



Behaviour, Rewards and Sanctions Policy - Whole School (including EYFS)

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1. Introduction

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment, whether in School or in a remote learning environment, where children are respected and valued and to always consider the best interests of the child.

2. Policy statement

All members of the Woodbridge School community – pupils, staff, parents and Governors, are expected to set the highest possible standards for ourselves and others, and contribute to the creation of an environment in which pupils' build self-confidence, enjoy learning, take pride in work of quality and achieve their best possible examination results.

We aim to promote and reward good behaviour that reflects our School Values and to establish a consistent approach to both rewards and sanctions for the pupils, providing an opportunity to recognise excellence.

3. Behaviour

3.1 Code of conduct for all pupils

We see education as a partnership and expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow School Rules and adhere to an established routine and the Code of Conduct.

3.2 Woodbridge School Prep

At Woodbridge School Prep emphasis is placed on positive reinforcement, encouraging good behaviour and helping each child to fulfil their potential within the classroom and outside it. The behaviour policy guides pupils towards a set of values based on Christian principles.

The children are encouraged to follow the School Rules in respect of all classroom and playtime activities. The children's behaviour should reflect the School's commitment to respect the views and opinions of others, to uphold the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Code of Conduct

The School Rules are underpinned by the two following principles which, if all pupils follow, will lead to Woodbridge School Prep being a happy, caring and successful school;

- Be kind - Pupils should always treat other pupils in the same way that they would expect to be treated.
- Try your best - Pupils should always try their hardest in everything they do, e.g. work, music, sport, friendships and supporting the school community.

In particular all pupils should:

- *Wear their uniform smartly*
- *Display polite manners and interact in a positive manner*
- *Be courteous and thoughtful eg. open doors for others.*
- *Eat meals sensibly and with appropriate table manners*
- *Contribute to a happy and busy environment.*

- Expectations in lessons

1. Start of Lessons

- The majority of lessons take place in pupils' classrooms, however, there are occasions when pupils will walk to the alternative classroom, e.g. sets, Science, Art, Engineering, Music, Food, Health & Nutrition and PE. It is expected that all pupils should be ready to start lessons promptly.
- In the Prep if the teacher taking the lesson has not arrived within five minutes of the start of a lesson, then it is the responsibility of a member of the class to alert Woodbridge School Prep Office. Pupils are reminded of this at the start of each term.
- Pupils should ensure that they are fully prepared for the start of the lesson, e.g. correct books from trays, writing materials and planners. If there is an opportunity, they should read over the most recent work.

2. During the lesson

- Pupils should display an excellent attitude to learning. Amongst other things, an excellent attitude to learning is judged on whether:
- Pupils respond positively; are well motivated and co-operative; show interest and apply themselves; sustain concentration and develop the ability to study independently.
- Pupils have constructive learning relationships, talking about academic problems with each other and with their teachers, and are tenacious in understanding difficult work.
- Pupils recognise the difference between private and collaborative study, and when and where these are appropriate.
- Pupils recognise that learning requires work and that all pupils are skilled in different areas.
- Pupils show initiative and take responsibility for their own progress.
- Pupils demonstrate the highest standards of behaviour in class, e.g. putting their hand up to answer a question and not calling out and standing when the Head or visitor walks into the room.
- There is no unnecessary conversation unrelated to the subject.

3. At the end of a lesson

- The end of a lesson is determined by the teacher, not by the bell.
- Pupils should ensure that they are aware of any homework that needs to be undertaken and when this needs handing in.

- When dismissed, pupils should leave quickly and quietly or prepare for the next lesson. At lunchtime the teacher should accompany the class to the dining room ensuring the pupils wash their hands en route.

3.3 Senior School

Code of conduct

Values	Behaviours			
Pursue excellence in everything we do	Work to the very best of your ability	Be resilient and learn from the mistakes we make	Be collaborative	Take opportunities
Nurture and celebrate individual character	Recognise and respect differences	Follow your ambition and interests with pride and enthusiasm	Understand your own strengths and weaknesses	Stand up for what is right and expect others to follow
Uphold kindness, always	Treat others as you would expect to be treated	Think: Is it kind? Challenge unkindness	Be trustworthy	Be mindful
Participate as a community, for the community	Embrace equality, diversity and inclusion	Challenge selfish or discriminatory behaviour	Be selfless	Be positive and honest with each other

Expectations in lessons:

Start of lessons:

- There is no designated travel time between lessons. It is expected that all pupils should be ready to start lessons promptly at the start of each group of lessons. Changeover lessons should start as soon as possible, and it is the expectation that pupils will move to these lessons quickly and without diversion.
- If the teacher taking the lesson has not arrived within five minutes of the start of it, then it is the responsibility of a member of the class to alert another teacher, even if this means interrupting a class already working,

On entering a classroom/laboratory pupils should:

- Take out from any bags all the books and equipment which might be needed for the lesson.
- Store bags in the designated place.
- Open exercise books ready to begin the lesson.

During the lesson:

- A worthwhile lesson is one in which pupils make progress in skills and/or knowledge. Good lessons have well defined objectives, and pupils should know what these are. But more importantly good lessons necessitate an excellent attitude. Amongst other things an excellent attitude to learning is judged on whether:
 - Pupils respond positively, are well motivated and co-operative, show interest and apply themselves, sustain concentration and develop the ability to study by themselves.
- Pupils have constructive learning relationships with each other, talking about academic problems with each other and with their teachers, and are tenacious in understanding difficult work.
- Recognise the differences between private and collaborative study, and when and where these are appropriate.
- Pupils show initiative and take responsibility for their own progress.
- Pupils demonstrate the highest standards of behaviour.

At the end of a lesson

- The end of a lesson is determined by the teacher, not by the bell.
- Pupils should ensure that they are aware of any homework that needs to be undertaken, and when and where this needs handing in. In the Senior School in nearly all cases this will be recorded on itslearning.

When dismissed, pupils should leave lessons quickly and quietly, ensuring that any litter is cleared away and that the classroom/laboratory is in good order for the arrival of the next class.

3.4 School Rules – Whole School

Our aim is to encourage good behaviour supported by our approach to rewards. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the School Rules are set out in Appendix 1 (Senior School) and Appendix 3 (Woodbridge Prep) and Parent Handbooks or Information Booklets and may change from time to time. Parents and Guardians agree, when signing the Parent Contract that their child will comply with the School Rules and undertake to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The school reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes or similar, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by School Rules which has been identified in the rules as an item which may be searched for.

The Head, Head of Woodbridge Prep or staff authorised by them may search a pupil, provided that the staff member is the same gender as the pupil being searched and there is another staff member as witness. The school may carry out a search of a pupil of the opposite gender to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff" ('Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', DfE 2018).

The School's rules on drugs and drugs testing are set out in the Alcohol, Smoking and Drugs Policy.

4. Rewards

As pupils progress through the School we hope to encourage an awareness that not every good deed is rewarded and not all poor behaviour is given a sanction. In our environment, appreciation of forgiveness is as effective as identifiable rewards and sanctions.

4.1 Woodbridge School Prep

House points are awarded to pupils at Woodbridge School Prep who produce particularly good pieces of work. In most instances, this is judged on an individual basis rather than a certain standard having to be achieved by the pupils.

House points are recorded in pupils' planners so that parents are aware of them. At the end of each term, the pupil's House Points are recorded individually and also go towards the House Competition.

House points are also recorded in pupils' planners for good behaviour. These are awarded for many reasons and linked to British Values and the School Rules in the Pre-Prep.

Celebration Assembly rewards effort and achievement for events, work and behaviour in the past week.

A postcard from the Head of Woodbridge School Prep will be sent to a pupil if they have done something particularly noteworthy or independently. Individuals and groups are also congratulated in assemblies on their particular achievements so that their peers can be aware of their achievements.

End of term CLICK certificates are awarded and annual Prize Giving awards are given to children for special achievements throughout the school year.

Woodbridge School Prep-Prep

A reward system reinforces the School Rules of the Pre-Prep:

- **EFFORT CERTIFICATES:** Children are rewarded with effort certificates in Assembly for following the School Rules and for displaying Learning@Woodbridge characteristics. Table Manners' Certificates and stickers are also awarded.
- **INDIVIDUAL STRATEGIES:** Class teachers also have individual strategies and rewards (stickers, marbles in the jar, bears in the basket, etc) to help promote good class behaviour and the School Rules.
- **HOUSE POINTS** are awarded from Year 1 and these contribute to the Prep House Competition.
- **PREFECTS:** Prefects are appointed in Year 2 on a rotational basis. They have a choice of a specific role, (relinquishing the responsibility if behaviour and demeanour are not exemplary) and are responsible for the behaviour of others.

4.2 Senior School

Rewards form an integral part of the life of the school. We encourage the establishment of good teacher/pupil relationships and support for the School's values through a system of rewards: verbal praise and written feedback for good effort and work; reports to parents; reflection upon individual progress and achievement through the termly pupil development plans; public praise via School and Year assemblies, the regular newsletters (Woodbridgian Weekly); prize giving (in Assemblies, and on Speech Days); and in class through the awarding of a variety of merits (each section of the school has its own systems). However, the merit system is intended for pupils at all levels in the School.

ACE Awards Years 7 – 13

Awarded to pupils' who show excellent **ACHIEVEMENT**, **CHARACTER/COMMUNITY** and **EFFORT** in their work and/or behaviour. Pupils given an ACE award receive points, and they will be celebrated by their tutor in the first instance. At key points there will be further

congratulation of ACE award winners of particular note, such as in assembly or via heads of year.

Some of the ways that ACE awards can be earned, in class, extra-curricular or house involvement, are:

- Excellent achievement in a specific piece of work, activity or assignment;
- Showing great character or community spirit, such as
 - resilience in an area of difficulty
 - teamwork
 - kindness to others
 - initiative
- Showing a very high level of effort or continued effort over a long period.

Head's Commendations (Years 7 - 13)

Commendation Certificates are awarded by the Head for excellent work in recognition of a particular piece of work or for consistent exemplary work throughout the term or year. They can also be awarded for significant improvement of effort in a certain area, demonstrating a moment worth recognising or personifying the Woodbridgian spirit. They are worth 10 merits.

General Recognition of Achievement

Heads of Year endeavour to highlight excellent achievement of any kind in Year Assemblies – hence LAMDA, ABRSM and Maths and Science Challenge Certificates are distributed. Pupils' and Team achievements are lauded each week at Whole School Assembly conducted by the Head for all year groups. Merits are awarded for numerous reasons and should be handed out by teachers frequently, to all year groups, acknowledging effort, behaviour and progress both inside and outside of the classroom. Merits are awarded by class teachers and Heads of Year and must be recorded against the pupil's record on class charts.

Boarding House

The merit system in school is used for both the day and boarding community to show appreciation for hard work and achievement. The School House staff can issue conduct rewards for positive behaviour such as: helping staff, going the extra mile to support the house and others, helping organise events and thinking about others before themselves. This is echoed in their student booklet. The positive merits and the negative ones are also recorded in the family championship, and which will bring an intrinsic value and also a motivation to support their family group.

Evaluation

The Academic Deputy Head will audit the rewards system to ensure the awarding of merits is fair and appropriate, regardless of gender, age, teacher, house etc.

5. Sanctions

We aim to encourage pupils to develop self-discipline and the realisation that they are responsible for their own behaviour.

Corporal punishment, and the threat of it, is prohibited for all pupils as specified under Section 131 of the Schools Standards and Framework Act 1998. The prohibition includes the administration or threat of corporal punishment to a pupil during any activity, whether or not it is within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors.

Sanctions for significant minor offences are tailored to suit the circumstances and will not be dispensed as tariff sanctions set according to the offence committed. The ethos of the School dictates that the sanction should seek to reform and improve the behaviour of the pupil, and hence should balance the need to deter with the imperative to educate. The Senior School and the Prep have their own range of standard sanctions from which to choose the most appropriate, such as restricting access to free time; setting additional non- demeaning and productive tasks (which will often be paper-based); involving parents in the process; issuing short-term report cards.

Whilst it is the offence which is being sanctioned and not the person, allowance must be paid for those with particular needs. Anything that could be perceived by other pupils as inconsistency should be explained if appropriate.

The actual level of sanction imposed will depend on the individual case, including the conduct and honesty of a pupil during any investigation process and being mindful of any special educational needs or individual circumstances which may pertain at the time of an incident.

5.1 Woodbridge School Prep

Staff may issue a verbal warning or instruction which, where necessary, may be communicated to parents.

One sanction may be the withdrawal of break time.

Pupils should be aware of the high expectations of the teaching staff. Where a pupil has underachieved in a particular piece of work as a result of lack of effort, he or she will be requested to repeat it within a certain time frame set by the member of staff. If a pupil is set work to do at break time, the teacher must supervise to ensure the well-being of the pupil and that the task is being carried out. This may be accompanied by a minus mark.

Target Cards (see Appendix 4 - Target Card Procedure.)

Pupils will be encouraged and supported, where necessary, to apologise for poor or inappropriate behaviour. Minus marks are given for low level inappropriate behaviour. On most occasions a warning will be given before a minus mark is awarded. However, in some instances it is appropriate for a minus mark to be given with no warning, eg inappropriate physical contact. Parents are informed of this action. These are recorded in their planner and on the Behaviour Log and are monitored by the Form Teacher. 3 minus marks in a half-term

result in a detention. These are cleared each half-term. Contact is made with parents from this sanction onwards.

'Detention' to Deputy Head / Head; Recorded in Sanctions Log on iSams and on the Behaviour Log.

Lunchtime Detention is given for three minus marks acquired in one half-term, or more serious poor behaviour eg physical contact, dangerous behaviour or stealing (this cannot be an exhaustive list). After School Detention- Following a detention for a repeated incident, or for more serious misdemeanours, an After School Detention may be appropriate. In this case the parents will be called in for a meeting and the pupil will be required to stay in school until 17:00. Again, this is recorded in the School Sanctions Log.

If required further sanctions may follow as detailed in Serious Misbehaviour – Whole School

The Pre-Prep Sanctions including EYFS

- Warning from Staff.
- Time Out in classroom at self-regulation area. Time Out in playground.
- In Year 1 & 2 - Time Out in lessons
- Behaviour will be recorded on the Pastoral/Behaviour log
- • Repeated warnings for poor behaviour, child will talk to a member of SLT
- In Year 2 minus marks are given for continued low level inappropriate behaviour. Parents are informed of this action. These are recorded in the Reading Record Book and on the Behaviour Log and are monitored by the Form Teacher. 3 minus marks in a half-term result in a detention. These are cleared each half-term. Contact is made with parents from this sanction onwards.
- Pre-Prep pupils may, in appropriate circumstances, be given a school detention.
- Information on all recorded incidents are kept in the 'Behaviour Log' and are reviewed, at least half-termly by the Deputy Head for tracking and monitoring purposes.

5.2 Senior School

The School operates two types of sanctions; Academic and Misconduct.

Poor work either in class or for prep can result in a supervised study session. This will be organised within Departments and is designed to help pupils improve. It might take the form of a factual re-test, but generally should be supportive. All such sanctions must be recorded via Class Charts, and parents may be informed.

Detention (for misconduct) is also the sanction for poor behaviour or bad manners in

School or around the town. Parents may be notified when a pupil is put into Detention, but this is not always the case for minor matters. For more serious cases of poor work or behaviour, pupils will be required to attend either a detention after school on Thursday with the Deputy Head Pastoral or a detention on Saturday morning and the latter lasts from one to three hours. Parents will be informed.

Only Heads of Year and SMT have the right to impose Saturday morning detentions in the Senior School.

It is the duty of the Head of Year and SMT to ensure that any act of misbehaviour is recorded on the appropriate file.

There are times when children may act in an unacceptable way. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, having regard to the age of the child. Most examples of undesirable behaviour can be dealt with informally in this way.

The sanctions used might include:

- Reprimand/reminder of school rule being broken and choices of behaviour;
- Reminder of appropriate standard and warning of possible consequence;
- Discussion with child at appropriate time e.g. end of lesson;
- 'Time-out/cooling off' period elsewhere in classroom;
- 'Time-out' outside classroom / with another member of staff;
- Loss of part of playtime – time to reflect/discuss/write about the issue and resolve it.

It is also important to note that the levels of sanction imposed will be cumulative, rather than cyclical.

Similarly, a pupil who has already served a one day exclusion can expect to receive a minimum of a two day exclusion for a further serious breach of conduct. The maximum term for an internal exclusion would normally be two days and four days for an external exclusion.

Academic Detentions (Years 7 - 13)

Academic reprimands are given for late homework or work not being done to a satisfactory standard. Sanctions will grow in severity for repeated offences.

As an example:

First offence - e.g. non-submission of homework – verbal warning by subject teacher and follow up of missing work the next day.

Second offence – lunchtime detention by subject teacher (Form teacher and Subject Leader informed). Parents may be informed.

Third offence – Detention with the Head of Department. Parents will be informed.

Fourth offence – Matter referred to Deputy Head Academic. Parents will be informed.

Support Card

A Support Card may be used to address behavioural/work issues in a particular area.

The student will receive written feedback on their attitude / homework / punctuality in all of their subjects throughout the week. This will often be used as a way to highlight to the pupil what they do well and the need for more positive comments. If an improvement is not seen through the duration of a Support Card period, this will often be used to move to a more serious sanction if a pupil is not recognising the need to change and adhere to the high standards of the School.

After School Detention in the Sixth Form

It should not normally be necessary to detain Sixth Form students after school. However, should students regularly fail to submit work on time or where the quality of such work gives cause for concern, a subject teacher may wish to place that student in detention after 4.10pm. This detention may also be given for a breach in conduct.

Form tutors or a member of the Sixth Form Leadership Team may also give detentions when they feel appropriate in cases relating to breaches of Sixth Form standards, following the same process as outlined above.

6. Serious Misbehaviour – Whole School

Serious sanctions may be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Woodbridge School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Serious Breaches in Conduct

All serious breaches of conduct should be reported to the Deputy Head Pastoral, Head of Woodbridge School Prep or the Head. A varying degree of sanction may be imposed depending on the individual circumstances of the incident and the pupils involved. Consideration will be given to any special educational needs/disabilities.

Head's Detention (Years 7 – 13)

This sanction is given for a very serious breach in conduct or when a pupil has been given a Deputy Head Academic or Deputy Head Pastoral Detention and there has been a further incident, misdemeanour and limited progress. The Head's Detention takes place on a Friday from 16:10 until 17:30 and pupils must report to the Head's Office. Parents will be asked to meet with the Head upon collection of their child. The Head will discuss the outcome of the detention with parents and explain any further action that will be taken if progress is not made academically or behaviourally. An internal or external exclusion may be issued at this point depending on the severity of the misdemeanour.

Internal Exclusion

A pupil may be required to be withdrawn from their day-to-day involvement in school in order to address an issue. The pupil will work in a designated quiet area and appropriate work will be set by the relevant department. The period of exclusion from subject lessons will depend on the nature of the issue and student concerned. Parents will be informed in writing of any such action taken.

External Exclusion

For a very serious offence it may be necessary to externally exclude a pupil from the School for a fixed time period or permanently. This decision will only be taken by the Head, or in their absence, the Deputy Head Pastoral or the Head of Woodbridge School Prep. The Chair of Governors will be informed of any such action taken and appropriate work will be set during the period of the external exclusion. Parents will be informed of the sanction in writing. Please see separate policy for Permanent Exclusions.

Re-admittance following external exclusion

Before a pupil is re-admitted to the School following an external exclusion, they would report to the Head (or Head of the Prep) and explain how they have used the time away from school to reflect on the reason they were excluded, what they have learnt from their mistake and how they intend to behave going forward. A meeting between the pupil, parents/guardians, other agencies and the school may need to be arranged to discuss support which will be offered to the pupil and how they are expected to have learnt from their mistake. Written records of any such discussions and agreed targets and agreed plans will be shared with both the parents/carers/guardians, other agencies and relevant School staff. In the event of a permanent exclusion being administered, parents/guardians would have the right of appeal in accordance with stage three of the Complaints Policy.

7. Breaches of discipline outside of the School grounds

The School takes the conduct of its pupils outside of school grounds extremely seriously. Teachers have the authority to discipline pupils for misbehaviour outside of the school premises to such an extent that is reasonable.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any School organised or School related activity;
- Travelling to or from School;

- Wearing School uniform; or
- In some other way identifiable as a pupil at the School, or

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the School;
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the School.

In all cases of misbehaviour, the teacher may only discipline the pupil when on School premises (or elsewhere when the pupil is under the control of the teacher).

8. Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically. The school also has a confidential register within which the school includes the pupil's name and year group, the nature and date of the offence and the sanction imposed. The school will keep this register on a central file so that any patterns may be identified by

the school. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol/regime for managing their child's behaviour. Parents of children who are in the school's nursery/EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

9. Managing transition through the whole school

Any issues, behavioural needs and strategies will be managed, monitored, evaluated and reviewed by teachers on a day-to-day basis, overseen by the pastoral leaders. A strategic review occurs at key transition points to ensure continuity of care:

Woodbridge School Pre-Prep to Prep:

Feedback about each pupil, including academic, athletic, social and behavioural, is passed on from the existing to the new class teacher before transition. This will be discussion-based, supported by written assessments where appropriate.

Woodbridge School Prep to Senior School:

- Form Teachers and the Head of Year 7 meet in May to discuss Year 6 pupils.
- Academic data is passed on to Head of Year 7 and the Head of the Prep's files are sent to the Head.
- The Year 6 Behaviour Log is sent to the Head of Lower School.
- In addition, the Head of Year 7 meets with each new pupil as part of the transition process to the Senior School.
- All parents are invited in June of Year 6 to a 'meet the Year 7 tutor' evening.

Senior School:

- All pupils have central files held with the Head's secretary. In addition, a great deal of pastoral information is held in iSAMS / MyConcern
- Year 7 to Year 8: Head of Year 8 receives feedback from tutors and then consults with the Head of Year 7, who will pass on all files, and give detailed feedback on each pupil.
- Year 11 to Sixth Form: Head of Year 11 pass on all files and gives detailed feedback with each pupil.
- All tutors contact their respective new tutee parents and offer the opportunity to meet in person or speak on the telephone as a way of introduction.

10. Compliance and Monitoring arrangements

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may

include more staff training, incorporating learning points into pupils' PSHCE lessons, or amending this policy.

This policy will be subject to a thorough review process including consideration at the Education Committee on an annual basis. This will ensure that practice across the whole school is in line with this policy, the Complaints procedure and with current guidance and legislation.

Appendices

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Appendix I

SCHOOL RULES (SENIOR SCHOOL)

1. Woodbridge School requires its pupils to abide by its rules, which form a part of the Parental Agreement.
2. It is the pupil's responsibility to be familiar with the School's rules, policies and procedures and abide by them at all times (copies can be found on the website).
3. Listed below are some of the most general School rules affecting all pupils. The first two rules are the most important and have the largest number of implications:
 - a Pupils are expected to show common sense and respect for themselves, the School and other people. The pupils' safety and wellbeing as well as the School's good name depends on the pupils' actions.
 - b Pupils must never act in a way which brings the School into disrepute.

THE SCHOOL DAY

- Access to the School is by the four main gates only. Pedestrians must walk on the designated paths and pavements. Cycles must be kept at the cycle shed.
- Day pupils must arrive at School in sufficient time to be at registration.
- No pupil may miss timetabled classes, games, activities, matches or rehearsals without permission.
- At the start of a lesson, pupils must enter a classroom, laboratory, workshop, or the Sports' Dome only in the company of their teacher.
- Pupils should walk, not run, when moving between classes and in the vicinity of School buildings, and keep to the left on stairs and in corridors.
- Pupils must keep to the paths and not cut across grassed areas, nor enter those areas fenced or roped off.
- Ball games are permitted only in designated areas, and not in the vicinity of School buildings.
- Food or drink must not be consumed whilst walking in the grounds, or in public when travelling to and from School. No litter must be left in the School buildings or grounds.
- No pupil below the Sixth Form may leave the School grounds during the School day without permission. Sixth Form pupils may leave the site (by foot only) during the lunch break as long as they have no school commitments and return by 2.15pm in time for afternoon lessons. Year 7-9 pupils waiting for buses at the end of the day must remain on the school grounds between the end of school and their departure.

UNIFORM AND BELONGINGS

- Correct uniform must be worn to and from School and for all functions, matches and visits unless special permission is given. Pupils must ensure that their appearance is neat and appropriate to a School working environment.
- Pupils should not bring valuables, or more money than is strictly required, to School. If necessary to do so, they should hand them to a member of staff for safekeeping. Mobiles, iPods and the like, are not permitted to be turned on whilst on site.,
- Pupils must look after their belongings at all times. All clothing and property must be clearly marked with the owner's name. Equipment may only be borrowed with the owner's permission and must be returned immediately after use. Pupils must use, and keep locked, lockers provided.
- The following items (though this list is not exhaustive) are prohibited and not allowed in school under any circumstances: knives or weapons; alcohol; illegal drugs; stolen items; tobacco, nicopods, e cigarettes (inc vapes or similar) and cigarette papers; fireworks; pornographic images; any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury, or damage to the property of any person (including the pupil).

WELFARE, HEALTH AND SAFETY

- Pupil drivers must not drive further into the School grounds than the turning circle without the express permission of a member of staff. Pupils may only use their cars for commuting. (The School has a separate policy on the use of cars).
- Pupils must know the School fire drill and all other health and safety procedures relevant to them.
- Pupils must report damage of any kind immediately to a member of staff.
- Smoking (including e-cigarettes and nicopods) and the consumption of illegal drugs are forbidden.
- Pupils must follow all reasonable instructions given to them by an employee of the school.
- The School has a separate policy on drugs, smoking and alcohol.

USE OF MOBILE PHONES AND OTHER SMART DEVICES

- At Woodbridge School, a policy prohibiting the use of mobile phones has been in place for many years.

- Pupils in Y7-11 may have their mobile phone on their person, however they must be switched off. The introduction of BYOD from September 2023 means that pupils will not need a mobile phone for educational purposes.
- Similarly, pupils in Years 12 & 13 may have their mobile devices phone on their person, however their usage will be restricted as above. The exception to this will be in the Sixth Form Centre, where the restrictions are relaxed in line with the more independent approach that befits a successful sixth form experience.
- Mobiles or other smart devices (such as watches) must never be used to take images or recordings (both audio and visual) of any members of the school community. This includes pupils and staff.

Appendix 2

REWARDS AND SANCTIONS LEVEL CHART FOR YEARS 7 - 13.

Level	Examples	Likely Action
1	- Outstanding achievement or effort; this can be for either curricular or non-curricular areas. - Exemplary work throughout the term or year.	Head's Commendation - Teacher to send a message to the Head's PA who will arrange a time for the Head to see the pupil. - Certificate awarded at Monday Celebration assembly.
2	- Consistent positive achievement or exceptional effort - Outstanding improvement in test or grades, consistent positive attitude. - Excellent organisational skills. - Thoughtfulness to peers and embodying Woodbridgian ethos and spirit.	ACE Award - Card or Class Charts completed by staff member and given to pupil. - Card is placed in box at reception for prize draw. - Draw takes place at Monday Celebration assembly.
3	- Individual and group competition success. - A particularly good piece of work or positive behaviour - Contributing positively to the life and ethos of the school	Merits - Individual Merits are awarded according to pupil's achievements. - Staff record merits on class charts
4	- Low level negative behaviour - Lateness or incorrect uniform - Lack of equipment, talking-out-of turn or off task - Poor effort in class or incomplete or missing homework	- Managed by the teacher – verbal warning etc. - Class Charts to tutor of HoY - Repetition to be referred to Tutor. Head of Year may be informed - Contact with parents via tutor/Head of Year - Academic or Misconduct Detention - Report Card
5	- Repeated level 4 behaviour - Defiant behaviour – uncooperative, disruptive in lessons - Using mobile phone without permission - Unkindness	- Report Card - Academic or Misconduct Detention - Contact with parents from Tutor, Head of Year, Head of Subject or Deputy Head (Pastoral / Academic)
6	- Very disruptive in lessons, challenging a teacher - Swearing, truanting or vandalism - Verbal/physical bullying - Extremist language - Targeted unkindness towards protected characteristics - In possession of cigarettes, including e cigarettes, vapes and nicopods - Fighting or persistent disruptive behaviour - Inappropriate social media use - Theft	- Head of House, Deputy Head (Pastoral) meet with parents, other agencies - Community Service - Not allowed on trips - Deputy Head Investigation - Saturday Detentions - Internal Exclusion - External Exclusion

7	• Arson • In possession of drugs, alcohol or weapons • Abusive behaviour towards a member of staff; violence; sexual harassment / assault • Abuse against protected characteristics • Safeguarding / child protection offences • Inappropriate parental behaviour	• Deputy Head investigation and meet with parents • Internal exclusion • External exclusion • Permanent Exclusion
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The above chart is intended as a guide only and the actual level of sanction imposed in the yellow and red zones will depend on the individual case, including the conduct and honesty of a pupil during any investigation process and being mindful of any special educational needs or individual circumstances which may pertain at the time of an incident.

It is also important to note that the levels of sanction imposed will be cumulative, rather than cyclical.

Similarly, a pupil who has already served a one day exclusion can expect to receive a minimum of a two day exclusion for a further serious breach of conduct. **The maximum term for an internal exclusion would normally be two days and four days for an external exclusion.**

Appendix 3

SCHOOL RULES (The Prep)

Woodbridge School requires its pupils to abide by its rules, which form part of the parental agreement.

The school rules are underpinned by the two following principles, which, if all pupils follow, will lead to Woodbridge School Prep being a happy, caring and successful school:

- Be kind
- Try your best

Procedure and Rules

Most importantly;

Pupils are expected to show common sense and respect for themselves, the school and people. The school's good name depends on the pupils' actions.

Other rules:

Good Manners

Pupils should:

- *Wear their uniform smartly*
- *Display polite manners and interact in a positive manner eg "Good morning Sir", or "Good afternoon Mrs Mitchell", etc.*
- *Stand for guests and the Head when they enter a form classroom*
- *Be courteous and thoughtful eg. open doors for others and stand aside for guests*
- *Eat meals sensibly and with appropriate table manners in the Dining Hall*
- *Ensure litter is placed in bins*
- *Contribute to a happy and busy environment.*

Punctuality

Pupils must:

- be in school on time for registration.
- wait outside classrooms for the start of the school day.
- request permission from the member of staff prior to the lesson or event if they are to be late or if they have another commitment.
- sign in at the Prep School Office if late for registration, or miss registration as a result of a school club or music lesson in the morning or in the afternoon, must.
- Be signed out by their parent to leave school early for an appointment.

Health and Safety

Pupils must **not**:

- leave the school grounds during the school day. During break times they must stay within bounds, e.g. do not go into the car parks, cross the path or go into the woodland at the top of the field. **Pupils must not enter the fenced in areas around the ponds.**
- enter the areas at the side of the stage or go on to the stage unless supervised.
- play with hard balls or climb trees at break time or run up/jump off the steps at break time.
- use unnecessary physical contact at any point during the School day.
- run, but walk when moving between classes and in the vicinity of school buildings.
- miss lunch.
- bring into school chewing gum, snacks containing nuts or dangerous items such as fireworks, matches, knives or catapults, or electrical items which require mains electricity e.g. Christmas lights.

Pupils must report damage of any kind immediately to the class teacher or the Deputy Head.

Possessions

Pupils must not:

- bring valuables or money to school (unless on a trip or for charity). If this should happen, they must be handed to a member of staff for safekeeping.
- Pupils must not borrow clothing from each other. Matron maintains a stock of clean items.
- Pupils must not bring mobile telephones into school unless special permission has been given by Head of the Prep. Telephones must be handed to the Office before school begins and must not be used during the day.
- Pupils must look after their belongings at all times. All clothing and property must be clearly marked with the owner's name and must be returned immediately.

The following items are prohibited and not allowed in school under any circumstances: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury, or damage to the property of any person (including the pupil).

Appearance

- Pupils must adhere to the uniform policy. For games, the correct games kit must be worn appropriately.
- Pupils must not have their hands in their pockets when walking around the school, nor when walking to and from school.

Appendix 4

Target Card Procedure (Prep School)

Form Teachers should:

- Monitor effort grades and identify areas of concern, e.g. as reflected by deteriorating effort grades.
- Monitor the 'Behaviour Log' for behaviour that has led to a detention and look for patterns reflecting an area for improvement.
- Liaise with the relevant teachers, diagnose the concerns, and produce a list of short term specific targets (maximum 3).
- Inform Deputy Head / Head of organisational/academic issues (such as: lack of prep, poor focus in class, pupil being incorrectly equipped for a lesson etc.) and run through suggested targets for improvement.
- Inform the Deputy Head / Head of behaviour related issues (such as: disruptive behaviour in class, poor social skills etc.) and run through suggested targets for improvement.
- Contact the parents, preferably by phone, to discuss with them the reasons for the Target Card and the specific targets that we are setting.
- Note Target in pupil file and on Spreadsheet.

Sign the card each day, using this opportunity to praise good feedback or suggest remedies for poor comments. **Action** to be taken following a full week of use:

- If progress / improvement is evident a note in their planner could inform the parents of this and the pupil might come off the card if it is felt that it has served its purpose.
- If some progress / improvement was made the pupil(s) should continue to use the card for another week; parents will need to be kept informed. The process will be reviewed at the end of the second week. If no progress / improvement was made, or the situation deteriorated further the parents will be invited to organise an appointment with relevant Deputy Head / Head, who will decide on the next course of action.

Appendix 5

GUIDELINES FOR SANCTIONS IN SCHOOL HOUSE

We accept that there will be occasions when it is necessary to give a pupil or a group of pupils a sanction.

We aim to ensure that pupils understand why they are being sanctioned, and that he/she accepts that the sanction is fair and justified.

We place great emphasis on honesty, and all pupils can expect that if they are truthful and courteous, they will be dealt with far more sympathetically than if it is proved that they have lied.

We have a minor Sanctions and Occurrences Book, in which all concerns and if necessary, sanctions are logged.

Minor offences generally fall into one of the following categories-

- Not getting up in the morning in time for breakfast and School
- Not settling down to sleep at night and disturbing others in the process
- Poor behaviour in prep
- Low level unpleasantness to others
- Forgetting a House Duty or not carrying it out to the required standard.
- Minor incidents of rudeness or insolence to Staff.

The sanctions used in these instances are generally designed to reflect the 'crime', for example-

- Reporting to the Duty Staff at regular times.
- Going to bed early or a loss of free time before bed
- Extra prep thus losing free time
- Punishments which serve the community for example - House duties, for example cleaning the fridge or microwave, hoovering corridors and entrance halls, weekend cleaning duty etc. These impinge on the individual pupil by removing an element of his/her free time.
- Gating - for relatively minor offences this would be gating after school, after Prep, or even for longer periods and at weekends.

The Head of Boarding will always contact parents and guardians if the pupil is regularly misbehaving.

The School does not allow the following punishments under any circumstances -

- Corporal punishment
- Depriving a pupil of food, sleep or exercise or enforced eating or drinking
- Essays or lines - the former should be enjoyable, and the latter is a waste of time.
- Early morning runs.
- Confining a pupil to his or her room in the House
- Any punishment designed to cause pain, anxiety or humiliation
- Prevention of contact by letter or telephone with parents
- Requirement to wear distinctive clothing as a punishment - i.e. School uniform outside

- School hours
- Use or withholding of medical or dental treatment
- Fining a pupil

Pupils who commit serious offences for example -

- Bullying
- Persistent bad and anti-social behaviour
- Theft
- Deliberate vandalism

They are referred to the Head of Boarding and the Deputy Head (Pastoral) in the first instance. Contact will always be made with the parents or guardians. The Head is kept fully informed.

House Staff are encouraged in all situations of poor behaviour to look at why the individual is behaving in this way. Pupils frequently misbehave when they are unhappy, lonely, worried, homesick, stressed or feeling unwell. House Staff must have the flexibility to take this into account when looking at the behaviour of pupils.

NB. Blanket punishments (including gating) of large groups or the entire House are not acceptable in any circumstances.

Prefects

House Prefects act in the House under the authority of the Head of Boarding, House Mother and Deputy Head of Boarding. We do not give Prefects the power to punish on their own initiative. They are asked to report any incident and a joint decision is taken about what if any action should be taken. All of the Prefects (Heads of Families) are given a job description on appointment.

Appendix 6

Playground and General Rules (Pre-Prep)



Pre-Prep Rules

- Pupils must not use unnecessary physical contact
- All pupils must play within the appropriate boundaries. If equipment goes beyond the boundary, duty staff must be informed.
- All equipment must be returned at the end of Break. Soft balls only to be used.
- Wellington boots to be worn if children are on the grass areas during the winter months.
- Pupils are not allowed inside at break times, unless they have permission from a member of staff.
- During break times pupils must use the lavatories, if necessary, in their own classrooms, apart from Year 2 who should use the nearest toilet in an emergency.
- Pupils must play sensibly and be kind to everyone.
- Pupils must come in from Break as soon as they hear the bell.
- Pupils are to remove their wellies at the door in wet weather.
- Pupils must walk between lessons.
- All children must have a neat and tidy appearance at all times excluding break.
- Pupils must wash their hands before going into lunch.

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Appendix 7

Playground and General Rules (Prep)



Prep Playground and General Rules

Prep Playground and General Rules

- Pupils must play sensibly and there must be no unnecessary physical contact.
- All pupils must play within the appropriate boundaries. If equipment goes beyond the boundary, duty staff must be informed.
- All equipment must be returned at the end of Break. Soft balls only to be used. Pupils are not allowed on the courts or in the cricket nets unless supervised by a member of staff. Pupils must not run up/jump off the steps at break time.
- Wellington boots to be worn if children are on the grass areas during the winter months.
- Pupils are not allowed inside at break times, unless they have permission from a member of staff.
- Pupils are not allowed in the changing rooms unless supervised by a member of staff.
- During break times pupils must use the lavatories, if necessary, in the Tile building.
- Pupils must come in from Break as soon as they hear the bell and return any equipment they have used.
- Pupils are to remove their wellies at the door in wet weather.
- Pupils are to walk from The Tile building to The Old Abbey building via the path and not across the grass.
- Pupils must walk between lessons.

- Dress: shirts tucked in, socks pulled up and blazers must be worn to School, at assembly, church and for any formal occasion. All children with long hair must have their hair neatly tied back with a discreet black, blue, red or hair-coloured band. Pupils are to take care of their appearance at all times.
- No jewellery to be worn apart from watches with no additional functions.
- Pupils must wash their hands before going into lunch.
- No mobile phones are allowed in School unless it is for a pupil who travels to School on a bus. It must be handed in to the Office immediately on arrival at School and can be collected at the end of the day.

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