



WOODFIELD ACADEMY

BEHAVIOUR POLICY

Ratified on 12th July 2017

Signed (Chair of Governors)..... Date.....

Statement of intent

We believe that in order to achieve the aspirations of Woodfield Academy, and to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary.

Woodfield Academy's behaviour policy aims to develop pupils' sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in the academy, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

The policy is divided into three clear sections. These are:

- **Behaviour for Learning Policy**
 - Legal Framework
 - Definition
 - Roles and Responsibilities
 - Classroom Behaviour
 - Rewards and Praise
 - 'On-Call' Support
 - Disciplines and Sanctions
 - Exclusions
 - Monitoring and Review
- **Severe Behaviour Policy**
 - Statement of Intent
 - Definitions
 - Monitoring Behaviour
 - Parking System
 - Red Hand Removal
 - Sanctions
 - Exclusion
 - Isolation
 - De-escalation Strategies
 - Physical Intervention
 - Pre-emptive Strategies
 - Training
- **Exclusion Policy**
 - Statement of Intent
 - Application of Exclusions
 - Responsibilities of Exclusions
 - Communication
 - Vulnerable Pupils
- **Appendix 1:** Code of Conduct
- **Appendix 2:** Achievements and Rewards and how they are recorded on SIMS
- **Appendix 3:** Disciplines and Sanctions and how they are recorded on SIMS

This policy will be adhered to by staff members and pupils at all times, and reviewed at regular intervals.

BEHAVIOUR FOR LEARNING POLICY

1. Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

This policy should be used in conjunction with the following school policies:

- Code of Conduct
- Uniform Policy
- Home-School Agreement
- Exclusion Policy

2. Definition

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in Woodfield Academy, these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Roles and Responsibilities

Staff members will:

- Implement the academy's Behaviour for Learning Policy at all times.
- Maintain a positive, tidy and well-managed learning environment.
- Be positive ambassadors of the academy at all times, through their professional behaviour and conduct.
- Use the academy's reward system, hierarchy of sanctions and proactive classroom management to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record all behavioural events, both positive and negative, on the school's SIMS-based recording system, by following the correct reporting procedure.
- Raise any concerns regarding pupils' behaviour with the relevant Head of Department or Head of Key Stage.
- Take the necessary steps to effectively manage pupil behaviour, such as placing pupils on a tracker report where appropriate.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact a member of SLT when there has been a serious breach of the academy's Code of Conduct.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the school's Severe Behaviour Policy when dealing with more serious breaches of school conduct.
- Monitor the attitude, effort and quality of the pupils' work.

- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the SIMS behaviour, achievement and contact logs and the bullying and racist incident logs.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

Pupils will:

- Abide by the Home-School Agreement and the school's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of Woodfield Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in Woodfield Academy's uniform, in accordance with the school's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

Parents and carers will:

- Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the academy at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Woodfield Academy with the pupil's classroom or form teacher, or a member of SLT.
- Support their child's independent learning.
- Support the academy's decisions in relation to behavioural issues, whilst having the right to question Woodfield Academy's decisions regarding their child's behaviour.

- Ensure that their child correctly presents themselves as a pupil of Woodfield Academy, in accordance with the academy's Uniform Policy.

4. Classroom behaviour

A copy of the academy's **Code of Conduct** will be clearly displayed in each classroom.

Dealing with behaviour is primarily the responsibility of teaching staff.

Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.

Lessons will be structured and have a focused framework, in order to allow pupils to understand what is being taught and how it links to what they already know.

All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.

When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:

- Reminder – the pupil is reminded of their expectations
- Restorative detention – the staff member informs the pupil of the consequences of their disruptive behaviour, such as issuing a warning of a detention, which, if the warning is ignored, is then arranged by the staff member as soon as possible.
- Removal – if the pupil's behaviour persists, the staff member will move the pupil from where they are sat in the classroom, or remove the pupil from the class to an agreed 'parking' area, in order to avoid affecting the learning experience of other pupils.

Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

Assertive discipline and de-escalation techniques will be used at all times. These may include, but are not restricted to, the following:

Thumbs up	Thumbs down
Positive praise	Quiet word
Praise in books and planners	Take-up time
Positives (credit system)	Agreed signalling
Positive notes/texts home	Behaviour 'choices'
Achievement certificates	Consequence reminders
Praise from senior staff	Partial agreements
Outstanding awards	When-then direction
Headteacher Awards	Tactical ignoring

Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:

- Stage 1 – the classroom teacher will manage behaviour strategies, sanctions and the three step process outlined above.
- Stage 2 – if poor behaviour persists, pastoral or senior staff will become involved in managing the behavioural incident.
- Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the headteacher and the SLT.

The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.

Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom. **These areas will be monitored by staff during lesson changeover times and staff will 'dismiss from the door' at the end of all lessons.**

5. Rewards and Praise

Woodfield Academy recognises that pupils should be rewarded for displaying consistently good behaviour.

Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work.

Positive behaviour will be promoted and reinforced by the school's clear reward system.

Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce Woodfield Academy's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate pupils and help them to feel valued.

Woodfield Academy has a reward system in place that rewards pupils for displaying good behaviour and progressing their learning, through the following, not exhaustive, methods:

- Verbal praise
- Positives (Woodfield's credit system)

- Written praise (in planners; postcards and letters home)
- Phone calls home
- Headteacher awards
- Feedback at parents' evenings and via academic reports
- Prizes
- Stickers
- Early lunch pass
- End of term individual and whole-class rewards

Fortnightly celebration assemblies are held to praise and reward pupils achievements and effort.

Reward activities are arranged for groups of pupils at the end of each term and at the end of the academic year.

6. 'On-Call' Support

As a further strategy to support positive behaviour and bridge the gap between classroom management and disciplines and sanctions, a system of 'On-Call' support is available. This support ensures that a senior, or pastoral 'presence' is maintained around the academy during the school day: the Headteacher, SLT, senior teachers and pastoral staff conduct **timetabled** patrols during lesson times. During these patrols:

- Positive behaviour will be praised and hard work recognised
- Poor behaviour will be challenged
- 'Stage 3' behaviour matters will be supported and dealt with accordingly.

7. Disciplines and Sanctions

Sanctions and disciplines will be given when a pupil's behaviour is unacceptable or inappropriate, in order to help them to develop a sense of right and wrong.

Punishments will be issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the established **Code of Conduct**, staff members are able to discipline the pupils in question.

In order for the punishment to be lawful, the school will ensure that the decision to issue a discipline to a pupil is:

- Made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- Made on the school premises or whilst the pupil is under the charge of a member of staff.
- Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in

respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by Heads of Key Stage.

Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce Woodfield Academy's core values and ethos.
- Not be given too easily or spread too widely.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.

Woodfield Academy implements a graduating scale of support and sanctions, which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal cues
- Verbal warning/reprimand
- Written warning/reprimand
- Removal from a specific area of the classroom or from the classroom
- Reproducing work of an unacceptable standard to a high standard
- Behaviour concern entries on the management information system (SIMS)
- Withdrawal of privileges
- Teacher, HoD, HoKS, lunchtime or after-school detention
- Parent 'behaviour' meetings with tutor/teacher/senior teacher/ SLT as appropriate
- Meeting with the headteacher or other members of the SLT
- Being placed on 'tracker' report or signing a behaviour contract
- Pastoral Support Plan
- Referral to an external agency or inclusion support
- Meeting with the governors' disciplinary committee
- Exclusion, including internal, fixed-term and permanent exclusion

When a detention has been issued outside of academy hours, the academy will ensure that the pupil's parents/carers are informed **at least 24 hours in advance**, including why it has been given, when, where and the timescale of the detention. However, **the academy reserves the right to detain pupils for up to 10 minutes at the end of the school day without giving notice.**

Parents/carers will be informed of after school detentions via phone, email, text, post, or face-to-face.

The academy will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

The headteacher has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.

The headteacher has the ability to strip particular staff members of the power to issue disciplines, where appropriate.

8. Exclusions

In cases of exclusions, whether it is internal, fixed-term or permanent, the school's **Exclusion Policy** will be followed at all times.

In the event of any type of exclusion, the headteacher or the rest of the SLT will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.

For breaches of school conduct, the Head of Key Stage has the ability to place pupils within their year group on **internal exclusion** for a maximum of **three** days.

During internal exclusion, the pupil involved will undertake all their work whilst in the inclusion room, which is separate to classrooms, whilst under the supervision of the pastoral care team.

For extreme breaches of school conduct, the headteacher can place a pupil on fixed-term exclusion, which will be completed by the pupil from their home and can last up to 15 days, as per the **Exclusion Policy**.

The relevant senior teachers and staff members can recommend that a pupil is excluded; however, it is ultimately the headteacher's decision.

In the absence of the headteacher, the Deputy Head will make the decisions concerning a pupil's exclusion.

The headteacher has the ability to permanently exclude a pupil who has seriously breached the school's **Code of Conduct**, or who is a persistent offender.

Permanent exclusions will be considered by the **Governing Body** for upholding, or overturning the headteacher's decision.

The exclusion process outlined in the **Exclusion Policy**, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

9. Monitoring and Review

This policy is monitored for effectiveness by the Headteacher and Senior Leadership Team and will be reviewed every **two years**, unless an urgent amendment or addition is needed.

SEVERE BEHAVIOUR POLICY

1. Statement of intent

Woodfield Academy understands that at some time throughout their education with us, a minority of our pupils may demonstrate unacceptable behaviour, severe behaviour or behavioural management issues.

Woodfield Academy's approach to behaviour management is one of positive reinforcement and support, rather than confrontation. Pupils are helped to overcome behavioural difficulties, while the safety and wellbeing of other pupils is protected.

This policy sets out our procedures for recognising, dealing with, monitoring and preventing instances of severe behaviour, and works in conjunction with our **Behaviour for Learning Policy**.

2. Definitions

The following behaviour constitutes 'severe behaviour':

- Any behaviour that seriously inhibits the learning of other pupils
- Persistent behaviour that seriously inhibits the learning of other pupils
- Any behaviour that requires the immediate attention of an adult beyond the staff member dealing with said behaviour
- Racial abuse
- Verbal abuse
- Physical or verbal bullying
- Persistent disobedience
- Destructive behaviour
- Misuse of mobile phones or personal electronic devices that threatens safety, wellbeing
- Extreme behaviour (e.g. violence, running away within or from school, vandalism)
- Any behaviour that threatens safety, wellbeing or presents a serious danger

Woodfield Academy draws a distinction between physical intervention (e.g. restraint/use of reasonable force) and other forms of appropriate physical contact such as guidance and prompting.

3. Monitoring Behaviour

Staff members are responsible for recording behaviour and sanctions on SIMS.

Pastoral staff collate detention registers for lunchtime and after-school detentions and sanctions are escalated when there is non-attendance.

On-going behaviour are monitored. Form tutors are alerted when three 'B' coded behaviours are logged on SIMS and this is their cue to contact home to discuss a pupil's behaviour with parents.

A tutor may choose to place a pupil on a Tutor Tracker Report, with clear, SMART targets for the pupil to follow, in order to monitor behaviour further.

Other 'low level' Trackers may be used by Pastoral, Nurture, or Head of Department colleagues in order to monitor behaviour that may be specific to their area.

The Head of Key Stage will be alerted if 'B' coded behaviour is logged 10 times and this will be the cue for the HoKS to invite parents in to discuss behaviour and agree a way forward. A Behaviour Support Plan may be formulated, with an associated HoKS Tracker Report, with clear, SMART targets for the pupil to follow, in order to monitor behaviour further.

At any point during the process thus far, a member of SLT may meet with the pupil to reiterate expectations.

Should behaviour continue to be less than acceptable, a member of SLT will meet with parents to discuss behaviour, agree a way forward and a higher-profile, SLT Tracker may be issued with clear, SMART targets for the pupil to follow, in order to monitor behaviour. It may be that a Pastoral Support Plan is issued and a wider network of agencies utilised to work with the pupil further.

All monitoring and tracking procedures and their outcomes will be shared with parents.

The Pastoral Team and the Deputy Headteacher produce a termly analysis of behaviour and behaviour management to the Governing Body, via the Headteacher's Report to Governors.

4. Parking System

In circumstances where a pupil's behaviour has not met expectations and has led to a point where removal is required, the 'Parking' system can be used. This system will be implemented by groups of teaching staff in localised areas around the academy. This will involve an agreement to accept 'parked' pupils at the back of a classroom, on the proviso that no further disruption will be caused and the removal will diffuse the situation, preventing further escalation.

Localised parking areas include:

- Year 5 classroom block
- PE, Art & D&T areas
- Year 6 (first floor) classrooms
- 'English' classrooms
- 'Maths' & MFL Classrooms
- Science, IT & Music classrooms

Work will be provided for the pupil to complete whilst parked.

The pupil should return to their classroom of origin at the end of the session to discuss the way forward with the teacher, in a calm and disciplined manner. Pastoral support may be offered to help repair working relationships.

5. Red Hand Removal

A 'Red Hand' card may be used by a teacher to request support when a pupil is a danger to themselves or others (or if there has been a complete breakdown in compliance and parking has not

been possible). The Red Hand should be sent to reception via a sensible pupil. Office Staff will contact 'On Call' or a member of SLT, who will provide support to the classroom immediately.

The pupil will be placed in isolation. Parents will be contacted immediately to collect the pupil. If this is not possible, then isolation will be used for the remainder of the school day and further sanctions imposed, if necessary.

The Pastoral Team will broker a restorative meeting between pupil and teacher prior to the pupil returning to that class.

6. Sanctions

Instances of severe behaviour should be taken seriously and must be dealt with immediately.

Depending on the nature of the severe behaviour exhibited, the Headteacher reserves the right to implement a fixed-term or permanent exclusion with immediate effect.

Following an initial incident of severe behaviour, and any further incidents, the following special educational and behavioural support sanctions will be implemented:

- The pupil involved must be sent to the Headteacher, or, in his absence, the most senior member of staff. The incident will be investigated and the Headteacher will decide whether or not it constitutes severe behaviour
- If the Headteacher deems the behaviour to be severe, it will be recorded on SIMS as such and will be visible on the pupil's permanent record.
- The child will be placed in isolation.
- The Headteacher will inform the pupil's parents or carers, and invite them to discuss the incident. Parents/carers will be made aware that a repeat offence will result in the pupil being monitored via a Behaviour Tracker Report.
- Victims of any severe behaviour will be allowed the opportunity for mediation by an appropriate member of staff.

Following a second incident of severe behaviour:

- The pupil's behaviour will be monitored, using a Behaviour Tracker Report, for a specified period of time proportionate to the incident.
- If the pupil demonstrates any improvement, or unacceptable behaviour during this time, staff should make a comment on the pupil's Behaviour Tracker Report.
- The pupil must present their Behaviour Tracker Report to the relevant member of staff at the end of each lesson or activity for a comment and signature.
- At the end of the specified period, the pupil must present their Behaviour Tracker Report to the Headteacher for a comment and signature.
- If the Headteacher is not satisfied with the pupil's behaviour during the specified period, the behaviour report may be extended.
- Parents or carers will be informed that the pupil is on Behaviour Tracker Report, and that any further severe behaviour may result in exclusion. Copies of completed Behaviour Tracker Reports will be sent home to parents for their records.

Following a third incident of severe behaviour:

- The headteacher will exclude the pupil in line with the 'Exclusion from maintained schools, academies and pupil referral units in England' guidance for a period of up to 15 days.
- Although persistent disruptive behaviour does not necessarily mean that a pupil has special educational needs (SEN), an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties or mental health issues that may be contributing to the pupil's behaviour.
- Parents or carers, the Head of Key Stage, the pupil and the Deputy Headteacher will together draw up an Individual Behaviour Plan (IBP) for the pupil.
- The Deputy Headteacher will monitor the pupil's IBP.
- The SEN team will be informed and will complete a common assessment framework, if multi-agency support is deemed necessary.
- If behaviour is increasingly volatile, the Deputy Headteacher will implement a Pastoral Support Plan (PSP) along with parents or carers and the pupil.

Following a fourth incident of severe behaviour:

- The headteacher will enforce a further fixed-term exclusion between 1 and 15 days.
- When the pupil returns to the academy, the Headteacher (or Deputy Headteacher), pupil and parents or carers will agree, in writing, upon a strategy for identifying instances of severe behaviour and avoiding them.
- Parents will be made aware, in writing that a further incident could result in permanent exclusion.
- Referral to the Fair Access Arrangements Panel (FAAP) will be made, to discuss the possibility of a Managed Move (a trial, dual-registered placement) to another school.

7. Exclusion

Following repeat offences that are not resolved by the previous sanctions, permanent exclusion will be considered.

If the Headteacher decides to permanently exclude the pupil, parents or carers will be contacted by telephone, followed by a letter explaining the appeals procedure, as per the Exclusions Policy.

The formal procedure for permanent exclusion will be followed as laid out in the DfE's 'Exclusion from maintained schools, academies and pupil referral units in England' guidance.

8. Isolation

Pupils who display disruptive severe behaviour may be placed in 'Back on Track' isolation for a limited period of time, determined by SLT, in collaboration with the Head of Key Stage and Pastoral Team.

Pupils should be placed in isolation for a period of time which is proportionate to the offence; however, no longer than two days (unless a PSP incorporates withdrawn, one-to-one provision).

9. De-escalation strategies

In a situation where a staff member believes that severe behaviour may be escalating to a level of seriousness requiring physical intervention, staff members should first use strategies as detailed in the Behaviour for Learning Policy. The following de-escalation strategies may also be utilised to diffuse the situation:

- Appear calm, centred and self-assured, even if you don't feel it
- Use a modulated, low tone of voice
- Use simple, direct language
- Avoid being defensive when comments or insults are directed at you
- Provide adequate personal space – do not block a pupil's escape route
- Show open, accepting body language
- Reassure the pupil and frame an outcome goal
- Identify any points of agreement to build a rapport
- Offer the pupil a face-saving route out of confrontation
- Rephrase requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat I can help you with your work"

10. Physical intervention

All members of staff have the legal authority to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort and only as a method of restraint. Staff members must use their professional judgement of the circumstance to decide whether physical intervention is necessary.

Physical intervention will only take place in line with Woodfield Academy's **Physical Restraint and Use of Reasonable Force Policy**.

If possible, staff should ensure that a second member of staff is present.

Following an instance of physical intervention, the Deputy Headteacher should be informed immediately. The pupil's parents or carers should be contacted and may be asked to take the pupil home for the rest of the day.

A record of the physical intervention must be recorded in the log book, located in the Deputy Headteacher's office.

Woodfield Academy complies with the DfE's guidance on when it is permissible to use reasonable force.

At Woodfield Academy, reasonable force must only be used to:

- Remove a disruptive child from the classroom when they have refused an instruction to do so.

- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom, if leaving would put their own safety or others at risk, or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves, others or property through physical outbursts.

Reasonable force must never be used as a punishment.

11. Pre-emptive strategies

In circumstances where an instance of severe behaviour can be predicted, and where an element of preplanning is possible, staff should ensure that a member of senior management is present, for instance, when delivering bad news to a pupil.

12. Training

All staff members are provided with sufficient training in de-escalation strategies and dealing with severe behaviour as part of their new-starter induction and annually, going forward.

All staff members are trained in the approved methods of physical intervention.

All staff members will receive and sign a copy of Woodfield Academy's Physical Restraint and the Use of Reasonable Force Policy following each review.

If a staff member feels they need more training in how to deal with severe behaviour, they may put forward a request via their line manager, or via the academy's CPD system.

EXCLUSIONS POLICY

1. Statement of Intent

The Governors of Woodfield Academy understand that there may be occasions when a child's poor and unacceptable behaviour will be deemed by the Senior Leadership Team to warrant exclusion for disciplinary reasons. For more serious breaches of the Behaviour Policy and Exclusions Policy, exclusions may be fast-tracked without applying other sanctions beforehand.

2. Application of Exclusions

- Exclusion may be used when any of the following applies:
- The Behaviour Policy and/or the Exclusions Policy have been breached
- An offensive weapon or illegal substance has been brought into school
- Refusing to follow the academy's Uniform Policy
- Behaving in a disruptive manner, including at break times and lunchtimes
- Using inappropriate sexual behaviour and/or sexual language and/or sexual exploitation
- Using foul or abusive language towards other pupils, staff, visitors or swearing aloud
- Being verbally aggressive and/or abusive towards another pupil or member of staff
- Being physically aggressive and/or abusive towards another pupil or member of staff
- Using threatening and/or intimidating behaviour and/or violence that does not cause actual bodily harm
- Making allegations against staff that are found, through an external inter-agency investigation, to be malicious

3. Responsibilities and Actions

The Headteacher, or Deputy Headteacher acting in his absence may decide to exclude a child if any of the above applies.

If a pupil has committed a serious disciplinary offence for the first time, or their behaviour is not deemed to be as serious as those listed below, it may be decided that a fixed-term exclusion is most appropriate. However, for more serious misbehaviours or repeated disciplinary offences, whereby a pupil has previously received a fixed-term exclusion, a permanent exclusion may be used.

Serious misbehaviours are defined by Governors to be:

- An assault on another child or member of staff
- Severe threatening and intimidating behaviour
- Reckless behaviour that places the wellbeing and/or safety of other pupils or staff at risk
- Use of an offensive weapon or illegal substance that has been brought onto the academy site

Permanent exclusion may be used if a child causes harm and distress to another child or adult via an assault, severe threats, intimidation or aggression and, if by allowing the pupil to remain in school, there would be further risks of harm to the education, welfare and safety of other pupils and staff. It is for the Headteacher, or Deputy Headteacher acting in his absence, to determine whether allowing a child to remain in school would seriously harm the education, welfare and/or safety of other pupils

and staff. This judgement will be an important factor when determining whether an exclusion will be fixed-term or permanent.

The Headteacher, or Deputy acting in his absence may also permanently exclude a child for continuously and persistently breaching the Behaviour Policy.

When establishing the facts in relation to an exclusion decision, the Headteacher, or Deputy acting in his absence, will apply the civil standard of proof, 'on the balance of probabilities' (in that it is more likely that not that a fact is true), rather than the criminal standard of 'beyond reasonable doubt'.

The Headteacher or Deputy acting in his absence may withdraw an exclusion that has not been reviewed by the Governing Body. A fixed-term exclusion may also be converted into a permanent one, should further evidence come to light.

4. Communication

If the decision is made to exclude a pupil (fixed-term or permanent), parents or carers will be informed and a letter will be posted to them without delay. The letter will include details of the reason for the exclusion, the length or nature of the exclusion and the restrictions placed on the pupil during the exclusion. Details on how to appeal against the decision are also included.

In cases of permanent exclusion, parents and carers should only communicate with the academy via the Clerk to the Governing Body. This is to ensure that the process during the maximum 15 statutory working days between the day of exclusion and the Governor Disciplinary Panel meeting is not compromised by unofficial meetings or conversations and therefore remains fair and open to all parties. The Clerk to the Governing Body will make every effort to assist parents or carers, should they choose to appeal against a decision to permanently exclude their child. The Clerk will seek advice before responding to any communication received from parents or carers to ensure the Clerk and the Governing Body act within the law.

Following a decision to permanently exclude a child, parents or carers will not be admitted to the academy once they have been notified of the permanent exclusion, with the exception of collecting or returning work during the first five working days of a permanent exclusion, attending the Governors' Disciplinary Panel meeting, or if the child is reinstated to the academy, because the Governors' Disciplinary Panel overturned the decision to permanently exclude. Academy staff will only respond to parents or carers via the Clerk to the Governing Body.

5. Vulnerable Pupils

Any decision made by Woodfield Academy to exclude a child will be lawful, rational, reasonable fair and proportionate and will be taken on disciplinary grounds only. Woodfield Academy understands that it has a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race and particular consideration will be given to the fair treatment of pupils from groups that are vulnerable to exclusion prior to making the decision whether or not to exclude.

When the academy has concerns about a child's behaviour, this will be discussed early with parents and, if appropriate, relevant external agencies (such as those responsible for Looked After Children, Child Protection or SEN Services). Therefore, every effort will be made to intervene early in order to reduce the risk of exclusion.

When a Looked After Child, a child on the CP register or a child with SEN is deemed to be at risk of exclusion, Woodfield Academy will give consideration to a multi-agency approach in order to address underlying causes of disruptive behaviour, including an assessment of whether appropriate provision is in place to support them. If a pupil has an Educational Health Care Plan (EHCP), an early annual review, or an interim review may be called for to discuss the way forward for the child. Woodfield Academy understands that, as far as possible, the permanent exclusion of Looked after Children, children with an EHCP or children subject to a Child Protection Plan, should be avoided. However, the Headteacher, or Deputy Headteacher acting in his absence still has the right to legally exclude such children for a fixed-term, or permanently, as long as it can be shown that this is proportionate, reasonable and a fair way of dealing with disciplinary issues and where the academy has made every reasonable effort to previously utilise a multi-agency approach.

Woodfield Academy will ensure that its policies and practice do not discriminate against pupils by unfairly increasing their risk of exclusion and this will be taken into account when deciding whether to exclude or not.



Appendix 1: Code of Conduct

CODE OF CONDUCT

The golden, non-negotiable rules of Woodfield Academy are as follows:

- We arrive on time and get to lessons **punctually**
- We wear full uniform and we wear it well, as stated in the **uniform policy**
- We are prepared and ready to learn, bringing **essential kit** to every lesson
- We are **polite, kind, respectful** and we look after each other
- We do **not** use foul or inappropriate language
- We will **listen**, and be listened to in classroom situations
- We follow requests and instructions and **meet expectations**
- We **do not tolerate bullying** or **discrimination** of any sort
- We understand that **verbal** and **physical aggression are unacceptable** and will not be tolerated
- We walk around the academy quietly; we stick to the **left** in corridors and follow the **one-way system**
- We keep classrooms, corridors and our grounds tidy – **we use the bins provided**
- We hand mobile phones in at reception at the start of each day. We understand that **mobile phone use is forbidden** on the academy site
- We drink clear **water** whilst at Woodfield Academy. This can be flavoured, but we do not bring fizzy, sports or energy drinks onto the site
- We know that **chewing gum is forbidden** on site
- Whilst travelling to and from Woodfield each day, we behave well and maintain a **positive image** of Woodfield Academy at these times.

Essential kit – the following **basic equipment** must be brought to every lesson:

- Handwriting pen
- Pencil
- Eraser
- Ruler
- Reading book
- Academy Planner

Appendix 2: Achievements and Rewards and how they are recorded on SIMS

Starting Points	<p>Every pupil in every lesson has the opportunity to earn 10 positives per week by default, by turning up to lessons on time, being well-equipped, behaving and working well.</p>
<p>A1 Positive</p>	<p>Positives are the most immediate form of reward at Woodfield Academy and can be awarded instantaneously by any teacher at any time.</p> <p>A Positive may be issued for:</p> <ul style="list-style-type: none"> • Good listening, responding positively to instructions, or modelling good behaviour • Participating in class • Good effort • Completing work well • Completion and timely submission of homework <p>A positive award will be recorded on SIMS by the issuing member of staff.</p> <p>The accumulation of Positives results in the rewarding of certificates and rewards for 'milestone' achievements:</p> <ul style="list-style-type: none"> • 250 Positives – Bronze Award • 500 Positives – Silver Award • 750 Positives – Gold Award • 1000 Positives – Platinum Award • 1500 Positives – Diamond Award • 2000 Positives – Woodfield Academy Roll of Honour <p>In addition, the 'Top 20' Positive-earning pupils from each year group will be treated to a reward activity at the end of each term</p>

<p>A5 Outstanding 'Star'</p>	<p>An 'Outstanding' award is issued when a pupil has completed a task or a piece of work to a high standard.</p> <p>An A5 Outstanding may be issued for:</p> <ul style="list-style-type: none"> • Exemplary effort displayed in a lesson • Completing a piece of work, or a series of pieces of work, to the highest standards possible • Homework completion to the highest standard possible. • A piece of work, participation or general bookwork completed to a high standard, which has been observed by a member of SLT, whilst dipping into classrooms. <p>An A5 Outstanding will be recorded on SIMS by the issuing teacher. An Outstanding 'star' will be issued as an immediate reward.</p>
<p>A5 Green Leaf Leaf</p>	<p>A Green Leaf is awarded when a pupil has performed a significant good deed, or random act of kindness. Such acts warrant special recognition, as they embody the positive values that we uphold at Woodfield Academy.</p> <p>An A5 Green Leaf may be issued for:</p> <ul style="list-style-type: none"> • An act of kindness • Being helpful • Supporting someone in their time of need • Work in the community • Handing in found property or money • Being a good friend • Showing initiative <p>Any pupil who has earned a Green Leaf during the academic year will be eligible to attend the Green Leaf reward trip at the end of the summer term.</p> <p>An A5 Green Leaf will be recorded on SIMS by the issuing teacher.</p>

<p>A10 Head of Department Commendation (postcard home)</p>	<p>Teachers will alert Heads of Department to pupils who have achieved well in their subject and have displayed sustained effort over a half-term period. The HoD will then determine who is best-placed to receive a commendation. This may be awarded for:</p> <ul style="list-style-type: none"> • Consistent application in the subject area • Sustained effort • Excellent achievement • Major improvement in attitude or outcomes • Consistent homework completion to the highest standard possible. <p>An A10 HoD Commendation will be recorded on SIMS by the Head of Department.</p>
<p>A10 Representing the Academy</p>	<p>Any pupil who represents the Academy individually, or as part of a team, will earn 10 positives. These positives may be issued for:</p> <ul style="list-style-type: none"> • Representing the Academy in a sporting activity (team or solo) • Competing with other schools (e.g.: STEM or challenge activities) • Performing on stage or singing • An activity that draws positive media attention to the academy <p>The A10 Representing the Academy points will be recorded on SIMS by the member of staff responsible for the activity.</p>
<p>A10 Pupil of the Week (certificate)</p>	<p>Pupil of the Week is determined by the Head of Key Stage in collaboration with form tutors or class teachers. This is a special award that is awarded for:</p> <ul style="list-style-type: none"> • Academic achievement • Effort • Overcoming adversity or challenge <p>The Head of Key Stage will record the A10 Pupil of the Week on SIMS.</p>

<p>A20 Gold Membership (letter home; pin badge)</p>	<p>Gold Membership is calculated at the end of every term and a reward afternoon is provided to pupils who are eligible.</p> <p>Gold Membership is issued when ALL the following criteria are met:</p> <ul style="list-style-type: none"> • 95% (or above) attendance • No Behaviour points issued <p>The Head of Key Stage will record the A20 Gold Membership on SIMS</p>
<p>A20 Headteacher's Award (certificate)</p>	<p>An exceptional piece of work or achievement will be brought to the Headteacher's immediate attention by a pupil's teacher or tutor.</p> <p>An A20 Headteacher's Award may be issued for:</p> <ul style="list-style-type: none"> • An exceptional piece of homework • An amazing achievement outside the academy <p>The Headteacher will record the A20 Headteacher's Award on SIMS.</p> <p>The pupil in question will receive a certificate from the Headteacher.</p>

Appendix 3: Disciplines and Sanctions and how they are recorded on SIMS

<p>Starting Points</p>	<p>Every pupil in every lesson has the opportunity to earn 10 Positives per week by default, by turning up to lessons on time, being well-equipped, behaving and working well.</p>
<p>Verbal Warning</p>	<p>Every pupil in every lesson has the opportunity to modify their behaviour, signified by a verbal warning.</p> <p>A verbal warning may be issued for:</p> <ul style="list-style-type: none"> • Low level disturbances • Not meeting basic expectations or the Code of Conduct • Not paying attention • Lack of effort • Being disrespectful of others in the room <p>A verbal warning will not be recorded on SIMS</p> <p>However, Teaching staff will keep a record of verbal warnings issued. Repeated offenses across 3 or more lessons will result in the pupil receiving a B1.</p>
<p>B1 5 minute teacher detention</p>	<p>Ignoring a verbal warning will result in a 5 minute detention, to be completed as quickly as possible.</p> <p>The teacher will sign the pupil planner and will explain when and where to attend. Parents should sign also, to acknowledge the sanction. Pupils must attend, or further sanctions will follow.</p> <p>A B1 may be issued for:</p> <ul style="list-style-type: none"> • Continued poor behaviour and low level disturbances in a lesson • Showing a lack of respect to a member of staff • Refusing to follow a reasonable request • A lack of effort throughout the lesson and/or lack of work completed • Poor uniform or lack of equipment <p>A B1 sanction will be recorded on SIMS by the issuing teacher</p>

<p>B2</p> <p>10 minute Head of Department detention</p>	<p>Ignoring a B1, or behaving as stated below, will result in a 10 minute detention, to be completed as quickly as possible.</p> <p>The teacher will sign the pupil planner and will explain when and where to attend. Parents should sign also, to acknowledge the sanction. Pupils must attend, or further sanctions will follow.</p> <p>A B2 may be issued for:</p> <ul style="list-style-type: none">• Persistent uniform issues• Persistent lateness to school/lessons• Persistent and repeated poor behaviour• Repeated lack of effort and/or work completed in a lesson• Showing a lack of respect to a member of staff• Defiance or insolence• Littering• Failure to attend a B1 detention <p>A B2 Head of Department sanction will be recorded on SIMS by the issuing teacher.</p>
--	---

<p>B2</p> <p>Break-time or Lunchtime</p> <p>Community Service</p>	<p>Committing an offence that breaches the Code of Conduct during social time will result in Community Service, which will take place as quickly as possible on the same or next day after the offence has taken place.</p> <p>Community Service may involve:</p> <ul style="list-style-type: none"> • Litter-picking (bags, gloves and pickers are provided) • Supporting lunchtime staff in the dining hall • Assisting a member of staff in a specific duty <p>Community Service will last for no less than 10 minutes of a pupil's social time and must be completed to the satisfaction of supervising staff or prefects.</p> <p>B2 Community Service may be issued for:</p> <ul style="list-style-type: none"> • Littering • Being in an out-of-bounds area • Intimidation of other pupils • Foul language or verbal aggression • Physical aggression • Poor behaviour around the academy site • Health & Safety risk <p>A B2 Community Service sanction will be recorded on SIMS by the issuing staff member.</p>
<p>B2</p> <p>Homework detention</p>	<p>Homework Club runs after the school day and also 3 times per week at lunchtimes. Failure to complete and submit homework will result in a pupil being directed to attend one of these sessions and homework must be completed during this time. This is a restorative sanction.</p> <p>A homework detention may be issued for:</p> <ul style="list-style-type: none"> • Failure to complete or submit homework • Homework that has been completed, but falls short of the required standard <p>A B2 sanction will be recorded on SIMS by the issuing teacher.</p>

<p>B3</p> <p>Same or next-day Lunchtime detention</p>	<p>Ignoring a B2, or behaving as stated below, will result in a Lunchtime detention, to be completed as quickly as possible. This is a serious sanction.</p> <p>Whilst a note will be placed in the planner by the issuing member of staff, parents will also be informed electronically, by text. Pupils must attend this detention, or further sanctions will follow.</p> <p>In the case of community service not being completed, this detention will be additional to rescheduled community service.</p> <p>If a pupil receives more than a single B3 in a single day, there will be SLT intervention.</p> <p>A B3 may be issued for:</p> <ul style="list-style-type: none">• Foul language• Physical aggression• Self-exit• Verbal aggression to another pupil or a staff member• Significant poor behaviour around the academy site• Health & Safety risk• Failure to attend a B2 detention <p>A B3 sanction will be recorded on SIMS by the issuing teacher.</p>
--	---

<p>B4</p> <p>Pre-arranged After-School detention</p>	<p>An after-school detention will last 60 minutes and is a serious sanction.</p> <p>Parents of the detainee will be issued with written notice of the detention at least 24 hours in advance.</p> <p>A B4 may be issued for:</p> <ul style="list-style-type: none">• Disturbing the learning of others after a pupil has been removed to a 'parking' area or classroom• Persistent failure to complete or submit homework• Multiple B3 sanctions across a day or consecutive days• Swearing about a member of staff• Persistent poor behaviour around the academy site• Fighting• Theft <p>A B4 sanction will be recorded on SIMS by the issuing teacher.</p>
---	---

<p>B5</p> <p>Internal Exclusion</p>	<p>Internal exclusion is a very serious sanction. A pupil in an internal exclusion must attend school, but will be isolated from the rest of the academy community. The pupil will hand over their coat and bag upon arrival. They will be provided work to complete throughout the day. They will be brought their lunch and will be provided with comfort breaks that do not coincide with other pupil movement around the academy.</p> <p>Parents will receive written notification of the internal exclusion and this will be kept on the pupil's school record.</p> <p>Poor behaviour or lack of work whilst in Internal Exclusion will result in a fixed-term exclusion.</p> <p>An Internal Exclusion may be issued for:</p> <ul style="list-style-type: none"> • Persistent poor behaviour that prevents the learning of other pupils • Persistent non-compliance with teachers and staff • Persistent intimidation of other pupils • Failure to engage with previous sanctions • Persistent defiance or lack of cooperation • Repeated theft <p>A B5 internal exclusion sanction will be recorded on SIMS by the Headteacher's PA.</p>
<p>B6</p> <p>Fixed-Term Exclusion</p>	<p>A fixed-term exclusion is the most serious sanction that can be given, other than a permanent exclusion. An excluded pupil will be banned from the academy site throughout the exclusion and must remain at home. Work is provided to be completed at home.</p> <p>A fixed-term exclusion may be issued for:</p> <ul style="list-style-type: none"> • Poor work or behaviour in an internal exclusion • Failure to engage with previous sanctions, or modify behaviour in light of these • Persistent defiance or lack of cooperation • Fighting or premeditated assault • On-going bullying or intimidation <p>A B6 Fixed-Term Exclusion sanction will be recorded on SIMS by the Headteacher's PA.</p>

B7

**Permanent
Exclusion**

A permanent exclusion is Woodfield Academy's **last resort** and is very rare, often preceded by supportive measures (although not in all circumstances). **A permanent exclusion means that a pupil will never be allowed to return to the academy.**

A Permanent Exclusion may be issued in response to:

- a serious breach or persistent breaches of the academy's Code of Conduct
- a situation whereby allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or other members of the academy
- a history of persistent disruptive behaviour and the academy feels that no more can be done to support the pupil
- a single, serious one-off offence, even if a pupil has never been in trouble before.

Only the Headteacher can issue a permanent exclusion and this decision is either upheld or overturned by a Governor panel.

The exclusion is recorded and **remains on the pupil's file permanently throughout their educational career**. A B7 Permanent Exclusion sanction will be recorded on SIMS by the Headteacher's PA.