure excellence.
3. We value and promote an inclusive culture where all students are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual students need to overcome to achieve progress.
4. The School operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the experiences and achievements of the many.
5. We are a community school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
6. The expectations we have of our young people are set out in our ACE Behaviours and non-negotiables, which are shared with students and parents, and are based upon our values of Achieve, Care and Enjoy.
7. The School will do everything possible to ensure every student succeeds; we will take tough decisions where this is needed to safeguard the learning and well-being of our Students and in keeping with the clear expectations and standards set out in our policies and procedures.

Intent

8. To recognise, promote, reward and celebrate good behaviour.
9. To marginalise poor behaviour by promoting good behaviour.
10. To be seen to be fair and consistent in behaviour management by students, parents/carers and staff.
11. To model and instil the importance of a restorative approach in harmonious society.
12. To support students who struggle to manage their own behaviour through rigorous intervention and personalised action planning.
13. To involve students, parents/carers, staff and the academic council in the creation and implementation of a consistent approach to behaviour management and improving behaviour.
14. To support the mission, vision and values of Woodhey High School.

Who is Responsible for this Policy?

15. Woodhey has overall responsibility for the effective operation of this policy.

16. The Academic Council and Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Roles and responsibilities

17. Promoting positive behaviour and good attendance is the responsibility of the School community as a whole. We will hold all individuals, students and staff to account for their attendance and behaviour and their contribution to the areas for which they are specifically responsible. Specific roles and responsibilities include:
- the **Academy Council and the Headteacher** in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
 - the **Senior Leader with responsibility for Inclusion: Pastoral and Safeguarding** in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all Students;
 - the **Senior Leadership Team** in ensuring they are visible around school and known to students across school; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students;
 - the **Senior Leader assigned to lead a year group** in ensuring that each and every student gets the personal attention they need to ensure excellent standards of behaviour and great learning;
 - the **Heads of Year/AHOYs/Non-teaching Pastoral Team and team of Form Tutors** in creating a year team and class identity where each student feels a sense of responsibility for helping and supporting others and promoting excellent performance;
 - **all staff** in ensuring:
 - that the policy is consistently and fairly applied to all;
 - that students are taught and retaught the behaviours which are conducive to learning and well-being;
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - that good behaviour is recognised and praised;
 - that poor behaviour is challenged and appropriate action taken in line with the school policy.
 - **all students** in demonstrating positive relationships and behaviours which exemplifies the code of conduct and the Woodhey Values;
 - the **parents/carers** in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with Woodhey to maintain high standards of behaviour and attendance. To support the work and actions of the staff team to secure improvements where needed.

Code of conduct

18. The School sets out clear and explicit expectations of all through our ACE Points and Behaviour non-negotiables based upon our core values of Achieve, Care and Enjoy.
19. The Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.
20. The ACE behaviours are modelled by adults and taught and retaught to students in all areas of school. It is displayed around school so that all Students are clear about their responsibilities.
21. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home School Agreement.

Securing positive relationships and fostering positive behaviour through rewards

Praise

22. The simplest and most effective reward that our students can have is praise. In order for praise to be most effective it needs to be:
 - specific and linked to an achievement or a core value;
 - sincere and genuinely expressed with appropriate language and tone;
 - personalised through the use of the student's name;
 - consistently used in all lessons as a part of our teaching;
 - discreet and private at times when appropriate.
23. Within the established positive learning environment, students should expect to receive regular praise from the adults in Woodhey for notably good behaviour in line with the school values. Strategies used include:
 - regular verbal praise and encouragement, specifically focusing on personal gains by individuals;
 - non-verbal praise - e.g. thumbs up, positive facial expressions;
 - acknowledgement of good work and instant recognition for good homework produced;
 - encouraging staff to praise identified individuals and sharing their work;
 - displaying students' work around the learning environment as exemplars of good work.
24. Praise should also be addressed to parents/carers through a telephone call or a postcard home, which in turn will promote a positive working relationship with the family.

ACEs and Behaviour Points

25. Students will be rewarded with **ACEs points** each time they demonstrate our core values.
26. Students will be issued with **behaviour points** each time they fail to demonstrate our core values through poor behaviour choices. These are divided into two categories: Disruptive Behaviours and Red Line Behaviours.

Daily rewards

27. Each Teacher will praise students for demonstrating our core values.
28. ACEs points will be awarded to students for demonstrating the core values throughout the day:

- Each Form Tutor will aim to award at least 1 student with ACE points during Tutor time;
- Each Class Teacher will aim to award at least 3 Students within the lesson;
- Each Head of Year will aim to award at least 5 Students from their year group during social times.

Weekly rewards

29. Positive postcards will be sent home by the Head of Year acknowledging when a student has reached the following **ACEs Point thresholds: 50, 100, 150, 200** etc
30. The top 10 students with the highest number of ACE points in each year group will receive a positive text message home from the HOY.
31. The student with the highest number of ACE points in each year group will be named the ACE of the Week. ACEs of the Week are displayed on the screens around the school. Negative behaviour points will be deducted from achievement points to give overall ACEs points.
32. HOY to send a Weekly – text home – to the student in each year group with most ACE points for each of the Achieve, Care, Enjoy Values that week. So 15 texts per week.

Half-termly rewards

33. All subject teachers will identify one student for outstanding work ethic per year group for the half term. The student will be presented with an Outstanding Work Ethic certificate in a special half termly assembly. A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
34. All subject teachers will identify one student for outstanding achievement per year group for the half term. The student will be presented with an Outstanding Achievement certificate in a special half termly assembly. A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
35. Students with 100% attendance each half term will be awarded with a certificate in a special assembly. A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
36. ACE students who have 100% attendance, 100% punctuality **and** zero behaviour incidents will receive a reward during school hours. Parents/carers will receive a letter home congratulating their child for this achievement.
37. Half-termly – Certificates/postcards home – for the pupil in each form with the most ACE points. Build up points to gain Star Badges, three colours, one for each element of our values. Sent by HOY.

Termly rewards

38. HOY Prize draw – October, February and May for most ACE points in each year group. Top ten in each year group enter the draw. £10 gift voucher. 5 in total.
39. Termly rewards for pupils with no RED line behaviours – Christmas show in school, afternoon tea, Film and popcorn, sporting afternoon.
40. Special HOY nomination each term for the most improved student in each year group. Letter home for this student from SLT.

41. Special SLT nomination each term for link Year Group for pupil leadership and community participation – Phone call home and awarding of star badge.
42. ACE Golden Ticket Award – Annual – McDonalds breakfast or alternative for the 15 pupils in the school; 3 from each year group with the most points for Achieve, Care and Enjoy.

The Relationships and Behaviour System

Rationale

43. Every student has the right to build positive relationships, learn and enjoy school without disruption.
44. Every teacher has the right to build positive relationships, plan and teach high quality lessons and enjoy delivering them without disruption.

Creating a positive climate of learning

45. Teachers and support staff will circulate around the room as often as is practical.
46. Strategies such as speaking from the back or side of the room will be used.
47. The classroom will be constantly scanned both visually and physically.
48. Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth etc. to avoid disruption. Staff will let the student know that the behaviour has been observed and remind of the expectations.
49. Directive questions should be used regularly to involve as many students as possible. Sometimes simply directing a question at a particular student is enough to get them back on task.
50. Activity or pace of the lesson should be regularly changed. Lessons that are deemed as too slow or boring are much more likely to generate misbehaviour.
51. Off-task behaviour will be picked up swiftly using strategies such as: making eye contact, a stern look, a short pause in speaking will all indicate displeasure without interrupting the flow of the lesson.

Expectations of Teachers

52. Teachers will check that student planners are on desks with equipment ready at the start of the lesson. Precious learning time should not be lost.
53. Teachers will be outside classrooms, on time greeting students as they enter the classroom.
54. Good order must be established straight away. There will be clear routines for putting bags, coats etc. away, having books out ready to start. There will be an established routine where there is an activity for the students to do as they come in.
55. There will be class seating plans to maximise student progress during the lesson.
56. At the beginning of every lesson, teachers will recap prior learning to support the retention of knowledge, skills and understanding over time.
57. Learning objectives are to be stated for the lesson. For example, the class should be told what they are going to learn with progress driven outcomes.
58. All teachers will take pride in their classroom. They must ensure the environment is litter free, tidy and organised.

59. Teachers are expected to display and model relationship, behaviour and achievement expectations every lesson.
60. Teachers will ensure students' work is dated and presented well.
61. Students will be praised and commended through the ACEs points system. For example, when a student:
- makes outstanding progress during the lesson;
 - shows initiative;
 - completes homework to a good standard;
 - answers a challenging question in class.
62. At the end of the lesson, teachers will ensure students place their chairs under their desks and are dismissed in an orderly fashion.
63. Teachers will aim to identify at least 3 Students to award ACEs points to.

Non-negotiable behaviours

64. Non-negotiable behaviours are categorised into two categories: **disruptive** and **red line**.
65. Students who display **disruptive** behaviours are to be given one reminder to rectify their behaviour. They then get a second reminder if they show a DB again and if they again demonstrate a DB they are referred to another classroom in the faculty with their work.
66. Students who display **red line** behaviours are immediately referred to Inclusion. Red line behaviours with an * could lead to an immediate fixed term exclusion and/or be escalated to a permanent exclusion.
67. "Sexual violence and harassment, including peer-on-peer (child-on-child) sexual abuse will be taken very seriously in our school and we will use the guidance contained within our Safeguarding & Child Protection Policy, as well as guidance from Part Five in KCSiE (Keeping Children Safe in Education) and the DfE's guidance document 'Sexual violence and sexual harassment between children in schools and colleges' in dealing with such incidents.

Table 1. Disruptive and Red Line Behaviours

<u>Disruptive Behaviours</u>	<u>RED LINE Behaviours</u>
Two reminders followed by referral to another classroom in the Faculty	Immediate referral to Inclusion leading to a possible FTE Behaviours* may lead to an immediate FTE
Laziness	Graffiti
Lack of subject equipment	Cheating - exams
Off task	Using headphones/ear pods
Lack of respect - staff	Mobile phone out in school
Lack of respect - peers	Persistent name calling
Lack of pride (classwork)	Swearing directly at staff
Talking over staff	Repeated uniform breaches
Lack of effort	Failure to attend HoF/ HoY/SLT DT
Eating/ chewing	Truancy
Late to class (no reason)	Fighting
Littering	Weapon in school *
No/ poor homework	Alcohol/Drugs/Cigarettes*

Persistent interruption	Assault/ Inciting violence*
Answering back	Theft*
Pushing/ horseplay	Cyber Bullying/Bullying*
Walking off from staff	Homophobic/ Racist/Discriminatory Abuse*
No engagement with task	Peer Abuse*
	Damaging property/Vandalism
	Vaping/ with vapers
	Aggression
	Dangerous/unsafe behaviours*
	Repeated Defiance

Dealing with disruptive/red line behaviours

68. The teacher will criticise the behaviour, not the student.
69. Hand signals will be used that do not interrupt the flow of the lesson.
70. A strategy of private, rather than public, reminders will be used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
71. The teacher will use rule statements as reprimands: 'We put up our hands before speaking.' This will secure order.
72. Reminders will be followed up if students do not modify behaviour.
73. Whole-class punishment for the misdemeanours of individuals will **not** occur.
74. Reprimands will be clear and firm in a neutral tone.

The Inclusion Team

75. The senior members of staff responsible for Inclusion are the Assistant Headteachers for Inclusion. They will ensure that Inclusion supports a positive climate for learning where teachers can teach and students can learn.
76. The Headteacher will authorise a fixed term exclusion and will check the correct procedures have been followed. In the absence of the Headteacher, the Deputy Headteacher or the Senior Leader for Inclusion – Pastoral and Safeguarding will carry out this role.
77. The Inclusion Centre will be led and managed operationally by the Inclusion Manager, who will be a member of the Pastoral/Inclusion team. They will be based in Inclusion to ensure:
 - effective systems are in place to stop repeat referrals to Inclusion
 - Students who are in Inclusion for a second day (or more) are aware of this;
 - Students work in silence for the duration of their time in the Inclusion if sent for RL;
 - Students comply with the Inclusion Curriculum so that no learning time is lost;
 - Students receive supervised breaks and lunch;
 - good communication with parents/carers and staff;
 - a daily update of referrals is provided to SLT ;
 - weekly update referrals are provided for review and analysis;
 - Students are dismissed from the site in an orderly manner at the end of the school day;
 - the effective communication of and with students in Inclusion to:
 - ensure students are registered on entry to Inclusion
 - parents/carers are informed of the referral

- tracking, assessment and logs are completed in a timely manner;
- effective communication with the staff on duty who will support the operational management of Inclusion.

78. Support will also be required from:

- The SEND team; they will oversee the screening checks for Students who receive 5 or more referrals to the Inclusion within a half term;
- Heads of Faculty with their Link SLT; they will intervene if the quality of teaching from a teacher within their faculty is a barrier to learning;
- Heads of Year; they will ensure the smooth reintegration back into mainstream and will monitor the students on a daily basis;
- Safeguarding team; they will support with disclosures and specific safeguarding needs including multi-agency working;
- Teaching Assistants; they will ensure a student's needs are met during lessons.

Inside Inclusion

79. The student must arrive at Inclusion within 5 minutes of being referred by the classroom teacher. The teacher must alert the Inclusion staff via Class Charts immediately.

80. On arrival, the following actions will take place:

- The student registers into the Inclusion;
- As a calming activity, the student reads a book for 15-30 minutes or completes a mindfulness activity;
- The student completes a reflection task;
- Parents/carers will be contacted by the Inclusion Team to inform them that their child has been placed in the Inclusion and the reasons why;
- The student will remain in Inclusion for the day.
- The student will be expected to follow the Inclusion Curriculum to ensure no learning time is lost.
- If the quality of a student's work does not meet the required standard, their time in the Inclusion may be increased unless there is an underlying reason.
- During the 24 hours, the Inclusion Manager will also consult with the pastoral team if the student's Personal Support Plan (PSP) requires updating;
- The student will remain in the Inclusion until 30 minutes after the school day has finished. Parents/carers will be informed by the Inclusion Manager of this arrangement;
- A restorative conversation will take place before the student is reintegrated into mainstream to prevent the student from receiving a repeat referral. This takes place in the 30- minute detention with the teacher/staff member who referred the student to Inclusion. All RJ will take place in Inclusion and the canteen as a break out space.

Social times in the Inclusion

81. Students will stay in the Inclusion for breaks and lunch.

82. Students will access the toilets closest to the Inclusion at scheduled supervised times.

83. Students will be supervised at all times.

84. Students on school lunches will have a pre-ordered sandwich and drink delivered to the room. Or will be escorted to the canteen before other students to collect their lunch.

Restorative Conversation – the rationale

85. During a student's time in the Inclusion, s/he will receive a restorative conversation with the teacher/staff member who made the referral. This will be completed during their time spent in the Inclusion.
86. The restorative conversation is an opportunity to:
- help the student reflect on their behaviour;
 - discuss any underlying issues;
 - support the student in moving on from that behaviour so that the incident is not repeated.

Restorative Conversation – reflecting on the behaviour

87. The student will be asked:
- why they were sent to the Inclusion;
 - how they were behaving when they were sent to the Inclusion;
 - why they were behaving in that way (see dealing with disclosures);
 - how things can be made better when they are back in lesson; what support they may need; what action and choices they may need to make

Restorative Conversation – moving on from the behaviour incident in the classroom

88. Expectations for relationships and behaviour in the lesson will be reinforced.
89. Positive aspirations and relationships will be reinforced.
90. Support for positive behaviours will be provided.
91. On a daily and weekly basis, senior leaders will analyse the impact referral data and agree interventions to reduce referrals. Strategies will be put in place for individual and groups of students.
92. On a weekly basis, Heads of Year will analyse the inclusion referral data and agree interventions to reduce referrals in their year group. Working alongside the AHT Pastoral and Safeguarding, strategies will be put in place for individuals and groups of students.
93. On a half-termly cycle, HOFs will analyse the Inclusion referral data and complete an action plan to support strategies to prevent further referrals. Strategies will be agreed to improve the student's behaviour in lessons over the long term. A change that may benefit the student will be agreed (level of difficulty of work, place in the seating plan etc.)

Restorative Conversation – dealing with disclosures

94. A Child Protection issue may be a mitigating factor in the behaviour and staff must raise this with the safeguarding team as a matter of urgency and record it in line with safeguarding procedures.
95. Additional support will be provided for staff and students to reinforce positive working relationships.

Disruptive Behaviour in Inclusion

96. A student has two chances to rectify their behaviour before a fixed term exclusion is issued:
1. Inclusion Manager/Team in Inclusion will issue a warning;
 2. A member of SLT/on call will speak with the student and explain the potential consequences.
 3. If none of these strategies are successful, the student will receive a fixed term exclusion.

4. Following the first fixed term exclusion, the Head of Year will meet with the student and the parents/carers to explain the next steps. Reintegration paperwork detailing targets and action to be taken will be agreed with student, staff and parents/carers to minimise the risk of the student reoffending.
5. Following the second fixed term exclusion, the parents/carers and the student will meet with the Head of Year to discuss the next steps and outline the sanction processes if they fail to comply with the relationships and behaviour policy.
6. Following the **third fixed term exclusion**, parents/carers and the student will meet with the Link Senior Leader to explain the **three-day behaviour intervention programme**. The 3-day intervention programme starts immediately after the parental meeting.

3-day Behaviour Intervention Programme

7. If a student receives **three** fixed term exclusions or **five** referrals to the Inclusion within one term, they will be required to attend a three-day intervention programme in Inclusion
8. A report will be created on the student following the screening that has taken place. Any teaching adjustments required will be shared with staff and parents/carers prior to reintegration back into the main school.
9. The SEND team will ensure that all assessments are completed and relevant agencies contacted. They will include:

Day 1:

- Boxall test
- PASS Survey
- Who am I questionnaire

Day 2:

- WRAT
- Pupil panel - peer accountability and targets set

Day 3:

- Dyslexia screening;
- Strategy plan for learning;
- Summary of recommendations and PSP updated.

10. An Early Help Assessment will be completed by the SEND team and overseen by the SENDCO, as well as teaching adjustments made as appropriate.
11. Following the 3-day assessment, parents/carers will be given an overview of the 3-day assessment findings and key targets for reintegration back into school.
12. A Pastoral Support Plan (PSP) will be put in place/modified. This will be routinely updated by the Head of Year every 6 weeks. In some circumstances, it may be appropriate to update the PSP more frequently in order to meet the student's needs more accurately as more information comes to light.

1-week Rehabilitation Programme

13. If a student receives an **additional three** fixed term exclusions or **five** referrals to the Inclusion, the student will be asked to attend an academic council's discipline committee and will immediately be admitted to the one-week rehabilitation programme. This will be organised by the senior leaders for Inclusion.
14. A member of the inclusion team will keep parents/carers updated regularly on their child's progress during the 1-week programme.
15. The student will take part in bespoke, more focused screening checks to ensure accurate identification of their needs. Bespoke examples include:
 - Early help assessment;
 - Cognitive language;
 - Physical sensory;
 - Counselling;
 - Behaviour therapy;
 - GL assessment SEND;
 - Speech and Language;
 - Communication interaction;
 - Social emotional mental health (SEMH) screening;
 - Adverse Childhood Experiences (ACE) screening by an Educational Psychologist.
16. Students will also receive lessons in English and mathematics and other subjects via google classroom.
17. Following this programme, recommendations will be made. This may include:
 - a reintegration package back into mainstream with personalised strategies updated in the Pastoral Support Plan;
 - recommendation for an educational health care plan (EHCP);
 - a PPP to another school to give the student a fresh start;
 - a placement at alternative provision;

Personalised Approach to Students with Additional Needs and/or SEND

18. Woodhey recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
 - Social, Emotional, and Mental Health Needs (**SEMH**) and/or;
 - Adverse Childhood Experiences (**ACE**).
19. Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
20. Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g. delayed development leading to difficulties following instructions.
21. Teachers within the school will be aware of the content of a Pastoral Support Plan (PSP) for any student whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions.

22. Whilst students who have been identified as having additional needs including SEMH and/or ACE, characteristics will still be subject to the same procedures laid out within this policy.

Lateness to School

23. If a student is late, s/he will receive a detention the same day. A student will be sanctioned with 2 behaviour points.
24. Parents/carers will be notified of the detention.
25. The Head of Year will lead the late detentions. If a student fails to turn up, s/he will spend the following day in Inclusion until 30 minutes after school has finished. The Head of Year leading the detention should forward the late register to Inclusion within 30 minutes so that non-attendees can be followed up the next day.
26. The Head of Year responsible for the late detentions will communicate these with parents/carers. Each Head of Year will set their detention day.
27. The attendance and punctuality data on the Pastoral risk register will be updated on a half-termly basis:
- Students with no lates in the previous half-term are on level 0;
 - Students with 1-2 lates in the previous half-term are on level 1;
 - Students with 3-4 lates in the previous half-term are on level 2;
 - Students with 5-6 lates in the previous half-term are on level 3;
 - Students with more than 7 lates in the previous half-term are on level 4;
28. If a student is on level 4 on the risk register, s/he will receive a review meeting with their parents/carers. The focus of the meeting will be to commit to strategies for improving their punctuality to school in the subsequent half term.

Out of classroom behaviour

29. If a student displays any **disruptive behaviours** in and around the school at social times, the member of staff on duty will give the student one warning to modify their behaviour. If the student does not rectify their behaviour, the member of staff will make a referral to the Senior Leader on duty who will make the referral to the Inclusion. The senior leader will record the incident on Class Charts, using the same process as above for disruptive behaviours.
30. If a student displays any **red line behaviours** in and around the school at social times, the member of staff on duty will make a referral to the Senior Leader on duty who will refer the student to the Inclusion and determine if a fixed term exclusion is more appropriate. This will be discussed with the senior leader responsible for Inclusion -behaviour, attendance and safeguarding. The senior leader will record the incident on Class Charts and radio to Inclusion using the same process as above for Red Line Behaviours.
31. If a student is referred to Inclusion for out of class misbehaviour, then the Senior Leader and the student will follow the same referral process to the Inclusion as outlined above.

Positive Pupil placements (PPPs)

32. A PPP will be considered for a student at risk of exclusion, where appropriate.
33. A PPP involves the transfer of a student who may be at risk of an exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. This is usually arranged via the fair access protocol.

Alternative Provision

34. In exceptional circumstances, leaders in consultation with parents/carers, may decide it is in the best interests of the student to access alternative provision. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.
35. This provision may be through an external provider or in-school.
36. Leaders will ensure students receive a positive experience when accessing alternative provision. They will:
 - check the external provider is registered;
 - check safeguarding arrangements. Ensure students are safe and feel safe;
 - monitor students' attendance each day;
 - speak with staff and students regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case;
 - monitor students' academic performance and immediate action if a student is falling behind;
 - consider if reintegration back into mainstream is appropriate. If so, leaders will put in place a robust reintegration package.
37. If a student fails at alternative provision, s/he will attend a *Notice to Improve* meeting with their parents/carers where next steps are discussed. This is organised by the senior leader responsible for inclusion (Alternative Provision). The next steps may include:
 - an alternative placement;
 - a PPP;
 - permanent exclusion.

Exclusions

38. All exclusions will be made in line with Government Guidance and the School will have due regard for the implications of the following when making these decisions:
 - DfE – Exclusion from maintained schools, academies and student referral units;
 - DfE – Behaviour and Discipline in Schools;
 - The Disability and Discrimination Act;
 - Equality Act 2010;
 - Keeping Children Safe in Education;
 - Code of Practice for Special Educational Needs;
 - The Children's Act (with particular reference to children in the Care of the Local Authority).
39. The decision to exclude will be:
 - Lawful;

- Rational;
- Reasonable;
- Fair;
- Proportionate

40. The Headteacher will exclude from school only on disciplinary grounds. In their absence, the Deputy Headteacher or Assistant Headteacher will carry out this function.

41. It is unlawful to exclude on non-disciplinary grounds such as:

- Academic attainment / ability
- Actions of a parent;
- Failure of a student / parent to meet specific conditions, such as, non - attendance at a reintegration meeting following an exclusion.

42. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements (anonymised), including physical evidence, where appropriate will be retained for disclosure in the event that it is required.

43. In deciding whether to exclude, the Headteacher will consider contributing factors resulting in poor behaviour. For example, bereavement, mental health issues, special educational needs or bullying.

44. In accordance with the DfE Guidance, where a student is at risk of exclusion, the School will explore early intervention to address the underlying causes of student behaviour. This will include:

- An assessment of whether appropriate support is in place to support any special educational needs or disability that a student may have;
- The use of a multi - agency assessment for students who demonstrate persistent disruptive behaviour.

45. Prior to a decision to exclude a student, the Principal will seek advice and guidance from the Trust's Admissions and Exclusions Team. In addition, the decision to permanently exclude requires approval from the Chief Executive of the Trust.

Fixed term exclusion

46. A fixed period exclusion is for a specific period of time. A student may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed period exclusion does not have to be for a continuous period.

47. The law does not allow for extending a fixed period exclusion or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further fixed period exclusion or a permanent exclusion.

48. A fixed period exclusion can be issued for children whose behaviour is disruptive during lunch - time. Such an exclusion is counted as a half day exclusion.

49. The behaviour of a student outside the school premises can be considered grounds for an exclusion.

50. The following will be informed about the decision:

- Local Authority in which the child resides and Local Authority in which the school is located if different in accordance with the locally agreed protocol;
- Academy Council immediately where a meeting is required or each term where a meeting is not required.

Permanent exclusion

51. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a student, the Principal will seek advice and guidance from the Trust's Admissions and Exclusions Team. **The decision to permanently exclude requires approval from the Academic Board.**
52. A decision to permanently exclude 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 school'

53. The following will immediately be informed about the decision:

- Local Authority in which the child resides and Local Authority in which the school is located if different;
- Academy Council; and
- The Trust.

Education for excluded Students

54. For fixed period exclusions of more than 5 school days, the school will arrange suitable full-time education from the sixth day of the exclusion.
55. For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

Procedures for excluding a student

56. The School will notify parents / carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.
57. The exclusion letter will note the following:
 - If exclusion is fixed or permanent;
 - If fixed period, duration of the exclusion;
 - Reasons for the exclusion;
 - Right to make representation to the Academy Council and how the student may be involved with this;
 - Contact details for making representations to the Academy Council and where there is a legal requirement for the Academy Council to meet, that parents have a right to attend the meeting, to be represented at the meeting and to bring a friend;
 - Arrangements made by the school for the student's education for 1st 5 days of the exclusion including setting of work with parents having responsibility for ensuring work sent home is completed by student and returned to school;
 - Where alternative provision is arranged, then information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision; this is applicable for post day five of a FTE,
 - Dates the excluded student must not be present in a public place during school hours; and sources for free and impartial advice.

Academy Council

58. The Academy Council will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:
- Permanent exclusion;
 - Fixed period exclusion resulting in bringing the total number of fixed period exclusions to more than 15 in a term;
 - The exclusion will result in the student missing a public exam or national test.
59. Where parental representations are received for a child who is excluded for more than 5 school days but less than 15 days in a term, then the Academy Council will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have served the exclusion. Where a decision to reinstate is made, the child's records can be amended.
60. Where parents / carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 schools days prior to the meeting, all the documents that the Principal will present at the Academy Council meeting are provided to all parties.
61. The meeting of the Academy Council will be clerked by the Governance professional. In accordance with the policy of the Trust, staff governors will not sit on the LGB to consider the exclusion.
62. The clerk will inform parents / carers, Principal and Local Authority of the outcome of the meeting.

Independent Review Panel

63. For permanent exclusions, where the Academy Council decides not to reinstate the student, parents / carers will be advised of their right to request the independent review panel to review the decision.
64. The letter from the clerk will note the following information:
- Date by which the application for review must be made (15 school days from receiving notification of the decision not to reinstate);
 - Where and to whom the application for a review including any written evidence must be submitted;
 - The application should set out the grounds upon which a review is made and that, where appropriate, this should include a reference to how a student's SEN are considered relevant to the exclusion;
 - That regardless of whether the excluded student has recognised SEN, parents / carers have a right to request the attendance of an SEN expert to advise the independent review panel;
 - Details of the role of the SEN expert;
 - Parents / carers can bring a friend or representative at the meeting;
 - Sources for free and impartial advice.
65. Following receipt of an application for review, the Trust's Admissions and Exclusions Team will arrange for the independent review panel to be constituted in accordance with the DfE Guidance. The meeting will take place within 15 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.
66. The independent review panel members will comprise of the following:
- Lay member to chair the panel;

- Current or former school governors; and
 - Principal.
67. The role of the independent review panel is to review the Academy Council's decision not to reinstate a permanently excluded student. In reviewing the decision, the panel will consider the interests and circumstances of the excluded student, including the circumstances of the exclusion, and have regard to the interests of others at the school.
68. The independent review panel can decide the following:
- Uphold the exclusion;
 - Recommends that the Academy Council reconsiders the decision; or
 - Quash the decision and direct that the Academy Council considers the exclusion again.
69. The clerk will immediately notify the decision of the panel to the local authority, parents / carers and the Academy Council.

Pastoral risk register

70. At the end of each half term, using data from Class Charts and CPOMs, each child will be assigned a category for behaviour together with attendance, mental health, wellbeing etc. This will inform a graduated and personalised approach to intervention and ensure a positive and proactive approach to managing behaviour, achievement and attendance from the outset.
71. In the Behaviour Risk Register, which will underpin the management of behaviour strategies and inform a range of interventions, all learners in the School will be categorised into one of four levels:
- Category 0 – Students who demonstrate excellent behaviour;
 - Category 1 – Students who have occasional behaviour points;
 - Category 2 – Students who have been removed from a lesson;
 - Category 3 – Students who are frequently removed from lessons or in Inclusion.
 - Category 4 – Multiple FTEs issued.
72. The senior leaders responsible for Inclusion will monitor referrals to the Inclusion and the number of behaviour points on Class Charts.
73. From the regular scrutiny of behaviour points and referrals to the Inclusion, the pastoral team will update the Pastoral Risk Register as necessary.

Use of reasonable force

74. Members of staff 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.
75. The Headteacher and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
76. Full guidance can be found in the Trust Use of Reasonable Force Policy.

Powers of search and confiscation

77. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances.
78. Woodhey also holds the power to search without consent for "prohibited items" including:
- knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco, cigarette papers, electronic cigarettes;
 - fireworks;
 - pornographic images;
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
79. Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.
80. Full guidance can be found in the Trust Powers of Search Policy.

Recording ACE Points and Behaviour Points on Class Charts

81. All ACE points must be recorded on Class Charts. The member of staff who awards the achievement point, is responsible for recording it on Class Charts. The reason for the ACE point should be shown, selecting the appropriate category from the list in the ACE values.
82. All behaviour points must be recorded on Class Charts.
83. The member of staff who refers the student to Inclusion will be responsible for selecting the appropriate category from the red line behaviours.
84. When determining rewards, behaviour points will be deducted from the number of ACE points for each student. This gives each student net ACE points.

Use of CCTV

85. CCTV is in operation at Woodhey for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

Appendix 1: ACE Points (Achieve, Care, Enjoy) - The Tariff

ACE Values	ACE Behaviour	Achievement Points
Achieve	Verbal Contributions	1 point
	Classwork - good	2 points
	Effort - good	2 points
	Homework - good	2 points
	Progress - improving	2 points
	Attending Intervention	2 points
	Classwork - excellent	3 points
	Effort - excellent	3 points
	Homework - excellent	3 points
	Progress - excellent	3 points
	Presenting - assemblies	4 points
	Best in Class	5 points
Care	Classwork - presentation	1 point
	Helping/ courteous	2 points
	Teamwork	2 points
	Respecting environment	2 points
	Kindness	2 points
	Empathy	2 points
	Charity work	2 points
	Representing - leadership	3 points
	Volunteering	3 points
	Representing - community	4 points
Enjoy	Attendance - weekly 100%	2 points
	Attendance - progress	2 points
	School Events	2 points
	Clubs - participation	3 points
	Clubs - leadership	4 points

Appendix 2: Behaviour Points - The Tariff

Disruptive Behaviours	Behaviour Points for referral within Faculty
Laziness	-1 point
Lack of subject equipment	-1 point
Off task	-1 point
Lack of respect - staff	-2 points
Lack of respect - peers	-2 points
Lack of pride (classwork)	-2 points
Talking over staff	-2 points
Lack of effort	-2 points
Eating/ chewing	-2 points
Late to class (no reason)	-3 points
Littering	-3 points
No/ poor homework	-3 points
Persistent interruption	-3 points
Answering back	-3 points
Pushing/ horseplay	-3 points
Walking off from staff	-3 points
No engagement with the task	-3 points

Additional Disruptive Behaviours (Form Tutors)	Behaviour Points for referral within Year Group
Late to school	-3 points
Lack of equipment	-3 points
Uniform Issue (not repeated issue)	-4 points

Red Line Behaviours	Behaviour Points for referral to Inclusion	Failed referral Possible FTE issued
Graffiti	-4 points	-5 points
Cheating - exams	-4 points	-5 points
Using headphones/ear pods	-4 points	-5 points
Using mobile phone	-4 points	-5 points
Persistent name calling	-4 points	-5 points
Swearing directly at staff	-4 points	-5 points
Repeated uniform breaches	-4 points	-5 points
Failure to attend HoF/ HoY/SLT DT	-5 points	-5 points
Truancy	-5 points	-5 points
Fighting	-5 points	-5 points
Weapon in school *	-5 points	-5 points
Alcohol/Drugs/Cigarettes*	-5 points	-5 points
Assault/ Inciting violence*	-5 points	-5 points
Theft*	-5 points	-5 points
Cyber Bullying/Bullying*	-5 points	-5 points
Homophobic/ Racist/Discriminatory Abuse*	-5 points	-5 points
Peer Abuse*	-5 points	-5 points
Damaging property/Vandalism	-5 points	-5 points
Vaping/ with vapers	-5 points	-5 points
Aggression	-5 points	-5 points
Dangerous/unsafe behaviours*	-5 points	-5 points
Repeated Defiance	-5 points	-5 points

