

Woodkirk Academy

STUDENT BEHAVIOUR AND DISCIPLINE POLICY

**Reviewed and approved by the
Teaching & Learning Committee
on 18 November 2014**

CONTENTS PAGE

	Page no
SECTION 1	
1. INTRODUCTION	1
2. WOODKIRK ACADEMY SCHOOL UNIFORM – MAINSTREAM	1
3. CODE OF CONDUCT FOR STUDENTS	4
4. CLASSROOM CODE OF CONDUCT	5
5. BEHAVIOUR ON THE WOODKIRK ACADEMY SITE	6
6. BEHAVIOUR OUTSIDE OF WOODKIRK ACADEMY (INCLUDING OUTSIDE OF THE ACADEMY DAY)	6
7. TRUANCY	7
8. DAILY REPORT	7
9. PUPIL SUPPORT AREA	7
10. RESTORATIVE JUSTICE	7
11. HATE INCIDENTS/CRIME	8
12. PHYSICAL ASSAULT	9
13. ABUSE OF STAFF	9
14. OFFENSIVE WEAPONS	10
15. SCREENING AND SEARCHING STUDENTS	10
16. POWER TO USE REASONABLE FORCE	10
17. INTERNAL EXCLUSION	11
18. EXTERNAL EXCLUSION	11
19. FIXED TERM EXCLUSION	12
20. PERMANENT EXCLUSION	12
21. DISRUPTION OF LESSONS	13
22. DEFIANCE	13
23. MOBILE TELEPHONES	13
24. THEFT	14
25. VANDALISM/DAMAGE	14

26.	LITTER	14
27.	BEHAVIOUR ON SCHOOL BUSES	14
28.	LEAVING SITE WITHOUT PERMISSION : YEARS 7 TO 11	15
29.	TRESPASSING ON ACADEMY SITE	15
30.	MISUSE OF DRUGS	16
31.	SMOKING	17
32.	INAPPROPRIATE SEXUAL BEHAVIOUR	17
33.	SEXUAL HARASSMENT	17
34.	HEALTHY SCHOOL POLICY – ENERGY DRINKS	17
35.	SIXTH FORM	18

Appendix A – Pastoral Sanctions

Appendix B – Homework Support Sanctions

Appendix C – Sixth Form : Above and Beyond

Appendix D –Sixth Form : Learning and Progress Concern Form

Appendix E – Sixth Form : Learning and Conduct Agreement

Appendix F – Sixth Form : Technology Policy

1. INTRODUCTION

- 1.1. One of the main aims of Woodkirk Academy is to provide a stable and secure environment where students can flourish. To achieve this aim we need to create an ethos where good discipline and respect for others is what we expect and where students accept that good discipline is an expression of what society sees as acceptable behaviour.
- 1.2. Co-operation and trust between parents, students and the Academy is the best method of dealing with any problems which may arise; coupled with a pastoral care system where early intervention is the key to success.
- 1.3. In the vast majority of cases the professional skill of teachers can solve most disciplinary problems but these skills need to be used within an atmosphere where poor or unacceptable behaviour carries sanctions, in the same way that good behaviour is rewarded.
- 1.4. Our uniform policy and our positive behaviour system both play a vital role in creating a well organised and disciplined community. The former creates a unity of spirit where there is no distinction between students in terms of wealth or background and supports our belief that personal appearance does affect standards of behaviour and, therefore, academic performance. The latter is designed to reward good behaviour on a consistent basis across the whole Academy and to provide the framework where consistent sanctions are applied for poor behaviour.
- 1.5. Regular attendance and punctuality are also seen as an important facet of Academy discipline. Students who do not attend without authorisation are obviously putting themselves at risk and truancy is often a major indicator of disaffection or other problems. Parents have the primary responsibility to ensure that their children do attend. We treat unauthorised absence very seriously and are particularly concerned about parentally condoned absence.

2. WOODKIRK ACADEMY SCHOOL UNIFORM - MAINSTREAM

2.1. Academy School Uniform/Dress

- 2.1.1. The wearing of colour coded uniform/dress is fundamental to the creation of a unity of spirit in the Academy. There are then no distinctions of wealth or background between students; the uniform is attractive, practical and reasonably priced. There is no doubt that personal appearance does affect standards of behaviour and, therefore, academic performance. Parents are asked to support Academy policies on uniform and appearance. All items of the uniform are available from our approved supplier, The Uniform Centre, 1-3 Cheapside, Bradford Road, Batley WF17 5ND - telephone: 01924 442294.
- 2.1.2. Boys
 - 2.1.2.1. Plain dark grey or black trousers; must not have jean style pocket. Jeans or chinos are not allowed. Trousers should not be worn on the hips. No Logos.
 - 2.1.2.2. Plain blue, grey or white shirt, not polo or sports shirts. Shirts must be worn tucked in and should, therefore, be a suitable length. Shirts must be worn buttoned to the neck.
 - 2.1.2.3. Compulsory year group academy tie which should be worn fastened to the neck with a single knot. The tie must be worn as purchased.
 - 2.1.2.4. Plain single colour, royal-blue V-neck year group pullover with academy crest. This must be worn at all times, unless permission is given to remove it.

- 2.1.2.5. Black or dark brown shoes of plain pattern and one colour; not training shoes, boots, canvas or backless. Shoes with black or brown laces should be fastened appropriately. Bright coloured laces will not be acceptable.
Sportswear companies in particular are increasingly producing 'trainer type' shoes which are branded as school shoes. These are not appropriate for school.
- 2.1.2.6. Socks should be plain black, grey or dark blue. PE socks must not be worn outside of PE lessons.
- 2.1.2.7. Apron for Art/Craft work and for Food Technology.
- 2.1.3. Girls
 - 2.1.3.1. Plain black knee length to mid-calf skirt; not denim material.
 - 2.1.3.2. Plain classic design (not jean style pockets) black trousers in polyester cotton; not jeans, chinos, or leggings. Trousers should be worn above the hips and must not be tight fitting.
 - 2.1.3.3. Plain blue or white blouse with a collar; not aertex or sports shirts. Shirts must be worn tucked in and should, therefore, be a suitable length. They should be fastened close to the neck at all times. A white vest or t-shirt can be worn in inclement weather but must not be visible.
 - 2.1.3.4. Plain, single colour, royal-blue V-neck year group pullover with school crest. This must be worn at all times, unless permission is given to remove it.
 - 2.1.3.5. School year group tie (optional).
 - 2.1.3.6. Natural, navy-blue or black tights, plain white socks. PE socks should not be worn outside of PE lessons.
 - 2.1.3.7. Black or brown full shoes of a plain pattern and one colour; not training shoes, boots, canvas or backless. Shoes with black or brown laces should be fastened appropriately. Bright coloured laces will not be acceptable.
Sportswear companies in particular are increasingly producing 'trainer type' shoes which are branded as school shoes. These are not appropriate for school.
 - 2.1.3.8. Apron for Art/Craft work and for Food Technology.
- 2.1.4. All types of boot, high-heeled shoes, thick soled shoes, sling-back or backless shoes are not suitable for conditions at the Academy and must not be worn by either girls or boys. In bad weather students may come in boots but must change into shoes during the day.
- 2.1.5. Jewellery, Make-Up and Hair
 - 2.1.5.1. All students may wear a watch.
 - 2.1.5.2. Girls can wear one pair of small stud or sleeper earrings in the lower lobe, which must be gold or silver in colour.
 - 2.1.5.3. Staff may confiscate other items of jewellery. These items will be available for collection by an adult, at an agreed time between 8.50am and 3.00pm.
 - 2.1.5.4. Make-up is not allowed. The Academy retains the right to ask students to remove any make-up.
 - 2.1.5.5. Hair style and length should be of a suitable style and such that it does not draw particular attention to the individual. Hair should be of one natural colour; girls and boys. Boys' hair should be no longer than the top of their shirt collar, shaven or part shaven styles will not be allowed, even if the length is suitable.

- 2.1.6. The training shoe rule will be strictly adhered to and only students with previously agreed medical conditions will be allowed to wear plain BLACK training shoes or pumps.
 - 2.1.6.1. Grade 3 is the minimum acceptable length. Shorter styles will result in a student being placed in isolation.
 - 2.1.6.2. Girls' hair should be an acceptable style.
 - 2.1.6.3. Elaborately braided, beaded or extended styles are not deemed suitable for school. Hair extensions are not allowed.
 - 2.1.6.4. Facial piercings of any type, with the exception of girls' earrings, will not be allowed.
 - 2.1.6.5. Fake tans are not allowed.
 - 2.1.6.6. Tooth jewels must not be worn in school.
 - 2.1.6.7. Nail varnish and false nails are not deemed suitable for school due to health and safety reasons.
 - 2.1.6.8. Part shaven, totally shaven or painted eyebrows are not deemed suitable for school. False eye lashes are not allowed in school.
 - 2.1.6.9. Students who are not appropriately dressed for school (including jewellery and hair) may be sent home. Parents will be contacted and expected to return their son/daughter as soon as possible once the issue is rectified.

2.2. Kit requirements for Physical Education and Games

2.2.1. Boys

2.2.1.1. Outdoor kit:

- (a) Royal blue reversible rugby shirt.
- (b) Royal blue shorts.
- (c) Royal blue football socks.
- (d) Football boots.
- (e) Gum shields for rugby are recommended.
- (f) Shin pads for rugby and football are also recommended.

2.2.1.2. Indoor kit:

- (a) White with blue trim polo shirt.
- (b) Plain white shorts.
- (c) White socks.
- (d) Training shoes.
- (e) Towel.

2.2.2. Girls Indoor and Outdoor kit:

- 2.2.2.1. White with blue trim polo shirt.
- 2.2.2.2. Royal-blue shorts.
- 2.2.2.3. Training shoes.
- 2.2.2.4. Royal blue socks.
- 2.2.2.5. Towel.

- 2.3. Students are expected to take an active role in their PE lessons. This may include tasks such as officiating, evaluating and assisting: therefore, students must bring PE kit to all lessons even if excused from full participation.
- 2.4. It is also advisable for students to have a plain navy blue sweatshirt/jacket and plain navy blue tracksuit bottoms for outside activities during the winter months. These can be purchased from our on site shop.
- 2.5. All items of uniform/dress should be clearly marked with the student's name.

- 2.6. Outdoor clothing should not be worn in classrooms.
- 2.7. Parents are asked to provide cheaper rather than dearer items which can easily be replaced, as students are notoriously careless with equipment. Students without the appropriate footwear will be allowed to return to lessons if they are able to borrow suitable shoes from school.
- 2.8. **The Academy will have the final say on suitability.**

3. CODE OF CONDUCT FOR STUDENTS

- 3.1. The Academy expects high standards. In order to foster good social standards we recognise and encourage good behaviour and discourage inappropriate behaviour.
- 3.2. In common with other academies and schools, we have a number of sanctions that can be used if an individual's standards fall below those that we expect – see Appendices.
- 3.3. To help us maintain our standards we expect all students to consider the consequences of their actions and develop independent thinking.
- 3.4. In general, students are expected to:
 - 3.4.1. Dress sensibly and correctly by supporting the Academy dress code. Coats or other articles of outdoor clothing must not be worn in the classroom.
 - 3.4.2. Attend the Academy regularly. The only reasons for a student having time off should be if:
 - 3.4.2.1. they are ill;
 - 3.4.2.2. there is a serious family emergency; or
 - 3.4.2.3. they have an unavoidable appointment with an outside agency, for example doctor, dentist, hospital, interview etc.
 - 3.4.3. Arrive punctually, including all lessons.
 - 3.4.4. Refrain from eating or drinking in the classroom (except for bottled water, which is permitted).
 - 3.4.5. Avoid taking large bags into the classroom wherever possible.
 - 3.4.6. Always work to the best of their ability.
 - 3.4.7. Never attempt to distract or annoy fellow students, as this usually causes a loss of valuable teaching time.
 - 3.4.8. Be prepared for lessons by making sure they have all the equipment necessary, for example writing materials, books, PE kit, calculators, cooking ingredients.
 - 3.4.9. Be polite, helpful and courteous towards all staff and visitors. Listen to instructions, as instructions are for the benefit of students.
 - 3.4.10. Continue to work as normal when visitors arrive in the classroom or if the teacher has to leave the room for any reason.
 - 3.4.11. Treat fellow students with respect, irrespective of their age, gender, race or disability.
 - 3.4.12. Always report any form of bullying to a member of staff, using the bullying box (or reporting online).
 - 3.4.13. Respect the Academy environment. Litter, vandalism and graffiti spoil things for everyone. Always use the litter bins provided, keep to paths to avoid damage to lawns and verges, do not mis-use or vandalise Academy property. Always report vandalism.
 - 3.4.14. Strictly follow Academy policy on alcohol and illegal substances.
 - 3.4.15. Not bring aerosols or deodorant sprays of any description to the Academy. Such items will be confiscated if found.
 - 3.4.16. Not smoke in and around school or on the journey to and from the Academy.
 - 3.4.17. Not bring liquid tippex onto the site. It is potentially dangerous and can cause a great deal of damage to clothing and property. This will be confiscated if found.
 - 3.4.18. Not chew gum. Chewing gum damages furniture, floor coverings and clothing.

- 3.4.19. Move around the Academy site in a sensible, calm and courteous manner.
 - 3.4.20. Always behave sensibly and courteously on buses to and from the Academy.
 - 3.4.21. Act at all times in a manner that will bring credit to both themselves and the Academy.
 - 3.4.22. Remain in their class for the duration of the lesson unless instructed otherwise. Students will only be allowed to leave a class for medical reasons or on the direction of a teacher. Students seen out of class will be subjected to spot checks to establish authorisation of their absence from a lesson.
 - 3.4.23. Not bring mobile telephones to the Academy, even if switched off.
 - 3.4.24. Not make inappropriate use of the ICT facilities including websites. For further information see the Woodkirk Academy E-Safety Policy.
 - 3.4.25. Not ride bicycles on Academy grounds, with the exception of the All Weather Pitch. Students who put themselves at risk may be banned from bringing a bicycle to school.
- 3.5. Specific classroom conduct is printed in every classroom, with consequences for poor behaviour alongside rewards for positive behaviour.

4. CLASSROOM CODE OF CONDUCT

- 4.1. There are four rules that apply to all lessons:
- 4.1.1. *Always follow instructions the first time they are given*
 - 4.1.2. *Always arrive with all the necessary equipment and books for your lesson. Students should have two pens, a pencil and a ruler as a minimum.*
 - 4.1.3. *Raise your hand and wait to be asked before you speak.*
 - 4.1.4. *Always get on with your own work and allow others to do the same.*
- 4.2. It is an Academy requirement that each student should have their planner with them at all times. Should a student not have their planner they must collect a yellow, day planner sheet from B17. This must be returned the following day at break time with the relevant information transferred into the planner. Failure to return the planner sheet the following day will result in the following sanction structure being applied:
- 4.2.1. 1st time: Warning
 - 4.2.2. 2nd time: 3 break and lunch detentions
 - 4.2.3. 3rd time: After-school detention
 - 4.2.4. 4th time: In the PSA until the planner arrives in school (phone call home)
- 4.3. Rewards for good work and behaviour in the classroom are listed below, alongside the consequences for poor behaviour. Academy policy states that a ratio of 3:1 in terms of positive/negative should be the aim of every teacher. We see positive recognition as the key to motivating students to succeed. Everyone likes to be praised and positive recognition increases self-esteem.

REWARDS – TERMLY

- 95% and above – 10 merits
- 97% and above – 30 merits
- 100% - 50 merits
- No homework alerts – 20 merits
- No de-credits – 30 merits
- No detentions – 30 merits
- No uniform issues – 20 merits

REWARDS – ANNUAL

Years 7 to 10

Top 100 –Alton Towers trip or £15 White Rose Voucher

Next 40 – £10 voucher

Next 40 –£5 voucher or cinema voucher

Next 60 –2 tuck shop vouchers

Next 60 –1 tuck shop voucher

MERIT CERTIFICATES

Certificates will be issued to students at the end of each term after merits have been counted. All students should inform their personal tutor when they have received enough merits to qualify for a certificate. These can then be issued for students to keep.

Bronze	75
Silver	150
Gold	250
Platinum	350

CONSEQUENCES OF POOR CLASSROOM BEHAVIOUR

1. Warning
2. Decredit
3. Note to Parents in Planner and second de-credit
4. Detention
5. Severe – Refer to senior member of staff on call

Students will receive a warning if they arrive at their lesson without the proper equipment. Students who continually fail to do so will be referred to their Year Tutor.

- 4.4. We view consequences/sanctions as a choice. If students know that certain behaviours will attract consequences and these consequences will be hierarchical, then they choose to be subject to the sanctions that follow.

5. BEHAVIOUR ON THE WOODKIRK ACADEMY SITE

- 5.1. The same high standards of behaviour are expected from students around the Academy. In particular, movement around the corridors and stairs should be conducted in an orderly and quiet manner.
- 5.2. Students are expected to refrain from entering any ‘out of bounds’ areas.
- 5.3. Students must be polite to all staff and any visitors.
- 5.4. Students who do not conform to expectations will be subject to the same sanctions that apply to classroom behaviour.

6. BEHAVIOUR OUTSIDE OF WOODKIRK ACADEMY (INCLUDING OUTSIDE OF THE ACADEMY DAY)

The behaviour of students off site on Academy business – for example on trips, sports fixtures, or work experience placements – is subject to our behaviour policy. For behaviour outside school, but not on Academy business, we may apply our behaviour policy where there is a clear link between the behaviour and maintaining good behaviour and discipline among the student body as a whole. Teachers have the power to discipline students for misbehaving outside of school, particular if this:

- 6.1. Could have repercussions for the orderly running of the school or social networks.
- 6.2. This poses a threat to another students or member of the public.
- 6.3. Could adversely affect the reputation of the school.

7. TRUANCY

After it has been ascertained that a student has been truanting, the procedures will be:

- 7.1. Parents will always be contacted by letter or telephone.
- 7.2. At the discretion of the Assistant Headteacher (Behaviour & Safety), parents may be invited to the Academy, to discuss the reasons for truancy and the possible remedy.
- 7.3. **All** students who truant will be expected to make up any time missed from lessons so that outstanding work can be caught up. This will usually take place via extra detentions and/or placement in the Pupil Support Area, dependent on the individual case.
- 7.4. All relevant information will be recorded in the student's behaviour record.
- 7.5. In cases of persistent truancy, the Attendance Team will also be involved and formal procedures may be initiated. Prosecution is likely to be the final result of these procedures.

8. DAILY REPORT

- 8.1. Students involved in persistent low level disruption, or who are regularly failing in some other area of the Code of Conduct, for example failure to produce homework etc, will be placed on Daily Report.
- 8.2. The Daily Report system is aimed at targeted students from whom we expect particular standards to be upheld throughout the school day. This is achieved by setting individual targets. The Daily Report system also gives the students concerned the opportunity to break the cycle of disruption by giving them an 'excuse' to change in the light of peer pressure and peer expectation. Parents are also kept informed on a daily basis and, as a result, can play a major role in modifying patterns of poor behaviour.
- 8.3. Students placed on Daily Report will usually be expected to continue for a minimum of two weeks. In the vast majority of cases the Daily Report system is not used on a long-term basis. The failure of a Daily Report contract will usually lead to further sanctions being imposed.

9. PUPIL SUPPORT AREA

- 9.1. The Pupil Support Area supports the pastoral work in school and is used to give students who have been involved in persistent disruptive behaviour the opportunity to modify this behaviour in a controlled setting. Support and counselling is provided and, since its inception, the Pupil Support Area has proved to be very successful in both improving behaviour and reducing exclusion from school. The vast majority of contracted students are successfully re-introduced back into mainstream school via a carefully planned and monitored re-integration programme after following an individual pastoral support programme.
- 9.2. The Pupil Support Area is also used for students who contravene the Academy Uniform Policy.

10. RESTORATIVE JUSTICE

- 10.1. Where we consider it appropriate, students will be given the opportunity to redress any harm or damage caused (for example, cleaning graffiti) as an alternative to exclusion.

- 10.2. Wherever possible, students who have had a disagreement or problem with other individuals will be brought together with a member of the pastoral team to try to resolve the issue amicably. This is often successful and prevents the need for other sanctions to be issued. The Safer Schools Police Officer (PC J Cockcroft) may also be invited to mediate at such meetings where the school deems it would be beneficial.

11. HATE INCIDENTS/CRIME

- 11.1. Woodkirk Academy is determined to eliminate hate incidents of any form. In the case of all forms of racist behaviour where students are victims, the formal procedures adopted by the Academy will be strictly adhered to and all cases of racist behaviour or alleged racist behaviour will be investigated thoroughly. **All** students involved in any form of hate incident will be subject to serious sanctions and **all** proven incidents will necessitate parental involvement.

- 11.2. A hate incident is legally defined:

‘any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate’

- 11.3. Hate incidents may be based upon: homophobic/sexual orientation, race/ethnicity, religion/belief, disability / SEN, gender identity. Hate incidents can consist of: verbal abuse or insults for example, detrimental comments, abusive language and ‘jokes’ relating to race, religion, disability/learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

- 11.4. A hate crime is legally defined as:

‘any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate’ (APCO 2005 definition)

11.5. Academy Procedures

- 11.5.1. Where a student is subject to any hate incident from a fellow student(s):

- 11.5.1.1. **All** cases will be officially recorded in the Hate Crime (“**HIR**”) book held by Mr D Currie (Assistant Headteacher (Behaviour & Safety) and the perpetrators personal behaviour log (HIRS on SIMS).
- 11.5.1.2. The victim(s) will be asked to record events in writing.
- 11.5.1.3. **All** cases will be dealt with at Assistant Headteacher (Behaviour & Safety) level via a formal interview. The Headteacher may also be present.
- 11.5.1.4. Support will be provided for **all** victims.
- 11.5.1.5. Parental complaints will **always** be investigated.
- 11.5.1.6. Perpetrators of any form of hate crime may always be subject to serious sanctions. Exclusion of perpetrators may be the likely outcome.
- 11.5.1.7. Repeat offenders or perpetrators of serious incidents (assault, abuse, damage to property etc) are likely to be permanently excluded.
- 11.5.1.8. Where necessary, hate incidents will be reported to the police.

- 11.5.2. Where a member of staff is abused by a student:

- 11.5.2.1. The student concerned will be formally interviewed by the Assistant Headteacher (Behaviour & Safety) and Headteacher with parents present.
- 11.5.2.2. The incident(s) will be recorded in the racist book and the perpetrator’s personal behavior log.

- 11.5.2.3. Exclusion of the perpetrator will be the likely outcome.
- 11.5.2.4. Repeat offenders or perpetrators of serious racist incidents involving staff are likely to be permanently excluded.

12. PHYSICAL ASSAULT

- 12.1. Cases of physical assault are becoming more common in society as a whole. The Academy will not condone **any form** of physical assault for any reason and when assaults occur the students concerned will always be subject to serious sanctions.
- 12.2. Academy Procedures
 - 12.2.1. All cases of physical assault will be recorded.
 - 12.2.2. Victims and perpetrators of assault will be requested to record events in writing.
 - 12.2.3. All cases of assault will be dealt with at Assistant Headteacher (Behaviour & Safety) level or above.
 - 12.2.4. Support will be provided for all victims of assault.
 - 12.2.5. Parental complaints will always be investigated and in-school interviews arranged whenever possible, involving the Safer Schools Police Officer.
 - 12.2.6. Perpetrators of any form of physical assault will always be subject to serious sanctions such as a fixed term exclusion.
 - 12.2.7. Serious assault, or repeat assaults, may result in the student being moved to another institution or permanent exclusion of the perpetrator.

13. ABUSE OF STAFF

- 13.1. Any abuse of staff will not be tolerated. **All** students who **verbally abuse and/or threaten** staff will be subject to serious sanctions and **all** reported incidents will necessitate parental involvement. This may result in a fixed term exclusion.

13.2. Academy Procedures

- 13.2.1. **All** cases of abuse of staff will be recorded.
- 13.2.2. **All** cases will be dealt with by the Assistant Headteacher (Behaviour & Safety).
- 13.2.3. The following hierarchy of sanctions will be used, depending on the seriousness of the offence:
 - 13.2.3.1. Internal exclusion.
 - 13.2.3.2. Fixed term exclusion.
 - 13.2.3.3. Permanent exclusion.
- 13.3. In cases of **physical attack, permanent exclusion** may result. The student will not be allowed back on the school site.

13.4. Malicious accusations against staff

Any accusations against school staff which are found to be malicious will be subject to the Academy's disciplinary procedures. The most likely outcome will be exclusion from school, with the possibility of police involvement where appropriate.

14. OFFENSIVE WEAPONS

- 14.1. Students **must not** bring onto the Academy site, or carry on the way to and from the Academy, any dangerous and/or offensive weapon. This includes knives, scissors, guns of any description (for example, air pistols, BB guns) or any item that we consider its purpose being to threaten or cause injury to a student or adult, including fireworks.
- 14.2. Any student caught in possession of any such item (whether used or not) may be **permanently excluded**. We may also refer the incident to the police.
- 14.3. Senior staff, with the permission of the Headteacher, have the right to search for such items. The Academy retains the right to dispose of any such item.

15. SCREENING AND SEARCHING STUDENTS

There are two sets of legal provisions which enable Academy staff to confiscate items from students:

- 15.1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (*Section 94 of the Education and Inspections Act 2006*). The legislation does not describe what must be done with the confiscated item and the Academy behaviour policy may set this out.
- 15.2. **Power to search without consent** for 'prohibited items' (*Section 550ZA (3) of the Education Act 1996*) including:
 - 15.2.1. knives and weapons;
 - 15.2.2. alcohol;
 - 15.2.3. illegal drugs;
 - 15.2.4. stolen items;
 - 15.2.5. tobacco and cigarette papers;
 - 15.2.6. fireworks;
 - 15.2.7. pornographic images;
 - 15.2.8. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - 15.2.9. any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

16. POWER TO USE REASONABLE FORCE

- 16.1. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 16.2. The Headteacher and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- 16.3. The Academy can also identify additional items in its school rules which may be searched for without consent. Force **cannot** be used to search for these items.

17. INTERNAL EXCLUSION

- 17.1. Internal exclusion seeks to avoid external exclusion by creating an in-school deterrent. Internal exclusion is used for infringements of the Academy behaviour policy.
- 17.2. Examples of behaviour for which students will normally be excluded or isolated for:
 - 17.2.1. Missing a detention without advance notification from parent of an acceptable reason for absence.
 - 17.2.2. Disruption of lessons.
 - 17.2.3. Truancy.
 - 17.2.4. Smoking.
 - 17.2.5. Fighting.
 - 17.2.6. Verbal abuse of students.
 - 17.2.7. Verbal bullying, including name calling.
 - 17.2.8. Possession of a mobile telephone in school (first and second offence).
 - 17.2.9. Failure to wear correct Academy uniform, including hair, make-up or jewellery etc.
 - 17.2.10. Minor acts of vandalism.
 - 17.2.11. Refusing to give their school planner to staff.

This list is not exclusive or exhaustive.

- 17.3. Where the above types of behaviours are, or become, more persistent and/or malicious or are deemed sufficiently serious, an **external exclusion** is the most likely outcome.
- 17.4. The Internal Exclusion Unit is based in the school bungalow (ALC). Students are referred there for a period of time, depending upon the incident and this prevents the need for a fixed term exclusion out of school. Students are supported by a male and female behaviour support worker and staff may also visit students to explain coursework etc. As part of the programme, students engage in reflection time during the last hour of the day to allow time for students to consider why they have been referred to the unit and what they can do to prevent a reoccurrence of the issues. The unit operates separately from the mainstream and students attend between the hours of 10.00 and 16.00 (15.00 on Fridays). The students do not access mainstream except for medical emergencies or to sit public examinations. All parents are informed of referrals via a telephone call from the Assistant Headteacher (Behaviour & Safety) or Year Tutor, which is then followed up by a letter outlining the details of the referral. The student and their parent(s) is/are required to attend a meeting with the Assistant Headteacher (Behaviour & Safety) towards the end of the exclusion period. Students may be held in isolation until the meeting takes place.

18. EXTERNAL EXCLUSION

- 18.1. A decision to exclude a student is only taken in response to:
 - 18.1.1. Serious breaches of the Academy Discipline Policy.
 - 18.1.2. The probability that allowing the student to remain would seriously harm the education or welfare of the student concerned, or the education or welfare of others in the school.
- 18.2. Exclusion can be for a **fixed period** or **permanent**.
- 18.3. The decision to exclude rests with the Headteacher. Senior members of staff dealing with an investigation will make a recommendation based on their enquiries through the Assistant Headteacher (Behaviour & Safety).
- 18.4. Parents have a duty to ensure their children are not present in a public place during the first five days of any external exclusion.

- 18.5. A student excluded for a fixed period of more than five days will receive full-time educational provision in the school's Internal Exclusion Unit from day six of their exclusion.
- 18.6. Where a student is permanently excluded, the arrangement for the student to receive full-time education from day six of the exclusion is the responsibility of the LEA.

19. FIXED TERM EXCLUSION

- 19.1. Students may only be excluded on a fixed period basis for a maximum of 45 school days during the academic year. Most fixed term exclusions will be for one to three days. Longer exclusions can allow time to address the student's problems and, in some cases, consider other arrangements for his/her education.
- 19.2. Examples of behaviour for which students will normally be excluded for a fixed period are:
- 19.2.1. Defiance or disruption in the Pupil Support Area/Alternative Learning Centre.
 - 19.2.2. Incidence of repeated or persistent defiance, for example refusal to follow the instructions of staff.
 - 19.2.3. Threatening behaviour towards other students.
 - 19.2.4. Theft, or being an accomplice to a theft.
 - 19.2.5. Possession of an illegal drug.
 - 19.2.6. Vandalism resulting in significant damage.
 - 19.2.7. Repeated possession of a mobile telephone.
 - 19.2.8. Inappropriate sexual behaviour, including sexual harassment.
 - 19.2.9. Racist behaviour and other hate incidents.
 - 19.2.10. Serious incidents that happen off the Academy site, where there is a clear link between the behaviour and maintaining good behaviour and discipline among the student body as a whole
 - 19.2.11. Possession or use of fireworks on site (**permanent** exclusion may result; this being dependent on the individual incident)
 - 19.2.12. Trespass on the Academy site.

This list is not exclusive or exhaustive.

- 19.3. A re-admission meeting involving student, parent, Assistant Headteacher (Behaviour & Safety) and other appropriate senior members of staff will take place usually on the day preceding re-admission. The meeting will review the reasons for the exclusion and consider the need for intervention to support the student's behaviour. The consequence of further exclusions will be explained. The student will be kept in isolation until the meeting takes place.

20. PERMANENT EXCLUSION

- 20.1. The Academy will not normally permanently exclude students. When a student is deemed unsuitable to attend the Academy, either for a 'one-off' serious offence or because of a series of serious disciplinary offences, alternative provision will be sought. This may include a placement at another school or at an exclusion facility, such as Southway.
- 20.2. However, the Headteacher reserves the right to permanently exclude in exceptional circumstances when a very serious breach of discipline has been committed.

21. DISRUPTION OF LESSONS

Disruption of lessons by a small minority of students is a major cause for complaint in secondary schools. Any form of disruption, even at low level, affects the education of every other student in the group, by wasting teaching time and by distracting other students who would otherwise be on task. The Academy Classroom Code of Conduct is aimed at minimising disruption, but for students who choose to ignore this code then the full range of sanctions will apply. Breaking this cycle of disruption for the small minority of students involved is often difficult, but we have a duty to the hardworking majority and are determined to reduce this type of behaviour to a minimum. The Pupil Support Area may be used for students who regularly disrupt the learning of other students.

22. DEFIANCE

Outright refusal to carry out instructions from staff members is rare, but any instance of this type of defiance will be treated very seriously and isolation from lessons will be the likely result. More serious incidents may result in exclusion.

23. MOBILE TELEPHONES

23.1. Years 7 to 11

23.1.1. Mobile telephones have proved to be a source of constant disruption. Staff waste valuable time dealing with issues such as theft, losses, texting during lessons and lessons being disrupted by call tones and vibrations. There are also increasing concerns surrounding text bullying and taking mobile phones in to public examinations, which is **strictly forbidden**. **Mobile telephones are, therefore, prohibited in school for Years 7 to 11.**

23.1.2. Academy Procedures:

23.1.2.1. All mobile phones found on the Academy site will be confiscated. These will only be returned to an adult by appointment **at the end of the next day (3.00pm)** following its confiscation or later. If a phone is confiscated on a Friday, it will not be available for collection until the following Monday at 9am. Phones will not be returned before the end of the following day, **without exception**.

23.1.2.2. On the first occasion, the student will receive an internal exclusion.

23.1.2.3. Students who persist in bringing mobile phones on site may be subject to an external exclusion.

23.1.2.4. The Academy retains the right to search for phones if a student is suspected of having one in their possession. Students who refuse a search will be sanctioned appropriately.

23.2. Sixth Form

Any students wishing to bring phones and/or personal stereos on the Academy site will need written permission from parents and a pro-forma will be produced to facilitate this (see Appendix F). There are strict rules concerning the use of phones, **including no making or receiving calls or texts and taking photographs or videos during lesson time or in the Sixth Form Common Rooms**, and the acceptance that students who do wish to bring phones will do so at their own risk. Sanctions will apply for any students breaking these rules. Students must also be aware that mobile phones and personal stereos are not allowed in public examination rooms and cancellation of all entries can result if this strict rule is ignored.

24. THEFT

- 24.1. Theft of property, either belonging to the Academy or to other students or staff will not be tolerated. In any proven cases of theft serious sanctions will apply, with exclusion the probable outcome.

24.2. Academy Procedures

- 24.2.1. **All** incidences of theft will be recorded.
- 24.2.2. **All** incidences of theft will be dealt with at Assistant Headteacher (Behaviour & Safety) level or above.
- 24.2.3. **All** cases of reported theft will be investigated and will include parental involvement of both the perpetrator and the victim. Please note the Academy is not obliged to investigate mobile phone theft.
- 24.2.4. Outside agencies will be involved if this is appropriate, for example police, social services, probation service.
- 24.2.5. Where victims of theft, or the parents of victims, involve the police the Academy will co-operate fully in any investigation.
- 24.2.6. Theft will result in time in isolation as a minimum.

25. VANDALISM/DAMAGE

- 25.1. Vandalism or causing damage to property will not be tolerated and any students who are involved in acts of vandalism or causing damage to Academy property will be subject to serious sanctions. Acts of wilful damage or vandalism are likely to result in exclusion. Students will be expected to meet the costs of any damage they cause.

25.2. Academy Procedures

- 25.2.1. **All** acts of damage to property or vandalism will be recorded.
- 25.2.2. **All** acts of damage to property or vandalism will be dealt with at Assistant Headteacher (Behaviour & Safety) level or above.
- 25.2.3. **All** reported cases will be investigated and parents involved.
- 25.2.4. Outside agencies will be involved if this is appropriate, for example the police etc.
- 25.2.5. The Academy may seek reparation where serious damage occurs.
- 25.2.6. Any acts of vandalism are likely to result in isolation as a minimum.

26. LITTER

- 26.1. We work hard to make sure our school is clean and safe. We expect students to respect the school environment and make sure all litter is put in a bin.
- 26.2. Any student who is caught dropping litter will be required to assist in tidying the school site for three breaks and lunchtimes, or six sessions, equipped with a fluorescent jacket and litter grab. Any student, over the age of 14, who repeats the offence may be referred to the local Environmental Enforcement Officer. Under legislation introduced in 2005 under the 'Clean Neighbourhood and Environment Act' people guilty of dropping litter could be issued with a fine or three hours of community service on a Saturday morning.

27. BEHAVIOUR ON SCHOOL BUSES

Poor behaviour on school buses has become a major problem for most secondary schools and we are determined to minimise this problem. All school sanctions will apply to poor behaviour on school buses, including **exclusion**. Poor behaviour is likely to result in the student being banned from school buses for a period determined by the Academy. Repeat offenders are likely to be permanently banned from using the school buses.

28. LEAVING SITE WITHOUT PERMISSION : YEARS 7 TO 11

28.1. The Academy has a strict policy concerning students leaving the school site. **All** students should be on the site at **all** times during the school day, unless there is a specific reason for leaving, for example a doctor's appointment etc. Students are **not** allowed, under any circumstances, to leave the school site to use local shops etc at lunch time or morning break.

28.2. Academy Procedures:

28.2.1. If a student needs to leave the school site they must have written permission from a parent. The only exception to this would be when a member of the senior staff gives permission in an emergency, or where parental permission has been arranged by telephone.

28.2.2. An Exit Permit requesting permission must be filled in by the student and signed by a member of the pastoral team before the student leaves the school site. This must be handed in at Student Services directly before leaving.

28.2.3. A Police Pass should be collected from Student Services on leaving, to avoid problems with police truancy patrols.

28.2.4. Any students leaving site without permission will be subject to school sanctions, which may be isolation and/or supervised lunch and break times.

29. TRESPASSING ON ACADEMY SITE

Trespassing on school sites is a major problem nationally. We have been able to avoid most of the problems associated with this but are still subjected to instances of criminal damage, vandalism and nuisance. Our students are notified that they should not enter the school site except on official school business, or to take part in events that are part of our community lettings programme. Any students who choose to ignore this will be subject to serious sanctions, particularly where criminal damage and vandalism are involved. Abuse of staff or creating a nuisance at official events, for example Open Evenings, concerts, productions etc, will be treated very seriously and could result in **exclusion**.

30. MISUSE OF DRUGS

30.1. The misuse of drugs by school-age children has become a serious problem, both locally and nationally. A 'Drug Awareness' module is part of our PDS programme and the school, supported by the Governing Body, believes that drug-awareness education and a firm and consistent policy for dealing with students involved in drug related incidents have become a necessity.

30.2. Drugs referred to in this policy include both legal and illegal forms. Legal drugs include alcohol, tobacco and solvents sold over the counter and prescribed drugs (however by virtue of the age of our students, acquisition of these substances over the counter, would be illegal). Illegal drugs such as cannabis, ecstasy, heroin, crack/cocaine and LSD are prohibited under legislation. Drugs referred to include both classified drugs and legal highs, for example Mephedrone.

30.3. Drugs and the Law

30.3.1. The Misuse of Drugs Act (1971) governs the manufacture and supply of controlled drugs for legitimate medical use. It, therefore, creates offences of unlawful manufacture, possession and supply.

30.3.2. Drugs controlled under the Act are classified according to toxic effect, ie hard drugs (heroin, cocaine etc), soft drugs (cannabis).

- 30.3.3. Possession of hard drugs can lead to a prison sentence – maximum penalties are severe.
- 30.3.4. It is an offence to knowingly allow anyone on your premises to produce, sell or **give** illegal drugs, even if they **only offer** to supply the drug.
- 30.3.5. If anyone is found in possession, on your premises, of what you think is an illegal drug you should inform the police and hand it in without delay.
- 30.3.6. The Act allows you to take possession of an illegal drug to prevent someone else committing an offence provided that you hand it to the police.

30.4. Signs of taking drugs

- 30.4.1. Sudden mood changes.
- 30.4.2. Unusual outbreaks of temper.
- 30.4.3. Lack of appetite.
- 30.4.4. Bouts of drowsiness.
- 30.4.5. Unusual smells on clothes etc.
- 30.4.6. Disregard for physical appearance.
- 30.4.7. Unusually dilated or constricted pupils.
- 30.4.8. Sores around the mouth or nose.
- 30.4.9. Suddenly losing interest in friends, sport etc.
- 30.4.10. Possession of unusual powders, tablets, capsules, hand rolled cigarettes.

30.5. Academy Procedures

- 30.5.1. Staff must **always** refer any suspicions concerning misuse of drugs to a senior member of staff. **All** such reports will be investigated at Assistant Headteacher (Behaviour & Safety) level or above.
- 30.5.2. **All** students found in possession of illegal drugs or what is thought could be an illegal drug **must** be reported to a senior member of staff.
- 30.5.3. With the authority of the Headteacher, staff have the right to search and confiscate if they suspect anyone is in possession of such items.
- 30.5.4. In any cases where misuse of drugs is suspected parental involvement **will** be necessary.
- 30.5.5. The police will be involved in **all** cases of misuse of drugs.
- 30.5.6. All students involved in drug related incidents will be subject to **exclusion**, which could be permanent.
- 30.5.7. **All** students involved in the **supply** of illegal drugs will be subject to **permanent exclusion**.

31. SMOKING

31.1. The Academy has a no smoking policy for the whole of the school site.

- 31.2. It is now widely accepted that smoking is a major cause of several potentially fatal diseases. It is also widely accepted that the large majority of smokers begin the smoking habit while of school age. Other important issues, including secondary smoking and the question of social acceptability have further highlighted the smoking problem.
- 31.3. We believe that we must take a positive stance against smoking and this will be highlighted in assemblies, PDS lessons and Form Tutor time. We will make all students and parents aware of this stance and the importance we attach to our non-smoking policy and the sanctions that will apply.

31.4. Academy Procedures

- 31.4.1. **All** students caught smoking in or around school premises or on the way to and from school will be seen by the appropriate Assistant Headteacher (Behaviour & Safety) and counselled about the dangers of smoking and informed of the sanctions which will be applied.
- 31.4.2. **All** parents of offenders will be notified by letter and offenders will be subject to school disciplinary measures.
- 31.4.3. Persistent offenders may be subject to internal and/or external exclusions if the previous measures fail. All parents of repeat offenders will be asked to visit school for a meeting.
- 31.4.4. **All** incidents will be recorded in the student's record.
- 31.4.5. The above sanctions also apply to e-cigarettes and to any student who has smoking items in their possession, for example lighters, tobacco. Students who are caught with smokers may also be subject to the school sanctions.
- 31.4.6. Staff have the right to either retain or dispose of tobacco, cigarette papers and lighters. This also applies to e-cigarettes.
- 31.4.7. Further support will be offered to students who smoke, for example external agencies.

32. INAPPROPRIATE SEXUAL BEHAVIOUR

Woodkirk Academy will not tolerate any acts of sexual abuse or sexual assault. Parents will be involved in all such cases, which may also be referred to the police and other outside agencies, for example Social Services (Child Protection). The exclusion procedures will be initiated in all such cases. Consideration will be given to **permanently excluding** any student responsible for carrying out such an assault.

33. SEXUAL HARASSMENT

- 33.1. Any cases of sexual harassment or alleged sexual harassment will be investigated thoroughly. **All** students involved in sexual harassment will be subject to serious sanctions including exclusion and all proven incidents will necessitate parental involvement.

33.2. School Procedure

- 33.2.1. **All** cases of sexual harassment will be recorded.
- 33.2.2. The victim(s) will be asked to record events in writing.
- 33.2.3. **All** cases of sexual harassment will be dealt with at Assistant Headteacher (Behaviour & Safety) level or above.
- 33.2.4. Support will be provided for all victims of sexual harassment.
- 33.2.5. Parental complaints will always be investigated.
- 33.2.6. Perpetrators of any form of sexual harassment will always be subject to serious sanctions.
- 33.2.7. Serious or persistent sexual harassment is likely to result in the exclusion of the perpetrator(s).
- 33.2.8. Outside agencies will be involved if this is appropriate for example police, social services, child protection etc.

34. HEALTHY SCHOOL POLICY – ENERGY DRINKS

- 34.1. Energy drinks (Lucozade, Red Bull, Powerade etc) and drinks with a high sugar content (Coca-Cola, Fanta etc) are not to be brought onto school premises, a measure which is in line with the majority of schools nationally. A variety of studies have been published recently which highlight the fact that the stimulants (for example caffeine and high levels of sugar) that are contained within energy drinks can cause loss of concentration, anxiety and irritability among students.

- 34.2. Furthermore, as our school has 'Healthy Schools Award' status, the governors and staff believe that allowing energy drinks is contradictory to the aims and objectives of our policy. We are extremely conscious that some of our students have become part of a culture where energy drinks are consumed as part of their everyday diet. Water is freely available to all students at break and lunchtimes.
- 34.3. Any student found in possession of energy drinks will have them confiscated. If open, the drink will be poured away and unopened cans may be collected by parents if they so wish.
- 34.4. Sections 34.1 to 34.3 also applies to Sixth Form students.

35. SIXTH FORM

All sections of this policy apply to the Sixth Form, with the following exceptions:

35.1. Behaviour

- 35.1.1. All instances of attendance, progress and behaviour will be recorded on the School Information Management System (SIMS) by any relevant adult in the Academy.
- 35.1.2. For positive behaviour and 'Above and Beyond' conduct, students will receive letters of commendation/emails home, vouchers and other rewards (see Appendix C).
- 35.1.3. For negative behaviour, students will follow a 5 stage process of increasing severity. Any student reaching stage 5 will be at serious risk of their place being terminated by the Headteacher and Governors (see Appendix D).
- 35.1.4. Students can move backwards on the stages if exemplary behaviour, outstanding attitude and improved progress are noted.

35.2. Responsibilities

Sixth Form students must recognise their responsibility in acting as ambassadors to the Academy and be positive role models at all times, including in the area of school dress. We believe that dress plays a valuable role in contributing to the ethos and values it represents and in setting an appropriate tone for behaviour and attitude. See Appendix E for details of the Learning & Conduct Agreement, including the Sixth Form professional dress policy.

35.3. Technology

Any students wishing to bring phones and/or personal stereos on the Academy site will need written permission from parents and a pro-forma will be produced to facilitate this (see Appendix F). There are strict rules concerning the use of phones; sanctions will apply for any students breaking these rules. Students must also be aware that mobile phones and personal stereos are not allowed in public examination rooms and cancellation of all entries can result if this strict rule is ignored.

35.4. Leaving site without permission

- 35.4.1. Students should be on the school site at all times up until 12.25pm unless there is a specific reason for leaving. If this is the case written permission is required from a parent and an Exit Permit must be completed. Students are allowed off site in the afternoon if they have a study period. In all instances, students should ensure that they clock in and out at all times.

35.4.2. Academy Procedures:

- 35.4.2.1. If a student needs to leave the school site they must have written permission from a parent.
- 35.4.2.2. An Exit Permit requesting permission must be filled in by the student and signed by an Assistant Year Tutor, Year Tutor or Assistant Headteacher before the student leaves the school site. This must be handed in at Student Services directly before leaving. A Police Pass should be collected if required.
- 35.4.2.3. Students returning later should report to Student Services before going into lessons.
- 35.4.2.4. Students should clock out if they leave the site early when they have **finished all lessons** on a particular day.

PASTORAL SANCTIONS

A Detentions Failed to Attend

- 1st Friday night detention and 1 extra detention - note in planner.
 - 2nd Friday night detention and 1 extra detention, 5 breaks and lunchtime detention – phone call home.
 - 3rd PSA for 3 days minimum and until all detentions are cleared (detention every night) – phone call home
 - 4th Start a behaviour contract – meeting with parents
 - 5th Fixed term internal exclusion. Return to PSA to complete all detentions owing after exclusion.
 - 6th 5 day fixed term exclusion in the ALC. Return to PSA to complete all detentions owing after exclusion.
- Subsequent occasions – further sanctions will be decided by the Headteacher and may result in an external exclusion.
Parenting contract may also be started with possible use of external agencies (parent support).
Friday detention – students who fail to attend a Friday detention will be kept in the PSA for the following week and kept back on the following Friday after school.

B Detention numbers

- 10 The student will be referred by the Personal Tutor to the appropriate YT. Parents to be contacted via e-mail or phone call. Student to be placed on daily report.
- 15 Purple target report to start and teaching staff made aware. Parents to be contacted and meeting arranged with the Year Tutor.
- 20 Parental meeting to be arranged with Year Tutor and Assistant Headteacher (Behaviour & Safety).
- 25 Student behaviour contract to start (parents to attend contract meeting) with mentor input.
- 30 Parenting contract to start with possible external agency support.

C Decredit numbers

- 15 The student will be referred by the Personal Tutor to the appropriate Year Tutor. Parents to be contacted via e-mail or phone call. Student to be placed on daily report.
- 25 Purple target report to start and teaching staff made aware. Parents to be contacted and meeting arranged with the Year Tutor.
- 35 Parental meeting to be arranged with Year Tutor and Assistant Headteacher (Behaviour & Safety).
- 40 Student behaviour contract to start (parents to attend contract meeting) with mentor input.
- 60 Parenting contract to start with possible external agency support.

D Late to school

Students who are late to Period 1 must register in the Main Hall.
If you arrive after 9.20am, the register will be coded with a 'U' and is an unauthorised absence for the whole morning. Parents will be informed by letter of legal action if this continues.
2 lates per week: after-school detention issued.
3 lates per half term (random lates): detention issued in last week of half term.
6 lates per half term: PSA registration for 5 days, detention after school on the late day.
10 lates per half term: PSA registration for 5 days, detention after school on the late day and 2 hour Friday detention.
Pastoral staff will monitor lates to lessons during the day – Year Tutor to liaise with Assistant Headteacher (Behaviour & Safety) to determine sanction.

E Truancy

Students who truant from school or from lessons will be sanctioned by the relevant Assistant Headteacher (Behaviour & Safety) as appropriate. Sanctions will depend on the severity and the individual circumstances. Students who truant will make up time after school as appropriate.

F Uniform- Including Jewellery, Hair and Make-up

Incorrect uniform-hair – appropriate sanctions will be applied by the relevant Assistant Headteacher (Behaviour & Safety). Parents to be contacted by Year Tutor.
All students to be referred to the appropriate Year Tutor/Assistant Headteacher (Behaviour & Safety).
Uniform alerts will be issued in a student's planner if they are not appropriately attired during the school day.

G Weekly Report

- 1st Persistent poor comments – detention(s) at Year Tutor/Assistant Headteacher (Behaviour & Safety) discretion. Year Tutor/Assistant Headteacher (Behaviour & Safety) to make final decision.
- 2nd Continual poor reports refer to Assistant Headteacher (Behaviour & Safety) for further sanctions – probable behaviour contract.

H Students refusing to hand over planner

1st occasion – 1 day in PSA

2nd occasion – 3 days in PSA

3rd occasion – 5 days in PSA

4th occasion – 3 days internal exclusion

5th occasion – 3 days fixed term exclusion

Further sanctions to be decided by the Headteacher and may result in a fixed term exclusion out of school.

J Uniform Sanctions

Please issue a detention when a student receives 5 notifications on their uniform alert page. Wearing jewellery and make up should also be included in this category. The person issuing the fifth alert should enter the detention electronically on SIMS and in the student planner.

Refer any student who has several alerts to the relevant Year Tutor.

Further sanctions will be applied to students who continually contravene the uniform policy. This may well result in isolation, but those who persist may be sent home to parents each time and expected to return once the issue is rectified.

K Mobile phone

1st 2 day internal exclusion in PSA & phone call home.

2nd 5 day internal exclusion in PSA and parental meeting with Year Tutor.

3rd 3 day exclusion in Exclusion Unit and parental meeting with Assistant Headteacher (Behaviour & Safety) on return.

4th and 5th –fixed term exclusion in Exclusion Unit and parental meeting on return.

Further sanctions to be decided by the Headteacher and may result in a fixed term exclusion out of school.

L Smoking

1st Counselling from Pastoral Staff, letter home and 5 break and lunchtime detentions.

2nd Parental phone call + 3 days and detentions in PSA

3rd 3 day internal exclusion in the ALC. Parental meeting and school nurse referral if accepted. Social time removed.

4th 5 day internal exclusion in the ALC. Parental meeting and social time removed.

Further sanctions to be decided by the Headteacher and may result in a fixed term exclusion out of school.

Students caught smoking inside school premises will be excluded to the ALC as a minimum.

M Students going off site – break/lunchtime

Loss of breaks and dinners – length of time to be determined by Assistant Headteacher (Behaviour & Safety) or Year Tutor.

Repeat offenders – time in PSA.

N Students leaving PSA

To be seen by Assistant Headteacher (Behaviour & Safety)/PSA staff after internal exclusion – number of days to be determined by Headteacher and Assistant Headteacher (Behaviour & Safety).

Repeat offenders to receive fixed term exclusions as determined by the Headteacher and Assistant Headteacher (Behaviour & Safety).

P PE kit Sanctions

- | | |
|---|--|
| 1. Warning | 2. Decredit |
| 3. Note to parents in planner | 4. Detention and letter home. Year Tutor involved |
| 5. PE detention on Friday and phone call home from Head of Department | 6. Friday PSA detention and phone call home from Year Tutor |
| 7. Parental meeting with Year Tutor | 8. PSA for three days |
| 9. Refer to Assistant Headteacher (Behaviour & Safety) | 10. The Academy reserves the right to determine further sanctions for persistent offenders as determined appropriate by the Headteacher and Assistant Headteacher (Behaviour & Safety) |

Please note: Students failing to attend a Friday PE detention will attend a Friday afternoon detention and be expected to attend the next Friday PE detention.

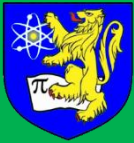
HOMEWORK SUPPORT SANCTIONS**TO BE MONITORED DAILY BY RELEVANT STAFF AND PASSED TO APPROPRIATE YEAR TUTOR**

NUMBER OF FAILED TO ATTEND	SANCTION
1	3 break & dinner detentions, 1 extra day of homework support and email/ phone call home
2	1 extra week of Homework Support and e/mail phone call home
3	1 extra week of homework support and parental meeting with Year Tutor (Period 5 to be spent in the PSA & escorted to Homework Support)
4	1 extra week of homework support and 1 week in the PSA and meeting with Assistant Headteacher (Behaviour & Safety)
5	Behaviour Contract to start
Any further failure to attend to result in a parenting contract with Year Tutor/Assistant Headteacher (Behaviour & Safety), with appropriate targets	

ABOVE AND BEYOND

Comment on: any aspect of positive behaviour that you feel is worthy of special praise.

	ABOVE AND BEYOND	DATE	STAFF
1			
2			
3			
4			
5			
REFER TO SIXTH FORM ADMINISTRATOR - DRINK			
6			
7			
8			
9			
10			
REFER TO SIXTH FORM LEARNING MANAGER – DRINK & SNACK			
11			
12			
13			
14			
15			
REFER TO SIXTH FORM LEARNING MANAGER - £3 JAN'S			
16			
17			
18			
19			
20			
REFER TO SIXTH FORM YEAR TUTOR - £5 JAN'S			
21			
22			
23			
24			
25			
REFER TO SIXTH FORM YEAR TUTOR - £10 VOUCHER			
26			
27			
28			
29			
30			
REFER TO HEAD OF SIXTH FORM - £15 VOUCHER			
31			
32			
33			
34			
35			
REFER TO HEAD OF SIXTH FORM - £20 VOUCHER			

 <p>The Sixth Form @ Woodkirk Academy</p> <p>Learning and Progress Concern Form</p>	Student's Name:	
	Form Tutor:	
	Personal Tutor:	
	Date:	
	Referral from:	
	Subject:	

Stage 1a: For completion by Subject Teacher

Area of concern:	Lack of participation / positive engagement in lesson		Homework not submitted	
	Insufficient effort with classwork		Insufficient effort / Incomplete homework	
	Classwork and/or homework consistently * not meeting target grade (*3 prior concerns)		Other	
Additional detail:				
Support offered:	Extension given till the end of the day		Teacher support during independent study period(s)	
	Extension given until 9am the next day		After school teacher support	
	Longer term extension given		Other	
Additional detail:				

Incident closed?	Yes	<input type="checkbox"/>	Please forward referral onto Sixth Form Administrator ¹
	No	<input type="checkbox"/>	Please retain referral and continue to monitor incident

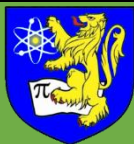
Stage 1b: For completion by Subject Teacher

Support offered was unsuccessful because...				
Subsequent support offered:	Extension given till the end of the day		Teacher support during timetabled study period(s)	
	Extension given until 9am the next day		After school teacher support	
	Longer term extension given		Other	
Additional Detail				

Incident closed?	Yes	<input type="checkbox"/>	Please forward referral onto Sixth Form Administrator ¹
	No	<input type="checkbox"/>	Please forward referral on to your Head of Department ²

¹ Sixth Form Administrator to notify Y12/Y13 Learning & Progress Lead of referral and create student record file.

² Head of Department to provide additional support to subject teacher and / or to intervene with the student as appropriate.



The Sixth Form @ Woodkirk Academy

Learning and Progress Concern Form

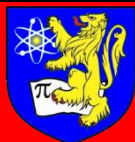
Student's Name:	
Form Tutor:	
Personal Tutor:	
Date:	
Referral from:	
Subject:	

Stage 2: For completion by Head of Department

	Meeting with student		Date	
Additional detail:				
Action required:	Sanction		Support	
Action taken:	Supervised independent study period(s) within the Department		Peer mentoring	
	Departmental detention(s)		Signposted to Teaching & Learning Coordinator	
	Departmental contract		Teacher support during independent study period(s)	
	Contact with parents (*Please see a member of the SFPT to ensure that are no prior issues you need to be aware of)		After school support	
	Other		Other	
Additional detail:				
Incident closed?	Yes	<input type="checkbox"/>	Please forward referral onto Sixth Form Administrator ¹	
Summary of how action taken impacted positively on student's L&P				
Incident closed?	No	<input type="checkbox"/>	Please forward all referral forms onto Y12/13 L&P Lead ²	
Action sought				

¹ Sixth Form Administrator to notify Y12/Y13 Learning & Progress Lead of referral and add to existing student record.

² Head of Department to forward green and amber referral forms on to Y12/Y13 L&P Lead



The Sixth Form @ Woodkirk Academy

Learning and Progress Review Form

Student's Name:	
Form Tutor:	
Personal Tutor:	
Date:	
Referral from:	
Subject:	

Stage 3: For completion by Y12/Y13 Learning & Progress Lead, or other as appropriate

	Meeting with student		Date	
Additional detail:				

Action required:	Sanction		Support	
Action taken:	Loss of independent study period(s)		Referral to Life Coaching ³	
	Pastoral Team detention(s)		Referral to Family Support Worker ⁴	
	Monitoring by Assistant Year Tutor ¹		Referral to Academic Support ⁵	
	Sixth Form Contract ²		Referral to Safeguarding Team ⁶	
	Other		Other	
Additional detail:				
Parents contacted?	Yes	<input type="checkbox"/>	By:	
			Date	
Summary:				

Incident closed?	Yes	<input type="checkbox"/>	Y12/Y13 L&P Lead to file on student's record and return to Sixth Form Administrator
Summary of how action taken impacted positively on student's L&P			
Incident closed?	No	<input type="checkbox"/>	Y12/Y13 L&P Lead to schedule review meeting with student ⁷

¹ Assistant Year Tutor to conduct initial meeting and update student's records accordingly. It may be appropriate for AYT to follow case through to Stage 4.

² Please liaise with Y12/Y13 L&P Lead before placing any student on contract to ensure a consistent approach across the year group.

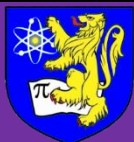
³ Y12/Y13 L&P Lead (or other designated member of Sixth Form Pastoral Team) to liaise with Life Coach and update student's records accordingly.

⁴ Y12/Y13 L&P Lead (or other designated member of Sixth Form Pastoral Team) to liaise with FSW and update student's records accordingly.

⁵ Learning Manager to complete an ILP and update student's records in accordance with Academic Support policy and procedures.

⁶ 'Cause for Concern' proforma to be completed and passed on to P.J.L.

⁷ Y12/Y13 L&P Lead to regularly monitor student. Student can be escalated/"dropped" through stages as appropriate.



The Sixth Form @ Woodkirk Academy

Learning and Progress Review Form

Student's Name:	
Form Tutor:	
Personal Tutor:	
Date:	
Referral from:	Review Meeting
Subject:	

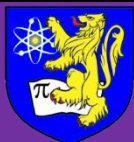
Stage 4: For completion by Y12/Y13 Learning & Progress Lead (or other team member)

	Meeting with student		Date	
Additional detail:				

Action required:	Sanction		Support	
Action taken:	Loss of independent study period(s)		Referral to Life Coaching	
	Pastoral Team detention(s)		Referral to Family Support Worker	
	Monitoring by Assistant Year Tutor		Referral to Academic Support	
	Sixth Form Contract		Referral to Safeguarding Team	
	Other		Other	
Additional detail:				
Parents contacted?	Yes	<input type="checkbox"/>	By:	
			Date	
Summary				

Incident closed?	Yes	<input type="checkbox"/>	L&P Lead to file on student's record and return to Sixth Form Administrator
Summary of how action taken impacted positively on student's L&P			

Incident closed?	No	<input type="checkbox"/>	Y12/Y13 Lead to continue monitoring. Continue to complete S4 (purple) proforma to document intervention
	No	<input type="checkbox"/>	Y12/Y13 L&P Lead to schedule strategy meeting with HOSF



The Sixth Form @ Woodkirk Academy

Learning and Progress Review Form

Student's Name:	
Form Tutor:	
Personal Tutor:	
Date:	
Referral from:	Parental Meeting
Subject:	

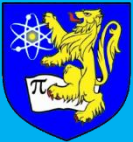
Stage 4: For completion by Y12/Y13 Learning & Progress Lead, or other

	Meeting with parent(s)		Date	
Additional detail:				

Agreed action by student	<ul style="list-style-type: none"> • • •
Signed	

Agreed action by parent(s) if appropriate	<ul style="list-style-type: none"> • • •
Signed	

Agreed action by Academy (if appropriate)	<ul style="list-style-type: none"> • • •
Signed	

 <p>The Sixth Form @ Woodkirk Academy</p> <p>Learning and Progress Review Form</p>	Student's Name:	
	Form Tutor:	
	Personal Tutor:	
	Date:	
	Referral from:	Review Meeting with HoSF
	Subject:	

Stage 5: For completion by Head of Sixth Form

	Meeting with student		Date	
Additional detail:				

Action required:	Sanction		Support			
Action taken:			Referral to Life Coaching			
			Referral to Family Support Worker			
			Referral to Academic Support			
			Referral to Safeguarding Team			
			Other			
Additional detail:						
Parents contacted?	Yes	<input type="checkbox"/>	By:		Date	
Summary						

Incident closed?	Yes	<input type="checkbox"/>	File on student's record and return to Sixth Form Administrator
Summary of how action taken impacted positively on student's L&P			

Incident closed?	No	<input type="checkbox"/>	Refer to Head Teacher / Link Governor Student's place at The Sixth Form @ Woodkirk Academy to be reviewed
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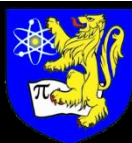
Behaviour & Conduct points to be allocated for any breach of the policies and procedures of the Sixth Form @ Woodkirk Academy.

Behaviour & Conduct		
UB	Unacceptable behaviour around site	1
CR	Unacceptable behaviour within common room (+ ban)	1
Learning & Progress		
LP	Any behaviour in lesson which affects the learning and progress of others	1
NP	No planner	1
Mobile Phone & MP3		
MP	Any issue (+ confiscation)	1
ICT Acceptable Use		
ES	E-Safety (+ temporary loss of ICT privileges if necessary)	1
SM	Defamatory comments about Woodkirk Academy, its staff, visitors or students made via Social Media	1
Attendance & Punctuality		
L	Late to timetabled sessions (+ adherence to Sixth Form Attendance & Punctuality Policy)	1
AS	Failure to attend Academic Support (+ adherence to Sixth Form Academic Support Policy)	1
FS	Failure to sign in/out (+ adherence to Sixth Form Attendance & Punctuality Policy)	1
UA	Unexplained or unacceptable reason for absence (+ adherence to Sixth Form Attendance & Punctuality Policy)	1
Serious (Will result in students being moved up one stage)		
OC	A student being asked to leave/removed from a Sixth Form lesson	5
BC	Break of Sixth Form Contract	5
AB	Verbal / Physical abuse to staff, visitors and/or students (+ internal / external FTE if necessary)	5
RI	Refusal to comply with reasonable instruction by staff/visitors (+ internal / external FTE if necessary)	5

Need to go through all policies (following Policy Day) and amend whilst trying to keep as condensed as possible.

Referrals

Stage 1	3	Form tutor notifies AYT by completing proforma and forwarding to AYT
Stage 2	5	Form tutors notifies B&C Lead or appropriate HOY
Stage 3	10	Form tutor notifies B&C Lead or appropriate HOY
Stage 4	15	Form tutor notifies B&C Lead or appropriate HOY – who notifies Head of Sixth Form



The Sixth Form @ Woodkirk Academy

Behaviour & Conduct Review Form

Student's Name:	
Form:	
Personal Tutor:	
Date:	
Referral from:	
Subject:	

Stage 1: For completion by AYT once student has accumulated **three** points

	Meeting with student		Date	
Additional detail:				
Action required by student:				

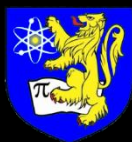
Sanctions imposed (if any)			
Supervised independent study period(s)		Bursary payments suspended for 2 weeks	
Pastoral Team detention(s)		Referral to B&C Lead	
Common Room/LRC/ICT ban		Other	

Schedule review meeting (2 weeks)

If further incidences arise within two weeks please refer to B&C Lead

	Review meeting with student		Date	
Additional detail:				
Incident closed?	Yes	<input type="checkbox"/>	Please forward referral onto Sixth Form Administrator ¹	
Summary of how action taken impacted positively on student's B&C				
Incident closed?	No	<input type="checkbox"/>	Please forward referral onto B&C Lead	

¹ Sixth Form Administrator to notify Behaviour & Conduct Lead of referral and create student record file.



The Sixth Form @ Woodkirk Academy

Behaviour & Conduct Review Form

Student's Name:	
Form Tutor:	
Personal Tutor:	
Date:	
Referral from:	
Subject:	

Stage 2: For completion by B&C Lead once student has accumulated **five** points, or where an outstanding issue has not been resolved with AYT intervention.

	Meeting with student		Date	
Additional detail:				
Action required by student:				

Sanctions imposed (if any)			
Supervised study period(s)		Bursary payments suspended for 2 weeks	
Pastoral Team detention(s)		Sixth Form Contract (4 weeks)	
Common Room/LRC/ICT ban		Other	

Parents contacted?	Yes	<input type="checkbox"/>	By:		Date	
Summary						

Any breach in contract will result in the student being moved to next stage.

	1 week review meeting with student		Date	
Additional detail:				

	2 week review meeting with student		Date	
Additional detail:				

	3 week review meeting with student		Date	
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Additional detail:	
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	4 week review meeting with student		Date	
Additional detail:				

Incident closed?	Yes	<input type="checkbox"/>	Please forward referral onto Sixth Form Administrator ¹
Summary of how action taken impacted positively on student's B&C			

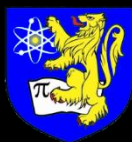
If student continues to sustain improvement for a further two weeks (6 week review) they become eligible for discretionary points reduction (DPR) and will be reduced to Stage 1. Students should document the date in their Academic Diaries and schedule a review meeting via the Sixth Form Administrator.

Incident closed?	No	<input type="checkbox"/>	Student moved to Stage 3
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Discretionary Points Review Meeting (To be moved to Stage 1)

	Meeting with student		Date	
Additional detail:				
Outcome:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

¹ Sixth Form Administrator to notify Behaviour & Conduct Lead of referral and add to existing student record.



The Sixth Form @ Woodkirk Academy

Behaviour & Conduct Review Form

Student's Name:	
Form Tutor:	
Personal Tutor:	
Date:	
Referral from:	
Subject:	

Stage 3: For completion by B&C Lead once student has accumulated **ten** points, or where an outstanding issue remains unresolved despite targeted intervention.

	Meeting with student		Date	
Additional detail:				
Action required by student:				

Sanctions imposed (if any)			
Supervised study period(s)		Sixth Form Contract (4 week review)	
Pastoral Team detention(s)		Parenting Contract	
Common Room/LRC/ICT ban		Internal / External FTE	
Bursary payments revoked until further notice		Other	

Parents contacted?	Yes	<input type="checkbox"/>	By:		Date	
Summary						

Any breach in contract will result in the student being moved to next stage.

	1 week review meeting with student		Date	
Additional detail:				

	2 week review meeting with student		Date	
Additional detail:				
	3 week review meeting with student		Date	

Additional detail:	
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	4 week review meeting with student		Date	
Additional detail:				

Incident closed?	Yes	<input type="checkbox"/>	Please forward referral onto Sixth Form Administrator ¹
Summary of how action taken impacted positively on student's B&C			

If student continues to sustain improvement for a further two weeks (6 week review) they become eligible for discretionary points reduction (DPR) and will be placed on Stage 2. After an additional 6 weeks they can apply for a further DPR to be returned to Stage 1. Students should document the dates in their personal organisers and schedule a review meeting via the Sixth Form Administrator.

Incident closed?	No	<input type="checkbox"/>	Student moved to Stage 4
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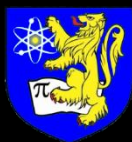
Discretionary Points Review Meeting (To be moved to Stage 2)

	Meeting with student		Date	
Additional detail:				
Outcome:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Discretionary Points Review Meeting (To be moved to Stage 1)

	Meeting with student		Date	
Additional detail:				
Outcome:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

¹ Sixth Form Administrator to notify Behaviour & Conduct Lead of referral and add to existing student record.



The Sixth Form @ Woodkirk Academy

Behaviour & Conduct Review Form

Student's Name:	
Form Tutor:	
Personal Tutor:	
Date:	
Referral from:	
Subject:	

Stage 4: For completion by the Head of Sixth Form (or Behaviour & Conduct Lead under the direction of the Head of Sixth Form) once student has accumulated **fifteen** points, or where an outstanding issue remains unresolved despite targeted intervention.

	Meeting with student		Date	
Additional detail:				
Action required by student:				

Sanctions imposed (if any)			
Supervised study period(s)		Sixth Form Contract (2 week review)	
Pastoral Team detention(s)		Parenting Contract	
Common Room/LRC/ICT ban		Internal / External FTE	
Bursary payments revoked until further notice		Other	

Parents contacted?	Yes	<input type="checkbox"/>	By:		Date	
Summary						

Any breach in contract will result in student's place being revoked with immediate effect.

	1 week review meeting with student		Date	
Additional detail:				

	2 week review meeting with student		Date	
Additional detail:				

Incident closed?	Yes	<input type="checkbox"/>	Please forward referral onto Sixth Form Administrator ¹
Summary of how action taken impacted positively on student's B&C			

If student continues to sustain improvement for a further four weeks (6 week review) they become eligible for discretionary points reduction (DPR) and will be placed on Stage 3. After an additional 6 weeks they can apply for a further DPR to be returned to Stage 3 and so forth. Students should document the date in their Academic Diaries and schedule a review meeting via the Sixth Form Administrator.

Incident closed?	No	<input type="checkbox"/>	Student referred to Head Teacher / Link Governor
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Discretionary Points Review Meeting (To be moved to Stage 3)

	Meeting with student		Date	
Additional detail:				
Outcome:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Discretionary Points Review Meeting (To be moved to Stage 2)

	Meeting with student		Date	
Additional detail:				
Outcome:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Discretionary Points Review Meeting (To be moved to Stage 1)

	Meeting with student		Date	
Additional detail:				
Outcome:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

¹ Sixth Form Administrator to notify Behaviour & Conduct Lead of referral and add to existing student record.

The Sixth Form @ Woodkirk Academy

Learning & Conduct Agreement

Key:

SFPT	Sixth Form Pastoral Team
ST	Subject Teacher
AT	Attendance Team

Student Agreement

Learning and Progress

I understand that I must:



- Attend all lessons ☐
- Complete all work missed due to absence ☐
- Pursue all courses with a positive attitude to learning ☐
- Be aware of, and make a conscious effort to attain, my target grades ☐
- Have my Personal Organiser and subject handbooks available daily ☐
- Accept criticism positively and use it as vehicle for self-improvement ☐
- Respond appropriately, in red ink, to marking and feedback in all subjects ☐
- Notify my ST, in advance, if I am unable to meet a deadline ☐
- Spend independent study periods undertaking academic work ☐
- Respect the right of other students to work without interruption or distraction ☐
- Spend 4-5 hours of independent study time per course every week ☐
- Limit any part time work to a maximum of 12 hours per week ☐
- Remain behind, without prior notice, until 4pm as and when required ☐
- Consult a member of the SFPT regarding any personal issues arising from or affecting my work ☐

Attendance & Punctuality

I understand that I must:



- Aim to achieve a minimum of 96% attendance ☐
- Contact the AT to notify them of non-attendance on the first day of illness ☐
- Arrive by 8.50am, regardless of whether or not I have a timetabled lesson ☐
- Sign in at Student Services if I arrive after 8.50am ☐
- Attend all lessons ☐
- Provide legitimate documentation and complete a "Prior Notification of Absence" form in advance of known non-attendance, e.g. hospital appointment, driving test, work experience ☐
- Consult a member of the SFPT if needing to leave site (e.g. due to illness) ☐
- Clock out/in if leaving site during independent study periods or social time ☐
- Clock out when leaving site following attendance at afterschool workshops ☐
- Not arrange unauthorised activities during Academy hours, e.g. holidays, driving lessons, GP/dental appointments ☐

Behaviour & Conduct

I understand that I must:



- Role model appropriate behaviour at all times, including travelling to and from the Academy ☐
- Follow all instructions given by a member of staff immediately ☐
- Abide by the Professional Dress Policy to avoid sanctions being imposed ☐
- Wear my ID badge visibly at all times to avoid sanctions being imposed ☐
- Adhere to the Mobile Phone/MP3 Policy to avoid sanctions being imposed ☐
- Engage positively with the Community Contribution initiative ☐
- Respect Academy property ☐

E-Conduct

I understand that I must:



- Abide by the rules of the Student Desktop Policy ☐
- Not post images of the Academy; post images/video footage of staff, students or visitors; or make reference to the Academy name without prior written consent from the Headteacher or delegated staff ☐

PROGRESSION INTO YEAR 13

I understand that my place in Year 13 is at risk if I do not:



• achieve my MEG in all subjects.	<input type="checkbox"/>
• achieve a minimum average of grade 2 in all subjects in the areas of behaviour, attitude to learning, homework/coursework and organisation in OPT.	<input type="checkbox"/>
• achieve a minimum of three grade Es (<i>or above for some subjects</i>) at AS and/or complete all BTEC work to a pass standard.	<input type="checkbox"/>
• have more than 96% attendance.	<input type="checkbox"/>
• pass the Progression Module or other.	<input type="checkbox"/>
• attend all lessons on return from study leave in June 2014/2015 irrespective of whether I am planning to drop a subject in Year 13.	<input type="checkbox"/>

GENERAL

I understand that I must:



• adhere to the Sixth Form Support Policy with regard to attendance, deadlines, underperformance and behaviour.	<input type="checkbox"/>
• recognise that enrichment activities are vital in demonstrating many skills and attributes, which will help in applying for university courses, apprenticeships and employment.	<input type="checkbox"/>
• set an excellent example as a role model for Lower School students.	<input type="checkbox"/>
• not order food deliveries or consume 'take-aways' anywhere on the Academy premises.	<input type="checkbox"/>
• access lessons via the Sixth Form Entrance unless lessons are in the Red Block.	<input type="checkbox"/>
• not use fire doors as a means of entry or exit unless in the case of an emergency only.	<input type="checkbox"/>
• not use the grass areas under any circumstances for leisure purposes during Academy time.	<input type="checkbox"/>
• only play ball games or other recreational activities on the all-weather pitch/tennis courts at break and lunch periods.	<input type="checkbox"/>
• respect Academy property.	<input type="checkbox"/>
• take responsibility to keep the Academy safe and secure.	<input type="checkbox"/>
• be responsible for my own valuables. As such, I will not bring unnecessary items or large amounts of money into the Academy.	<input type="checkbox"/>
• report any anti-social behaviour.	<input type="checkbox"/>

Student's Signature: _____

Date: _____

The Sixth Form @ Woodkirk Academy

Professional Dress Policy

Acceptable dress

- Black, white, grey or navy blue t-shirt **or** coloured Academy branded polo shirt.
- Black, white, grey or navy blue jumper, cardigan or hoody **or** coloured Academy branded hoody.
- Patterned tops.
- Black or grey knee length (minimum) skirts, dresses.



- Solid colour black, white or grey denim jeans, **or** standard fit black trousers, worn appropriately.
- Plain black or grey headscarves.
- Plain black, white, grey or brown practical footwear.

Items deemed inappropriate

- Logos larger than the school crest.
- Vest tops.
- Low cut tops.
- Leggings, jeggings, treggings.
- Sports/leisure wear.
- Backless shoes, e.g. flip-flops.
- Shorts.
- Underwear on view.



The Academy does not permit:

- Facial piercings.
- Spacers, plugs or scaffolding.
- Visible tattoos.
- Ugg boots or similar style boots.
- Outdoor wear to be worn in lessons or indoor communal areas.
- Extreme hairstyles.

The Academy has final say on suitability!

Parent Agreement

I, as the parent of a young person studying at The Sixth Form @ Woodkirk Academy, agree to:



- Support all the Academy's policies and guidelines ☐
- Respond to correspondence from school when appropriate ☐
- Attend Information Evenings, Parents' Evening and Review Day ☐
- Ensure that any part time work that my child is involved in is kept to a maximum of 12 hours per week ☐
- Ensure all holidays are booked out of Academy term dates ☐
- Respond to all correspondence from the Academy ☐
- Review my child's OPT report ☐

Parent's Signature: _____ Date: _____

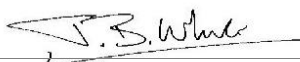
Academy Agreement

We hope that this agreement will strengthen the partnership between the Academy, our students and their parents.

In offering students a place in The Sixth Form at Woodkirk Academy we will:

- Contact parents when necessary to discuss problems and to celebrate students' success ☒
- Provide reports, assessment information and organise Parents' Evenings and Information Evenings ☒
- Encourage students to set appropriate targets in an attempt to improve their learning ☒
- Ensure the setting and marking of work essential for full progress ☒
- Provide facilities conducive to independent learning ☒
- Provide facilities in school for our students to work after hours ☒
- Provide careers information and guidance to help ensure successful applications for work or higher education ☒
- Write honest supporting references for work and higher education which will contain accurate information regarding achievements, academic potential, attitude, attendance and punctuality ☒

Headteacher's Signature: _____



Date: _____

The Sixth Form @ Woodkirk Academy

Technology Policy



1. Phones can be used during break and lunch time only.
2. Students must gain permission from the pastoral staff if an urgent phone call is needed.
3. Phones/iPods/mp3s may be used in the Sixth Form area only.
4. Students take full responsibility for the security of their technology, including theft or loss.
5. Students must be aware that all forms of communication must be within the parameters of the law. For example, comments of a derogatory nature made on Twitter, will be referred to the police.

Sanctions

1. Any student who is not using their device for work purposes in the Common Room/Study Area, will have this confiscated for that lesson. Failure to hand the phone to a member of staff will result in more severe sanctions.
2. Where a phone is visible outside of the Common Room/Study Area, this will be confiscated and returned at 3.00pm the next day to a responsible adult. Students cannot collect their own phone. If this occurs on a Friday they will not be returned until Monday 3.00pm at the earliest.
3. Any further infringements will be deemed as serious. In this instance, students will no longer have the right to bring their phone onto Academy premises.

Name of student: _____

Form: _____

Signed: _____ (Parent)

J B White, Headteacher: 