

## **Woodbridge School**

### **(Senior School, Woodbridge Prep & Pre-Prep, including EYFS) Behaviour, Rewards and Sanctions Policy**

#### **Introduction**

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.

For COVID-19 update see Appendix 6

#### **Related Policies/Documents**

- Admissions and Attendance Registers
- Alcohol, Smoking and Drugs
- Anti-Bullying
- Complaints (School) Procedure
- Discipline and Exclusions
- Uniform
- Safeguarding
- School Rules
- SEN and Disability

#### **Appendices**

Appendix 1 – School Rules (Senior School)

Appendix 2 – School Rules (The Prep)

Appendix 3 - Target Card Procedure.

Appendix 4 - Guidelines for sanctions in School House

Appendix 5 – Rewards and Sanctions Level Chart for Years 7-13

Appendix 6 – COVID-19

#### **Code of Conduct**

Woodbridge School is a community built on Christian values.

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 with 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 following Code of Conduct:

## **Senior School**

### **Pupil Code of Conduct**

- Treat all others with the highest possible dignity as you would expect to be treated.
- Be kind, courteous and respectful.
- Recognise and tolerate differences between individuals.
- Accept responsibility, volunteer and take the initiative.
- Be unselfish, self-restrained, fair, honest, trustworthy and patient.
- Have a proper regard for authority.
- Be positive and enthusiastic about all aspects of School life.
- Remember you represent the School at all times.
- Work to the very best of your ability.

In particular, all pupils should:

- Maintain a neat, tidy, ordered personal appearance.
- Show visitors to their destinations, not just give directions.
- Stand up when the Head or visitors enter a room.
- Open doors for others and let others go first.
- Eat meals in a civilised, quiet and ordered way.
- Contribute positively to a neat, tidy and productive environment.

### ***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 to learning incorporating the principles of 'Learning@Woodbridge'. 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 its learning.

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.

### **Woodbridge School Prep**

At Woodbridge School Prep emphasis is placed on positive reinforcement, encouraging good behaviour and helping each child to fulfil his, or her, potential within the classroom and outside it. The behaviour policy guides pupils towards a set of values based on Christian principles, via the Golden Rules used in Pre-Prep.

The children are encouraged to follow the Golden 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 British Values and to reflect the attributes promoted through Learning@Woodbridge.

### **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:*

- *Maintain a neat appearance.*
- *Stand up when the Head, Head of Woodbridge School Prep or visitors enter a room.*
- *Open doors for others.*
- *Eat meals in a sensible way.*
- *Contribute to a happy and busy environment.*

### **Our Golden Rules**

- We always try our best
- We are kind and helpful
- We are gentle
- We listen
- We are honest
- We work hard

- We look after our property

## **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 Technology and PE. It is expected that all pupils should be ready to start lessons promptly.
- 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**

- A worthwhile lesson is one in which pupils make progress in skills, L@W and knowledge. Good lessons have well-defined objectives and pupils should know what these are. But, more importantly, good lessons necessitate 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 recognize the difference 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 in class, e.g. putting their hand up to answer a question and not calling out and standing when a teacher 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, e.g. copied from the board into pupil Planners.
- 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.

## **School Rules**

Our aim is to encourage good behaviour supported by our approach to REWARDS (see below). 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 2 (Woodbridge Prep) and Parent 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, 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 sex 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 sex 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.

### **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:**

- The Deputy Head of Woodbridge School Prep meets Deputy Head (Academic) and the Head of Lower School in May to discuss Year 6 pupils.
- The Head of Lower School and Year 7 tutors meet with Woodbridge School Prep Year 6 teachers in June. Academic data is passed on to Head of Lower School and the Head of the Prep's files are sent to the Head.
- In addition the Head of Lower School 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.
- Year 8 to Year 9: Head of Lower School receives feedback from her tutors and then consults with Heads of House (HoHs) (HsMs), passing on all files, and giving detailed feedback on each pupil. HoH brief the Year 9-13 tutors.
- 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.

## **Rewards**

### **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 House 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 in recognition of pupils' **A**CHIEVEMENT, **C**ONSISTENCY and **E**FFORT into their work and to pupils who strengthen the life of the School with their positive attitude and good behaviour. Pupils receive a card worth 5 Merits and they are entered into a draw. The prizes to be won will be chosen by the pupils in discussion with School Council and the draw takes place at the Head's Assembly.

Some of the ways that ACE awards can be earned are:

- Achievement in a specific piece of work, activity or assignment;
- Demonstrating consistency in any area of the curriculum or school life e.g. always completing homework to the best of their ability or always smiling and being polite;
- Displaying a positive attitude or a concerted effort in a particular area e.g. working hard in an area of weakness, extra-curricular or House involvement.

### **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 House endeavour to highlight excellent achievement of any kind in House 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. Badges (sports teams) are worn by pupils. 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 HoHs, and must be recorded against the pupil's record on iSAMS.

### **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 ISAMS 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.

### **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 linked to British Values and the Golden Rules.

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

A letter from the Head of Woodbridge School Prep will be sent to the pupil if he or she has done something out of the ordinary. Individuals and groups are also congratulated in assemblies on their particular achievements so that their peers can be aware of their achievements.

Annual Prize Giving awards are given to children for special achievements throughout the school year.

### **Woodbridge School Prep-Prep**

A reward system reinforces the Golden Rules of the Prep-Prep:

- **GOLDEN TIME:** 30 minutes "Golden Time" is timetabled weekly for Reception and Year 1.
- **EFFORT CERTIFICATES:** Children are rewarded with effort certificates in Assembly for following the Golden Rules and for displaying Learning@Woodbridge characteristics. 'Table Manners' Certificates 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 behaviour and the Golden Rules.
- **PREFECTS:** Prefects are appointed in Year 2 on a rotational basis. They have a choice of a specific role, (losing the responsibility if behaviour and demeanour are not exemplary) and are responsible for the behaviour of others.

Annually: Additional prizes are awarded.

### **Sanctions**

We aim to encourage pupils to develop self-discipline and the realisation that they are responsible for their own behaviour. We understand that very young children are not always able to regulate their own behaviour and emotions. We therefore seek to create an environment in Pre-Prep and

Woodbridge School Prep that is calm, patient and positive when supporting children in their personal, social and emotional development,

Infringements of School Rules and disciplinary matters generally will be dealt with on a day to day basis by the Deputy Head, the Head of Woodbridge School Prep, and staff of the School.

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 three sites 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:

### **Senior School**

- 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 iSAMS, and parents may be informed.
- Detention is also the sanction for poor behaviour or bad manners in School or around town and is supervised each weekday at lunchtime by house staff. 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/HoH and SLT have the right to impose Saturday morning detentions in the Senior School.
- It is the duty of the Head of Year/HoH and SLT to ensure that any act of misbehaviour is recorded on the appropriate file in the Head (and if appropriate, the Head of the Abbey's) office.

### **The Prep**

- Verbal reprimand and warning – this may be accompanied by a note in their planner.
- Withdrawal of privileges / 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 will be accompanied by a minus mark.
- Target Cards (see Appendix 3 - Target Card Procedure.)
- Discussion or written account, e.g. reflection 'Pro Forma', writing a letter of apology, leading to attempts to put things right.

- Minus points for low level misdemeanours. These are recorded in their planner and monitored by the Form Teacher. 3 points in a half-term result in a detention. These are cleared each half-term.
- 'Detention' to Deputy Head / Head (contact with parents from this sanction onwards); Recorded in Sanctions Log on iSams. 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 17:30. Again, this is recorded in the School Sanctions Log

### **The Pre-Prep**

- Warning from Staff.
- Time Out in playground.
- Minutes lost from Golden Time.
- In certain cases it may be necessary for the Form Teacher to keep a behaviour record, which would be discussed with and supported by parents.
- Pupils may be sent to the Deputy Head and parents are informed. After the third warning, parents will be called in to meet with the Head.
- Information on all recorded incidents are kept in the 'Behaviour Log' and are reviewed fortnightly by the Deputy Head for tracking and monitoring purposes.

### **Serious misbehaviour**

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.

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

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.

If the above sanctions are not working and a child persists in behaving inappropriately, a more formal procedure will be employed and the misdemeanor recorded on an Incident Form. Children will be actively involved in the process at a level appropriate to their age and understanding. Consideration will be given to any special educational needs/disabilities.

### **Incident Form (Years 7 – 13)**

There are 2 Incident Forms: Academic (Red) and Misconduct (Blue). The member of staff informs the pupil they are recording the incident and completing an Incident Form. The Academic form goes to the Deputy Head (Academic) and the Misconduct form to the Deputy Head (Pastoral). The information is then added to iSAMS and passed to the tutor/class teacher so a discussion can happen with the pupil in order that they learn from their mistakes and progress is made. In the case of repeated minor, or more serious misdemeanors an Academic Detention or a Misconduct Detention may be issued.

### **Academic Detention (Years 7 - 13)**

Academic reprimands are given for late homework or work not being done to a satisfactory standard. A three-strike approach is used.

**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 not informed.

**Third offence** – Detention with the Deputy Head (Academic). Parents will be informed of this by an emailed letter sent from the Deputy Head (Academic). Academic Detentions take place on a **Wednesday after school from 16:10 until 17:30 with the Deputy Head (Academic)**.

### **Misconduct Detention (Years 7 - 13)**

Misconduct Detentions are given for inappropriate behaviour and various repeated occurrences where advice and guidance from staff has been ignored. Misconduct Detentions take place on a **Thursday after school from 16:10 until 17:30 with the Deputy Head (Pastoral)**. The Deputy Head (Pastoral) will discuss the reasons for the Misconduct Detention with each pupil individually to provide an opportunity for dialogue regarding their actions with a view to reconcile the situation and move forward in a positive way. Again, parents will be notified via e-mail.

### **Support Card**

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

Each student will require the student to 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.

## **Very 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 Heads Detention take place on a **Friday from 16:10 until 17:30 and pupils must report to Miss Norman's Office. Parents will be asked to meet with Miss Norman 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 - (Whole School)**

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) of 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 be 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.

### **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.

### **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 of 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.

### **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 power 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).

## **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 web-site).
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.
- Pupils must keep themselves informed by reading the School and House noticeboards and electronic message boards daily.
- 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, whilst not forbidden, are the sole responsibility of the pupil and are not to be switched on in class without the express permission of the member of staff.
- 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 are prohibited and not allowed in school under any circumstances: knives or weapons; alcohol; illegal drugs; stolen items; tobacco, e cigarettes 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 Buttrums Mill 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 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.

## Appendix 2

### 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:

- stand when a member of staff or guest enters their classroom.
- stand aside in corridors and open doors for members of staff or guests.
- **greet members of staff and guests politely: "Good morning Sir", or "Good afternoon Mrs Mitchell", etc.**
- not consume food or drink in public when travelling to and from school.
- not eat in the corridors or entrance hall.
- use the bins which are provided for litter.
- maintain good table manners at lunchtime, e.g. using cutlery correctly, chewing with their mouths closed and passing items if required. There should be no running.

#### **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 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 pass the Wellingtonia tree, cross the iron fence 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 play on the steps.
- run, but walk when moving between classes and in the vicinity of school buildings.
- miss lunch.
- bring into school chewing gum, sweets, 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). 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 Matron before school begins and must not be used during the day. See the school's policy on Mobile Telephones.
- 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 and special care must be given to shirts being tucked in and socks pulled up.
- Pupils must not have their hands in their pockets when walking around the school, nor when walking to and from school.

### **Appendix 3 – Target Card Procedure**

**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 of 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 4

### 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 punishment.

We aim to ensure that pupils understand why they are being punished, and that he/she accepts that the punishment 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 punishments 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 5 - REWARDS AND SANCTIONS LEVEL CHART FOR YEARS 7 - 13.**

Level	Examples	Action
1	<ul style="list-style-type: none"> <li>Outstanding achievement or effort; this can be for either curricular or non-curricular areas.</li> <li>Exemplary work throughout the term or year.</li> </ul>	<p><b>Head's Commendation (10 Merit Points)</b></p> <ul style="list-style-type: none"> <li>Teacher to send a message to the Head's PA who will arrange a time for the Head to see the pupil.</li> <li>Certificate awarded at Monday Celebration assembly.</li> </ul>
2	<ul style="list-style-type: none"> <li>Consistent positive achievement or exceptional effort</li> <li>Outstanding improvement in test or grades, consistent positive attitude.</li> <li>Excellent organisational skills.</li> <li>Thoughtfulness to peers and embodying Woodbridgian ethos and spirit.</li> </ul>	<p><b>ACE Award (5 Merit Points)</b></p> <ul style="list-style-type: none"> <li>Card completed by staff member and given to pupil.</li> <li>Pupil records ACE award in planner.</li> <li>Card is placed in box at reception for prize draw.</li> <li>Draw takes place at Monday Celebration assembly.</li> </ul>
3	<ul style="list-style-type: none"> <li>Individual and group competition success.</li> <li>A particularly good piece of work or positive behaviour.</li> <li>Contributing positively to the life and ethos of the school</li> </ul>	<p><b>Merits</b></p> <ul style="list-style-type: none"> <li>Individual Merits are awarded according to pupil's achievements.</li> <li>Staff record merits on iSAMS.</li> </ul>
4	<ul style="list-style-type: none"> <li>Low level negative behaviour.</li> <li>Lateness or incorrect uniform;</li> <li>Lack of equipment, talking-out-of turn or off task.</li> <li>Poor effort in class or incomplete or missing homework.</li> </ul>	<ul style="list-style-type: none"> <li>Managed by the teacher – verbal warning etc.</li> <li>Note emailed to tutor of HoH.</li> <li>Repetition to be referred to Tutor. Head of House maybe informed.</li> <li>Contact with parents via tutor/Head of House.</li> <li>Academic or Misconduct Detention.</li> </ul>
5	<ul style="list-style-type: none"> <li>Repeated level 4 behaviour.</li> <li>Defiant behaviour –uncooperative, chewing gum; disruptive in lessons,</li> <li>Using mobile phone without permission.</li> </ul>	<ul style="list-style-type: none"> <li>Academic or Misconduct Detention.</li> <li>Contact with parents from Tutor, Head of House, Head of Subject or Deputy Head (Pastoral / Academic).</li> <li>Phone confiscated (follow procedure).</li> <li>Report Card.</li> </ul>
6	<ul style="list-style-type: none"> <li>Very disruptive in lessons, challenging a teacher</li> <li>Swearing, truanting or vandalism.</li> <li>Verbal/physical bullying.</li> <li>In possession of cigarettes, including e cigarettes.</li> <li>Fighting or persistent disruptive behaviour.</li> <li>Inappropriate social media use</li> </ul>	<ul style="list-style-type: none"> <li>Head of House, Deputy Head (Pastoral) meet with parents, other agencies.</li> <li>Community Service.</li> <li>Not allowed on trip.</li> <li>Deputy Head Investigation</li> <li>Internal Exclusion</li> <li>External Exclusion</li> </ul>
7	<ul style="list-style-type: none"> <li>Theft</li> <li>In possession of drugs, alcohol or weapons</li> <li>Abusive behaviour towards a member of staff, violence, bullying, sexual harassment, racist abuse</li> <li>Safeguarding / child protection offences</li> <li>Inappropriate parental behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Head investigation and meet with parents</li> <li>Internal exclusion</li> <li>External exclusion</li> <li>Permanent Exclusion</li> </ul>

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. For example, a student who has received a Head’s Detention following a Misconduct Detention or a Deputy Head (Academic) Detention, will receive a minimum of a one-day internal exclusion for any further serious breach of conduct.

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.**

Author(s):	Deputy Head (Pastoral), Head of Woodbridge School Prep & Deputy Head Pre-Prep
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References:	ISI 3.2d, DfE Behaviour and discipline: advice for Headteachers, staff and governing bodies, January 2016 ISI Regulation 9 'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', DfE 2018

## Appendix 6: COVID-19

Opening the School under COVID-19 guidelines will inevitably create a range of rules and procedures which will alter the day-to-day running of the School.

The School expects the pupils will continue to exert high standards and contribute to the creation of a positive environment.

The School expects all pupils to abide by the guidelines and procedures which are necessary for the safety and good health of the entire school community.

It is inevitable that pupils will make mistakes and poor decisions whilst adapting to the new guidelines and procedures. The School will continue to be understanding and flexible in its approach to behaviour, especially in the current climate.

However, the usual sanctions will still be enforced where appropriate to ensure good order and to maintain the smooth running of the school.

Severe sanctions will continue to be used to deal with serious breaches of the School Rules and Code of Conduct. This could include actions which are deliberately designed to undermine the safety and good health of the school community.