




**Woodbrook Vale School
Policy Document**

Behaviour Policy

Date approved by Headteacher: Autumn Term 2024

Review Date: Annually: Autumn Term 2025

Headteacher's Signature:  Date: November 2024
Print name: Rachael Fraser

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Contents

	Page
Statement of principle	1
Aims	1
Roles and Responsibilities	2
Behaviour for Learning	2
Attitude to Learning Scale	3
Behaviour, Routines and Expectations	4
Rewards	4
School Credits	5
Strategies to Address Poor Behaviour	5
Centralised Detentions	5
On Call	5
Use of Reports	6
The Inclusion Room/Internal exclusion Spaces	6
Homework	6
Classroom stages	7
Students 'at risk' of exclusion	8
Students with SEND	8
Before and after school	8
Out of classroom behaviour	8
Use of Force	9
Power to search students without consent	9
Exclusions	9
External agencies	10
Uniform	10
Uniform expectations shared with students	10
Valuables	11
Bullying	11
Mobile technology	11
E-safety	11
Smoking and vaping	12
Appendix 1: Home School Agreement	13
Appendix 2: Inclusion Room Contract	14
Appendix 3: Behaviour Flowchart	15
Appendix 4: Acceptable use of Information Communications Technology	16

Behaviour Policy

Statement of principle:

The Woodbrook Vale School motto is Aspire Enjoy Succeed. We have a clear school ethos. This is underpinned by our commitment to providing each student with an outstanding education in a caring, calm safe and supportive environment. Continuity and consistency are essential for the behaviour and rewards system to be valued and successful.

We aim to challenge and inspire each student to achieve individual excellence and to be the best that they can be. We actively encourage students to be proud of their own achievements and to value, respect and celebrate the success of others. We want our students to have a sense of responsibility; to show respect and celebrate difference in others; and to be prepared for life in the wider world.

This policy is designed to support positive behaviour for learning and enhance the quality of relationships between staff, students and other members of the school community. The development of character and an internalised value system is central to our approach. Consistent behaviour messages and high expectations of personal integrity promote high levels of learning and achievement. This policy seeks to reinforce positive attitudes to learning and the development of academic skills, social skills and social responsibility within a high trust organisation. It recognises that rewards are effective in motivating students, but that intrinsic motivation is the most powerful form of motivation. Rewards are therefore positioned carefully to signal 'sense of achievement', 'boosts to self-esteem', 'development of personal pride', 'recognition' and to 'celebrate' rather than being acquisition based. Positive behaviour will always be signalled through praise and rewards alongside the application of sanctions and consequences for negative behaviour.

The Behaviour policy fits alongside other school policies, including the Safeguarding Policy, staff code of conduct and DfE statutory guidance "Keeping Children Safe in Education (September 2024), the Exclusions and Suspensions Policy 2024, and the Equality Information and Objective Statement (2024).

Aims:

As a school we endeavour to:

- Maintain a consistently high quality of teaching and learning throughout the school.
- Develop positive working relationships with students, with a focus on engagement and praise.
- Teach and model appropriate behaviour and establish positive relationships within our community.
- Maintain and further promote a positive and safe learning environment for all in our school community.
- Motivate students by regular use of praise and ensure that all students receive recognition for their successes.
- Enable students to develop self-discipline and resilience by establishing clear behaviour guidelines backed up by appropriate consequences for unacceptable behaviour, which are consistently applied.
- Work closely with parents, trustees and the local community to promote positive relationships and working partnerships.
- Promote outstanding attendance and punctuality to prepare students for their post-16 destinations and life in the wider world.

Roles and Responsibilities:

- The Governing Board will keep this policy under review, ensuring that it is communicated to students and parents/carers. The Governing Board, Headteacher and staff will ensure that the concerns and particular needs and views of students are listened to and appropriately addressed.
- The Headteacher, Senior Leadership Team and all teaching staff will be responsible for the implementation and day to day management of this policy. They will promote, recognise and encourage positive behaviour and high levels of punctuality and attendance. The ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression and prejudice will not be accepted.

- All school staff, including teachers, support staff and volunteers will be responsible for ensuring that the policies and procedures are applied. All staff share responsibility with the support of the Headteacher and the Senior Leadership Team, for creating a high-quality learning environment and promoting good behaviour. In dealing with matters of behaviour, staff should always:
 - Act justly and fairly in line with restorative approaches
 - Establish a relationship of respect with students
 - Deal promptly with matters of discipline, refer to character traits
 - Treat all students fairly having due regard for the equalities act.
- Students are expected to take responsibility for their own actions and behave in an appropriate manner thereby enabling themselves and others to achieve the highest possible levels of attainment for all. Students will be made fully aware of the school policy, procedures and expectations.
- Students will be actively encouraged and supported in feeling able to report any incidents of poor behaviour including bullying, aggression and harassment.
- Parents/carers will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school and, where appropriate, external agencies, to promote and contribute to positive behaviour and high levels of attendance and punctuality.

This is summarised in the Home School Agreement that shared with parent and students at the beginning of the school year through the Parent Portal. (Appendix 1).

Behaviour for Learning

At Woodbrook Vale School we expect students to improve their learning and conduct and we have set out a framework for grading **Attitude to Learning** that goes from A to D. (see below) This Attitude to Learning scale captures the values and ethos of the school; the elements of character development we are promoting; the behaviour of highly effective learners; and the behaviours of highly effective citizens. Students who are achieving A points are showing behaviours, skills and attributes found in the A grade category. Every child regardless of their ability, background or educational profile should have an equal opportunity to achieve these points.

The school has four areas of expectation with regard to behaviour as follows:

- Respect for Self and Others
- Resilience
- Commitment and Motivation
- Responsibility and Readiness to Learn

	A Above and beyond	B At least good	C Can do better	D Intervention needed
Respect for self and others	Aspires to be the best they can be.	Positive attitude towards progress and achievement.	Shows a desire to achieve and succeed yet requires external motivation.	Requires greater motivation to succeed.
	Always shows respect to peers and teachers.	Consistently shows respect and appreciation for peers and teachers. Aspires for self and others to succeed and achieve goals.	Mostly demonstrates respect towards both students and teachers. Sees some value in achievement though not consistent.	Needs reminding of importance of respect towards students and teachers
Resilient	Values and celebrates the success and achievement of themselves and those around them.	Supportive of others, the school and local community.	Occasionally aware of the value of helping others, the school and local community.	Reliant on teacher interventions to engage in lessons and school life
	Goes out of their way to support and look after others, the school and local community.			
Committed & motivated contributor	'Can do' attitude to learning. See's failure as a learning opportunity. Readily adopts growth-mindset.	Will adopt a growth mind-set to overcome potential barriers to learning.	Is knocked back by mistakes. Should focus on building a more positive attitude to learning.	Needs the pressure of their peers or teachers to develop their work.
	Shows grit and determination in the face of adversity. Reflects on mistakes and seeks ways to be even better.	Formulates learning improvement strategies independently and as part of a group.	Sometimes manages to investigate and apply solutions to improve their work.	Often finishes quickly and needs to be pushed to overcome barriers as is prone to acceptance of mistakes
Responsible and Ready to Learn	Creates plans and strategies and can take a lead to resolve issues, overcome any barriers to success for self or for a group.	Shows determination to work hard, seeks constructive feedback from others and ensures they learn from their mistakes.	Sometimes open minded to solutions and willing to adapt work in response to feedback	Reluctant to identify areas to develop and will require additional effort to succeed.
	Demonstrates the confidence that their education will make a difference to their life and the lives of others.	Committed and dedicated to their education and growing in confidence.	Is sometimes self motivated to succeed. Mostly focused in lessons and will contribute to Gand A .	Relies on teacher input and interventions.
Responsible and Ready to Learn	Always engaged and on task in the classroom, assemblies, discussions.	On task and willing to expand on their ideas each lesson in verbal and written form.	Can work independently and as part of a group. Needs prompting.	Needs prompts to contribute in lesson effectively.
	Volunteers responses readily, poses questions and offers ideas/strategies for learning in class setting.	Plays an active part in the lessons both independently and as part of a group.	Shows some interest in wider school life outside the classroom, but rarely contributes.	Looks to others for ideas rather than playing an active part in learning
Responsible and Ready to Learn	Makes a positive contribution to wider school life outside of the classroom.	Actively involved in wider school life outside of the classroom and in the local community.		Is reluctant to become involved in school life outside the classroom.
	Arrives on time, well organised and fully equipped for learning.	Punctual to lessons and settles quickly with the necessary equipment. Fully up to date with work.	Usually on time with correct equipment. Mostly keeps up with the work. Occasional prompting needed to catch up.	Late to lessons and/or not equipped to complete the work.
Responsible and Ready to Learn	Always up to date with work and uses initiative to seek new learning opportunities.	Adopts a mature approach to their education and values positive behaviour.	Can work well and adopt positive learning behaviours.	Lacks motivation and willingness to improve work.
	Models positive leadership with respect to responsibility and readiness to learn.	Will cooperate with learning in all group settings. Will encourage others to take responsibility.	Can work well independently and as part of a group. May need extra encouragement to stay on task.	Must improve mind-set and do as asked.
Responsible and Ready to Learn	Positive role model to others. Active participant with own learning. Shows initiative in assisting others.	Shows a desire to achieve and succeed. Still requires external motivation.		Struggles to focus on work both independently and in groups.

Behaviour, Routines and Expectations:

Woodbrook Vale School expects the highest standards of teaching in classrooms in order to maximise learning and to promote good behaviour. To this end, we expect teachers to:

- Be at the classroom before students.
- Take control of the area immediately outside and inside their classroom and to monitor corridor behaviour.
- Greet students at the door and use the whole school end of lesson routine.
- Have a seating plan. This should be completed on G4S.
- Establish a start of lesson routine that involves a 'do now' approach. It should be reinforced until it becomes embedded when it will only need gentle reminders e.g. Quiet Reading in English
- Challenge lateness; inappropriate uniform; negative start to the lesson.

Rewards

Staff will make frequent use of encouraging language and gestures, both in lessons and around the school. Positive behaviour will be recognised and positively rewarded.

A formal system of rewards 'A points' is in place to recognise and congratulate students across the school. The A points system is a cumulative method for rewarding student achievement in all subject areas. The outcomes of the system focus on celebrating individual student success. 'A points' competitions will run throughout the year by year group and will contribute to the 'credits' for privileges, trips and visits. (See next section).

Rewards should be given for behaviour that fit with the A grade category in the Attitude to Learning Grid:

- Respect for Self and Others
- Resilience
- Commitment and Motivation
- Responsibility and Readiness to Learn

All A points should be recorded on G4S. Rewards, and how consistently they are given, will be monitored by the Pastoral Team. Praise, recognition and rewards will be a feature of weekly assemblies but individual year teams will also lead bespoke reward challenges that are relevant and specific to each year group.

Termly reward assemblies will be held where individual and collective success will be celebrated.

A Headteacher award is in place for students nominated by staff for special recognition.

At the end of each term a whole school celebration assembly will take place where certificates, trophies, Futures Awards, Arts Awards and Sporting Achievement Awards will be shared.

Faculty areas should also recognise and congratulate students when they set a good example, produce good work or show improvement in their behaviour. Rewards might include, for example:

- Referral to Head of Faculty for recognition
- Phone call home
- Personalised letters / postcards to parents
- Certificates
- Mentions and awards in assemblies

School Credits

A new system of credits will be introduced in Autumn 2024 linked to the school data systems. This will be used to enable students to gain access to certain privileges, trips and activities. In Year 11 this will include access to the prom. Every student will start each academic year with a gift of 50 credits. Any privilege will require a minimum 50 credits.

Some of the positive behaviours students will automatically receive credits for are: A Points, attending a club or intervention session, excellent attendance and or punctuality, completion of Futures Award sections, representing the school in a sports or other team, Head's commendations.

Some of the negative behaviours that students can automatically lose credits for are: Stages 3, 4 and 5, Internal exclusion/hosts, suspensions, being late, wearing incorrect uniform

Students who are at risk of not maintaining 50 credits will be given support and guidance to improve their situation by LSAs, pastoral support workers, pupil premium mentors, tutors and teachers. There will always be ample opportunity to earn back credits following a mistake. We aim to include all students regardless of their challenges.

Strategies to Address Poor Behaviour

The most recent DfE statutory guidance on discipline in schools makes explicit reference to those sanctions all schools have the legal power to implement including:

- Teachers have power to discipline students for misbehaviour that occurs in school and, in some circumstances, outside of school.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- Teachers have power to impose detention outside school hours.
- Parental consent is not required for detentions
- Same day detentions are the normal approach. A text will be sent to inform parents.

Centralised Detentions:

Faculties centralise homework sanctions.

Whole-school centralised detentions take place every day after school.

Although not legally required to do so, the school will notify parents/carers by text. Students will be provided with a reminder slip about the detention but will be expected to make their own way there. The school will not waive a detention if a parent is unwilling to support the school decision to impose this sanction. Non-attendance at a detention will cause the detention to be escalated to the next level, or to an internal exclusion.

These procedures are made explicit to students and parents in the home – school agreement (Appendix 1).

On Call:

The on-call system has been set up to manage instances of very poor/disruptive behaviour in the classroom.

The Head of Faculty will always try to de-escalate behaviour. Usually the Head of Faculty will become involved because a colleague within the Faculty has referred a student at Stage 4 (60 minutes detention). Faculties have their own internal arrangements for 'parking' a student in another classroom when a Head of Faculty is not available e.g. use of a senior colleague in a Faculty.

Where a Head of Faculty or nominated Faculty member is not able to resolve a situation, the Head of Faculty should use the 'on-call' system. Radios are positioned around school for this purpose.

The SLT member will always remove the student from the Head of Faculty and take the student to an internal exclusion space or inclusion room. If the student is on the SEND register there will be an option for that space to be SEND based, as a reasonable adjustment. A decision will then be taken by the SLT member on the appropriate sanction. Where appropriate, and at the discretion of the SLT member, the students may be given a 'cool off' period (usually until and to include the next break or lunchtime). After this

period, they may be allowed back into normal lessons. However, the student who has attracted the SLT intervention must complete a 60 minute centralised detention after school together with a carefully chosen SLT sanction.

If the student does not 'cool off', the length of time in internal exclusion or in the inclusion room will be extended to make up 6 lessons.

If the student refuses to complete a centralised 60 minute detention the sanction will be a full day in internal exclusion or in the inclusion room plus the after school detention they have avoided.

There will be some situations where internal exclusion is not appropriate because of the severity of behaviour. In these situations, it will be the judgement of the Headteacher as to whether a suspension, or partnership host or exclusion is appropriate.

Use of Reports

Where analysis of behaviour data demonstrates patterns of behaviour across the curriculum the pastoral team will implement a graduated system of report cards.

Where patterns suggest a subject related pattern of behaviour subject based reports will be used.

The Inclusion Room/Internal exclusion Spaces:

- The inclusion room is to be used for on-call; internal exclusion; a partnership hosting from another school within the Loughborough and North Charnwood Inclusion Partnership; or an instance of school anxiety for which a graduated response has been managed by a member of SLT or Head of Year.
- Students can be placed in the inclusion room by staff on-call or Heads of Year;
- Expectations for behaviour in the inclusion rooms will be clearly displayed and explicit;
- Students have to agree to an inclusion room contract (Appendix 2);

Homework

Homework should be appropriately differentiated and homework that is not completed will first attract a Faculty based sanction (often a lunch time session where support can be given). If there are no circumstances that justify non-completion of homework and the student does not attend the faculty based session, this will be recorded as a behaviour incident at Stage 4 (refusal to follow instructions.) Students should be encouraged to use intervention and homework club.

Classroom stages:

Above all students must be polite and respectful towards all staff, each other, visitors and neighbours. The behaviour policy is based on a number of stages. These are set out below:

Stage	Consequence	Action by staff
1 – Verbal Warning	Verbal warning from the class teacher indicating which behaviours need to improve using 'language of choice'	Follow up conversation / reinforcement of expectations
2 – Second warning (recorded)	Class teacher will make a written record in G4S reinforcing the specific behaviour that is the issue	Class teacher records the stage 2 on G4S being careful to link it to the lesson
3 - Failure to accept or respond to warnings (recorded) or a serious incident for which a warning would be inappropriate eg. Verbal abuse/physical harm	Class teacher will issue same day 30 minute detention – add stage 3 to system and inform student clearly.	Subject teacher to record on G4S being careful to link to the lesson 30-minute detention is managed centrally – text is sent home Class teacher comes to detention room for restorative conversation
4 - Continued disruption beyond Stage 3 cumulative problems over a series of lessons, failure to attend Stage 3 or a serious incident.	Class teacher will refer to the Head of Faculty. Student will be removed Student will complete same day 60 minute centralised detention	Head of Faculty records Stage 4 on G4S. Admin team to notify parent/ carer
5 – SLT remove, failure to attend a Stage 4, a serious incident or an internal truancy	Student will be removed to an internal exclusion space Student will complete a 60 minute centralised detention plus a sanction deemed appropriate by the SLT member*	SLT record Stage 5 on G4S. Admin team to notify parent/carers SLT to schedule additional sanction and communicate to parents

- e.g. a period of internal exclusion/hosting in another school, community service, a written apology, a 'Life Lessons' session – see appendix 5

The language of choice will be in use: "If you choose to continue to (insert description of negative behaviour) then a further stage will be used."

We all make behaviour choices. The stages exist to encourage a positive behaviour choice.

G4S will be used to record all behaviour incidents and rewards. This enables daily reports to be available for all staff and parents. It is expected that form tutors, Heads of Year and the Senior Leadership Team will be responsible for monitoring these. Heads of Faculty should also monitor and track behaviour. Staff should avoid making any tracking of these stages public to the class e.g. no names on whiteboard. It is also not appropriate to negotiate the removal of a stage once it has been given. Behaviour choices lead to consequences and students must not be allowed to think that they can undo or short circuit that process.

Learning Support Assistants should support the classroom teacher in teaching positive behaviour with reminders and prompts for students they are working with. Learning Support Assistants are empowered to use stages when working with students in a small withdrawal group or 1:1.

Students 'at risk' of exclusion:

A very small minority of students may, at some point during their time at Woodbrook Vale School, be deemed to be at 'risk of permanent exclusion'. The school has developed a behaviour flowchart (Appendix 3) that outlines the tiered approach that will be taken if a student is deemed to be vulnerable and if normal behaviour management strategies have not been effective.

In addition, Woodbrook Vale School is represented at the Loughborough and North Charnwood Inclusion Partnership. The school engages with partner secondary schools to provide alternative provision to vulnerable students including, partnership hosting (including sixth day provision for suspensions) and funding to support students at significant risk of exclusion through the managed move process or programme management using an Alternative Provision approved by the local authority inclusion team.

Directed offsite provision is part of the behaviour improvement strategy. It is time limited and includes a monitoring process to check on progress with behaviour improvement and academic achievement. Students who are in offsite provision are monitored closely by a member of the Senior Leadership Team.

As a last resort a student may be permanently excluded after all other avenues have been explored. Certain incidents will result in automatic consideration of permanent exclusion for example drugs related incidents, a serious assault or bringing an offensive weapon into school.

The school has a separate Exclusions policy to be read in conjunction with the Behaviour Policy.

Students with SEND:

Having SEND does not exempt a student from the School Behaviour Policy.

Some students, for example, students with Autism, work well with very clear boundaries. Some students, for example, those with ADHD will find fixed behaviour strategies difficult. Staff are encouraged to discuss behaviour management strategies and how these can be flexible and adapted to the particular needs of students with special educational needs eg. Fidget toys or active 'jobs' or 'do now' activities at the starts of lessons. Reasonable adjustments are available as an alternative to the inclusion room for internal exclusions and separate spaces can be provided for detentions. It is important to note that the learning must not be disrupted. Sanctions will always be given to students who persistently stop the learning.

Other external agencies such as Educational Psychology and CAMHS may also become involved to provide information, advice and guidance for students whose behaviour difficulties may be the result of social, mental and emotional health difficulties.

Before and after school:

Students should recognise that during their journeys to and from school they are still part of the Woodbrook Vale School community and therefore their actions will be seen as a reflection on all members of the school. The school will therefore issue sanctions relating to incidents of inappropriate behaviour by students that relate to times outside of the normal school day. Students are expected to accept that the schools anti-bullying policy applies during their journeys to and from school, on trips and visits and at all school related events.

Out of classroom behaviour:

In line with the teacher standards all staff are expected to deal with any behaviour relating to out-of-lesson movement and behaviour.

- Students should not use the toilet / water fountain in lesson time unless circumstances are exceptional.
- Students should be quiet, walk sensibly in the corridors and follow the one-way system at all times.
- Bells will be used to aid the swift movement of students around the school.
- Poor behaviour around the corridors will be sanctioned in line with the stages. This may mean Stage 3 and Stage 4 detentions are used without the usual Stage 1 and 2 warnings because the severity of

the behaviour would make a warning inappropriate. E.g. defiance, abusive language towards a staff member

- Students should keep to paths when moving between the buildings or around the school site.
- During break-times and lunchtimes students are expected to be either outside, in the Dining Room, the library or in an allocated room if a wet break or lunch has been called. No students will be allowed in any room unless this is agreed and supervised by a member of staff.
- The decision to call a wet break or lunch will usually be made by the Deputy Head or a member of SLT. Students should then go to the designated room.

Use of Force:

DfE guidance states that in schools, force is used for two main purposes – to control students or to restrain them. Reasonable force can be used to prevent students hurting themselves or others, from damaging property or causing disorder in school. The most recent advice from the DfE (July 2013) provides clarification on the use of force. It defines reasonable force as:

- Force - usually used either to control or restrain. This can range from guiding a student to safety by the arm or to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Reasonable – means using no more force than is needed.

All members of staff have a legal power to use reasonable force under section 93, Education and inspectors Act 2006.

The decision of whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

For extreme situations, or for students with a high level of SEND a number of staff are 'Team Teach' trained. This means they have received specialist training in de-escalation and physical handling. Where possible they will be called upon for higher risk situations.

Power to search students:

Only a member of the Senior Leadership Team supported by a designated colleague can search for the following:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping related items
- Fireworks
- Pornographic images
- An item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

A search will only ever take place with another member of staff present. The Headteacher will be informed before any search takes place.

Suspensions and Exclusion:

- Only the Headteacher will make the decision to suspend a student from school and this will be a measure of last resort.

- No student will be suspended from the school without prior arrangements for their safety being agreed with the relevant parent / carer.
- Parental reintegration interviews to consider future support and future consequences will usually be convened following a period of suspension preferably before the student returns to the school.
- A behaviour contract may be used for a student on return from suspension. This will agree general and specific targets and outline the support that will be put in place. It must be signed by the student, parent and school.
- The school will set work for students to complete during a period of suspension. During a period of suspension students must not come onto the school site. Parents are responsible for ensuring that the student is not in a public place during school hours during the period of suspension.

External agencies:

Within school there are a number of key staff assigned to support students' behavioural, emotional and social needs. These include the pastoral team led by one of the Assistant Heads, the Behaviour Support Manager and the student office. In addition, the School Nursing service offers a fortnightly drop in service and / or appointments. A counselling service (RELATE) is available each week for students.

The school works in partnership with external agencies such as Social Care; Early Help; Youth Offending Service including regular meetings between SLT and the Police. Designated Safeguarding Leads are the first point of contact for such agencies.

Uniform:

Uniform is an important part of the ethos of Woodbrook Vale School. Monitoring uniform is the responsibility of all but starts with the form tutor in morning registration. Throughout the school day all staff are expected to monitor and uphold the highest expectations of students with regard to uniform. Staff should apply sanctions to students who do not follow uniform expectations. Where students continue to be uncooperative or who refuse to comply with the uniform policy they will be placed in inclusion by the Head of Year or a senior member of staff. Students who are not in the correct uniform and who cannot correct it will be kept separate from the other students until they can comply with the uniform expectations. Parents will be contacted to see if they can help.

Uniform expectations shared with students:

- All students are expected to wear the Woodbrook Vale School uniform. They must be tidy in appearance and always wear the correct uniform as outlined in the school dress code.
- Parents / carers will be briefed every year in the summer term about the school's uniform expectations.
- Students must remove coats, hats, scarves, hoods and gloves immediately in tutor rooms at the beginning of the school day.
- Students must not wear hats, scarves, hoods, gloves inside the building
- Blazers must be worn correctly as students move around the building and always in the dining hall.
- Shirts must be white and tucked in at all times.
- Only the standard chequered school skirt can be worn.
- Trousers must be formal. No skinny trousers, jean style, leggings or tracksuit bottoms are allowed with the blazer and tie version of the uniform.
- Ties should be worn to an acceptable length with the school logo visible. Clip ties are also available to buy, if preferred.
- Footwear must be plain black with no logo. Sandals or boots are not permissible.
- One pair of stud earrings is permissible. Apart from this, for safety and security reasons, jewellery, including bracelets, necklaces, rings and nose, face, tongue or body piercings should not be worn in

school. If such jewellery is worn it will be confiscated and students and / or parents / carers will be informed when it can be collected.

- Tattoos are not permitted.
- Make up is not permitted in Years 7 and 8.
- **Light** make-up in Years 9, 10 and 11 is permissible but should not be noticeable.
- Nail varnish, including acrylic or gel nails are not appropriate for school and should not be worn.
- Hair styles should not be extreme. This includes closely shaved; decoratively shaved or vivid non-natural hair colour.
- The school would seek to be sensitive towards students who choose to wear a specific item if it is for a religious reason.

Valuables:

Excessive amounts of money and items of considerable personal value should not be brought into school. During PE lessons, items of value must be given to the teacher for safekeeping. Personal possessions that cause a distraction in class will be confiscated and kept in the student office for safekeeping until collection by a parent or carer.

Bullying:

Any form of bullying, discrimination and intimidation will not be tolerated. Any incidents will be dealt with according to the schools Anti-Bullying policy. A student version of the Anti-Bullying policy and the Anti-Bullying Charter is displayed around school. The school has been accredited with an Anti-Bullying award from Leicestershire County Council.

Mobile technology:

Mobile phones are not permitted to be in view in school or to be switched on in school. Phones will be confiscated if this school rule is not adhered to and kept in the Student Office until the end of the school day. A record will be kept in the confiscation book. When a student has had their mobile phone confiscated on three occasions it will only be returned following a meeting with the parent during which the parent will be given the mobile phone. If a student needs to contact home, they will be allowed to use the telephone in the Student Office if it is felt necessary for them to do so. If it is apparent a mobile phone is in use via a Smart watch, the phone will still be confiscated.

Mobile phones should never be used for photographs or filming of other students in school. School equipment is available for any education based need. The school will take extremely seriously any incident where filming has taken place on a mobile phone and/or camera. All students will be expected to sign an 'Acceptable use of Information Communications Technology' agreement (Appendix 4).

E-Safety:

Woodbrook Vale School recognises that the Internet is an essential element in 21st century life for education, business and social interaction. As part of learning Woodbrook Vale School will:

- provide students with quality Internet access as part of their learning experience;
- provide Internet use that is a part of the statutory curriculum and a necessary tool for staff and students;
- provide school Internet access that is designed expressly for student use and will include filtering appropriate to the age of students;
- teach students what Internet use is acceptable and what is not and give them clear objectives for internet use;
- educate students in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

Alongside this the school takes seriously its responsibility to promote E-safety. This will be promoted through CEOP training for students; Internet safety and cyber bullying awareness across the curriculum including Personal Development and assemblies. Parent's attention to e-safety will be highlighted through letters, resources and parent meetings. Students must however adhere to the acceptable use agreement. See Appendix 4

Smoking and Vaping:

Students are not permitted to smoke tobacco or other substances; or vape any substance on the school site. Any student who is caught smoking/vaping on the school site will be internally excluded for a fixed period, or hosted at an alternative school. Repeated instances will result in suspension. Students who require smoking cessation will be referred to support from health services or a local drug and alcohol misuse service.

All data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

HOME SCHOOL AGREEMENT

Woodbrook Vale School is a community where we learn to live and learn together. It is a place where we treat each other with consideration and respect.

We want everyone to:

- Have high expectations and a determination to achieve success in all aspects of learning;
- Value each person equally and celebrate the fact that everyone can achieve success;
- Become active and responsible citizens, participating in and benefiting from the life of the school and community;
- Be a highly motivated lifelong learner equipped for the wider world;
- Be actively involved in raising, recognising and celebrating their own achievements and those of others;
- Have a sense of personal and social responsibility within our diverse and multi-cultural society;
- Have high self-esteem and respect for themselves and all others.

The school should provide the best possible education in a safe and caring learning environment that encourages every child to achieve success.

Woodbrook Vale School will:

- provide a high standard of teaching with high expectations of students' learning;
- provide a broad and balanced curriculum which will be challenging, demanding, interesting and accessible;
- take every care to ensure the safety, well-being and happiness of students.

Parents should support their child's learning by making sure he/she is prepared and motivated to learn.

Parents will:

- Make sure their child attends school every day, on time and properly equipped;
- Tell the school of any problems that may affect their child's behaviour or learning;
- Fully support the school's policies and guidelines on behaviour and uniform;
- Encourage their child to complete learning tasks to the best of his/her ability;
- Attend parents' evenings and actively support their child's learning.

Students should be prepared for their learning and work hard to achieve success.

Students will:

- Attend school every day and be on time
- Make sure that they have the correct equipment every day
- Work as well as they can at school and help others to do the same
- Do their work to the best of their ability and hand it in on time
- Be polite and helpful to other students, staff and guests
- Take a positive role in all that the school has to offer
- Be responsible students, respect the school and help to make it a nice place to be

I have read this agreement and will do my best to keep to it.

Signed Student: Date:

Signed Parent/Carer: Date:

Signed Form Tutor: Date:

Inclusion Room Contract

Name of student	
Date	
SLT	
Faculty referred from	

You are in inclusion because you have not followed our school expectations in terms of behaviour in the classroom and / or expectations of behaviour around the school.

You will be in the inclusion room until we are certain that you can meet our expectations.

During your time in the inclusion room we will expect you to follow the rules.

Please tick to show that you understand the rules and are prepared to follow them:

In the event of not ticking all boxes I understand that I will be sent home and will have to complete a day in referral on my return:

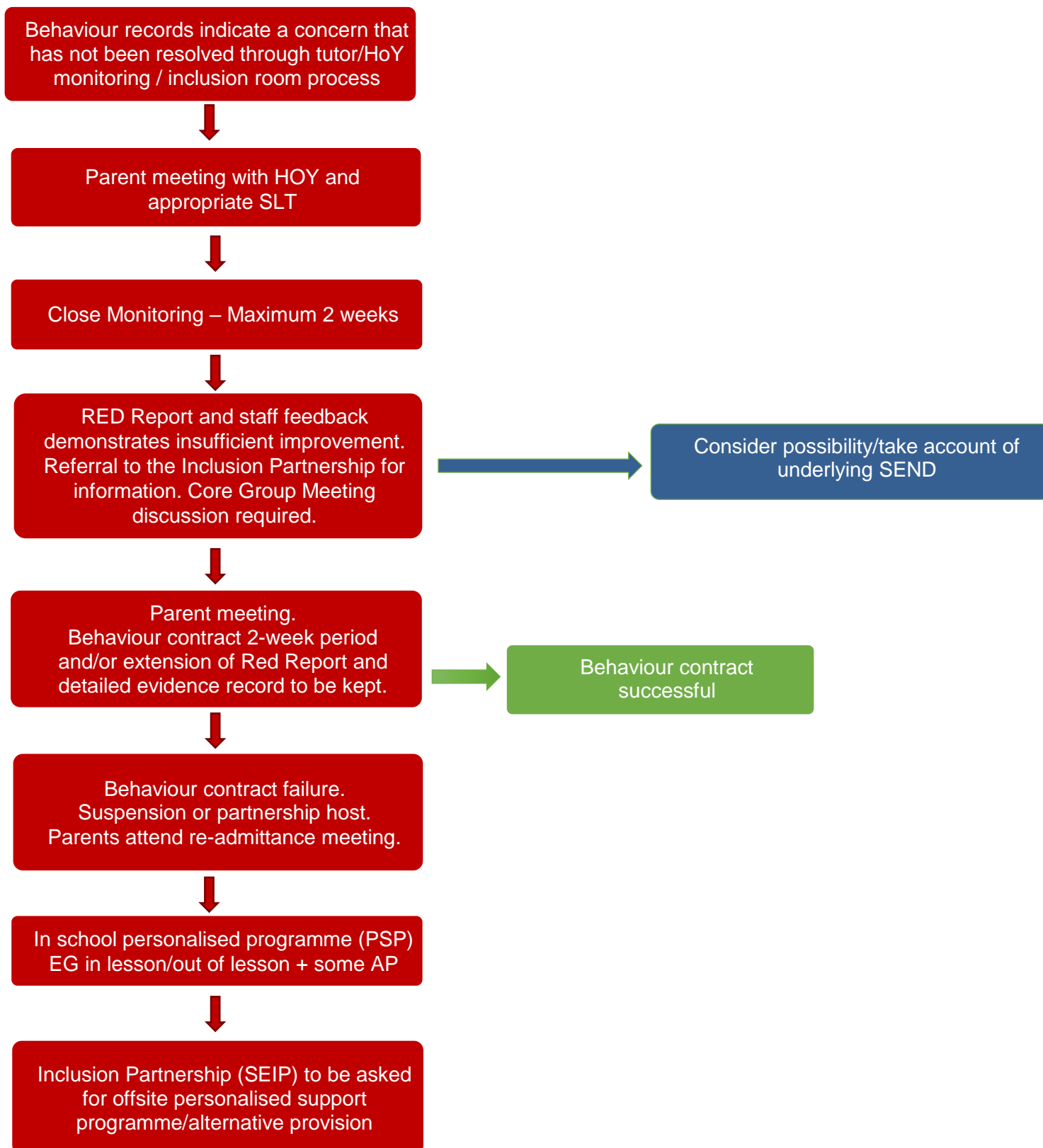
- I will remove my outside clothing and wear full school uniform
- I will hand over my mobile phone to the teacher in inclusion if asked
- I will work in silence
- I will complete work to the best of my ability
- If I need help I will ask in a polite way
- I will not communicate with anyone outside of the inclusion room
- I will not leave inclusion at break and lunchtime unless I am told by a member of the Senior Leadership Team that I can do so.

Signed _____ (Name of student)

Signed _____ (SLT)

Behaviour Flowchart

This flow chart will be used when a student has been identified as causing serious disruption and is at risk of exclusion and/or requiring an element of alternative provision.



Acceptable use of Information Communications Technology

Learning at Woodbrook Vale includes regular use of computers, the internet and other information and communications technology. We need to make sure that you use communications technology safely and sensibly.

Students who agree to the following guidelines will be allowed to use ICT.

1. I will only access the system with the correct login name.
2. I will not access other people's files.
3. I will only use the computers for school work and homework.
4. I will NOT bring in pen drives from outside school unless I have been given permission.
5. I will ask permission from a member of staff before using the computers and the Internet.
6. I will not access or attempt to access inappropriate web pages.
7. I will only e-mail people my teacher has approved.
8. The messages I send will be polite and responsible.
9. I will NOT give my home address or telephone number, or arrange to meet someone, unless my parent/carer or teacher has given permission.
10. I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other students and myself.
11. I understand that the school will check my computer files and will monitor the internet sites I visit.
12. I will not take photographs without permission of a teacher.

Use of Mobile Phones

13. Use of the mobile phone will not be allowed. Using the phone will result in the confiscation of the phone.
14. The mobile phone will be switched off and it will be kept out of sight. It is not acceptable for phones merely to be put on silent. If a Smart watch gives an indication a phone is on and actively connected, the phone will be confiscated.
15. No student may take a mobile phone into a room or other area where examinations are being held.
16. The security of a phone will remain the student's responsibility in all lessons including PE lessons.
17. If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher.
18. In exceptional circumstances e.g. Medical tracking, a parent may negotiate a role for a mobile phone in a student's care plan.

Unacceptable use:

The school will consider any of the following to be unacceptable use of ICT and mobile phones and a serious breach of the school's Behaviour Policy resulting in sanctions being taken.

- Photographing or filming staff or other students on their own device in the school grounds whether with or without their knowledge or permission.
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or hand over the phone at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time

Signed Student: Date:

Appendix 5

'Life Lessons' is the name of a suite of materials we use to support our Personal Development Curriculum. Along with whole class sessions, there are small group and one to one sessions containing specialist information, advice and guidance. They represent teaching inputs that can be given at key points to address help students correct specific negative behaviours EG. Homophobia, misogyny, unkind comments, etc. Below are some of the topics for which we have 'Life Lessons' materials that SLT might direct students to:

