

 Woodford County High School for Girls SCHOOL POLICY Behaviour Policy	Effective Date: 25 th June 2026	
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WOODFORD COUNTY HIGH SCHOOL

Behaviour Policy

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1. Vision and Values: The Woodford Way

At Woodford County High School, behaviour is rooted in **The Woodford Way**:

We grow through community

We persevere with purpose

We lead with integrity

We aspire without limits

We own our journey

These values underpin **all expectations, rewards, and consequences**.

They ensure behaviour is not simply compliant—but **purposeful, inclusive, and aspirational**.

2. Aims

This policy ensures:

- A **calm, safe (free from bullying, violence or any form of harassment), and orderly environment** where all students learn without disruption
- **Consistency of behaviour expectations** across all classrooms and spaces
- **High expectations for conduct, attendance and readiness to learn**
- A strong emphasis on **positive relationships, belonging and inclusion**
- **Clear, proportionate consequences** for misbehaviour
- Full alignment with statutory guidance including:
 - Behaviour in Schools (DfE, updated guidance)
 - Keeping Children Safe in Education
 - Searching, Screening and Confiscation
 - Suspension and Permanent Exclusion guidance

This policy aims to promote the core values of the school and to contribute to the sustaining of a happy and purposeful environment where the quality of learning is high.

We want our students to enjoy and appreciate their education and to leave Woodford equipped to embark upon happy, fulfilling and useful lives, wherever and however they choose to lead them.

This policy supports those values through helping students:

- Grow through community
- Persevere with purpose

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- Lead with integrity
- Aspire without limits
- Own their own journey

Courtesy, common sense and consideration for others are the basis of a happy community life and what we expect from all students at Woodford. Students are encouraged to develop self-discipline and to support one another. Our code of conduct (The Woodford Charter) sets out the expectations that we have of all our students. It describes the rights and responsibilities that students have and gives guidance about how they are expected to behave. The staff and governors would take a serious view of anyone unwilling to follow this simple code.

Respect for each other's cultural background is important. Any discrimination based on age, colour, ethnic or national origin, culture, religion (belief or lack of belief), gender, disability, sexual orientation, or being or becoming a transsexual person is unacceptable.

3. Principles

The Governing Board believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school community seeks to create an inclusive learning environment in the school by:

- Ensuring equality and fairness for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline and positive relationships between all members of the school based on mutual respect
- Behaviour is taught explicitly and reinforced consistently
- Staff act with **clarity, certainty and fairness**
- Sanctions are **predictable, proportionate, and consistently applied**
- **Safeguarding underpins all behaviour decisions**
- Pupils are expected to take responsibility and reflect on choices
- Ensuring early intervention

The school uses both:

- **Proactive systems (teaching behaviour)**
- **Reactive systems (sanctions)**
- Additional needs (SEND, SEMH) are considered through **reasonable adjustment—not lowered expectations**
- Encouraging a positive relationship with parents and carers to develop a shared approach

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which involves them in the school's policy and procedures

- Pupil voice is routinely used to evaluate behaviour systems and inform improvements
- Promoting a culture of praise and encouragement in which all students can thrive

4. The Woodford Standard

Behaviour is explicitly taught through:

- Induction programmes
- Form-time curriculum
- Modelling and rehearsal of routines
- Re-teaching following disruption"

Students will:

- Arrive on time, properly equipped, and ready to learn
- Follow instructions first time
- Show respect in language, tone, and conduct
- Engage fully in lessons
- Use social spaces safely and responsibly
- Always Represent the school positively (including online and off-site)

5. Recognition and Rewards

Woodford recognises and actively builds **positive behaviour culture**:

House points linked explicitly to Woodford Way values

Praise (verbal, written, parental contact)

Celebration assemblies and awards

Leadership roles and student voice

Academic and character recognition

Rewards explicitly reinforce **character education and values**, not just compliance.

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Positive Conduct Category	Example Behaviours	House Points	Woodford Way Link
Everyday Excellence	Kindness	1 point	Community
Positive Learning Conduct	Excellent effort, participation, perseverance	2 points	Perseverance
Role Model Behaviour	Supporting peers, leadership in class	3 points	Integrity
Academic Achievement	Outstanding work; progress milestone	3-5 points	Aspiration
Contribution to School Life	Clubs; events; competitions	5 points	Community
Exceptional Conduct	Representing school; significant improvement	5 – 10 points	Independence
Values Champion Award		10-20 points	All values

6. Behaviour Systems and Consequences

6.1 Behaviour Ladder

Step 1 – Reminder

- Calm correction, linked to expectations

Step 2 – Warning

- Clear consequence explained

Step 3 – Sanction

- Conduct Point(s)
And / or 30-minute Detention or removal from classroom

Step 4 – Escalation

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- HOY/ HOS/ SLT involvement, 60-minute detentions, internal isolation

Step 5 – Serious sanction

- Suspension or permanent exclusion

Sanction	Conduct Points	Issued by
15-minute detention – late to school	0	Behaviour Support Admin
Conduct Points	1-4	Staff
30-minute detention	4 (accumulation or direct)	Behaviour Support Admin
60-minute detention	8	HOY
Friday 60-minute detention	12	HOS
0.5-day internal exclusion	16	HOS
internal exclusion	20	SLT
Suspension	24	Headteacher
Permanent Exclusion		Headteacher

Conduct points can be given without a warning for uniform infringements, lateness to lessons, lack of equipment.

6.2 Removal from Lessons

- Used when behaviour **disrupts learning or safety**
- Must be:
 - **Lawful**
 - **Reasonable**
 - **Proportionate**
- Reintegration is structured (reflection conversation required)

6.3 Internal Isolation

- Used for serious or repeated disruption
- Focus on:
 - Reflection
 - Restorative reintegration
- Work provided and monitored

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6.4 Suspensions and Exclusions

Used only where:

- Serious breach OR
- Persistent disruption AND
- Remaining would harm welfare or learning

Explicitly includes:

- Sexual harassment or violence
- Bullying (including online)
- Racist, sexist, discriminatory behaviour
- Vaping, drugs, or substances
- Bringing prohibited items
- Repeated defiance

7. Mobile Phones and Smart Devices

- Phones must not be seen, heard or used during the school day
- Stored:
 - In lockers or
 - Switched off in bags (if no access to lockers)

Sanctions:

- First offence: confiscation until end of day – 2 conduct points
- Repeated: parental collection required – daily submission of phone
- Persistent: behaviour escalation

Use of devices to:

- Record others
- Bully or harass
- Access harmful content

→ treated as **serious safeguarding incidents**

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8. Vaping, Smoking, and Substance Misuse

The school operates a **zero-tolerance approach to vaping and smoking**:

- Includes:
 - Possession
 - Use
 - Distribution

Sanctions may include:

- Confiscation
- Isolation or suspension
- Referral to safeguarding

Vape Detectors

- Installed in toilets and key areas
- Trigger:
 - Immediate investigation
 - Search (where appropriate)
- Used as **preventative safeguarding tool**

9. Searching, Screening and Confiscation

The school may search (with or without consent) for:

- Knives or weapons
- Alcohol or drugs
- Stolen items
- Tobacco, vapes
- Pornographic material
- Any item likely to cause harm

10. CCTV and Behaviour Monitoring

- CCTV operates across school site
- Used to:
 - Ensure safety
 - Investigate incidents

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- Support behaviour decisions

This complies with:

- GDPR
- Safeguarding duties

Footage may be used as evidence in sanctions

Safeguarding and Behaviour

All behaviour incidents are considered **through a safeguarding lens**:

- Behaviour may indicate:
 - Abuse
 - Exploitation
 - Mental health needs

Staff will:

- Record incidents on CPOMS
- Refer to safeguarding team where appropriate

11. SEND and Inclusion

The school:

- Makes **reasonable adjustments**
- Recognises additional needs
- Maintains **high expectations for all**

Adjustments include:

- Differentiated responses
- Pastoral support
- Behaviour plans

12. Bullying and Harmful Behaviour

Includes:

- Physical, verbal, online

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- Sexual harassment
- Peer-on-peer abuse

Response includes:

- Immediate intervention
- Investigation
- Safeguarding referral (where applicable)
- Appropriate sanctions

13. Staff Responsibilities

All staff must:

- Apply behaviour policy consistently
- Model expectations
- Use calm, professional language
- Follow systems without deviation

Leaders must:

- Regularly monitor consistency through learning walks, behaviour data and staff feedback and provide coaching where needed.
- Use data to identify patterns
- Provide training and support

14. Parental Partnership

Parents are expected to:

- Support school expectations
- Engage with behaviour processes
- Reinforce values at home

The school will:

- Communicate clearly and promptly
- Work in partnership to support improvement

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15. Monitoring, Evaluation

Leaders will:

- Track behaviour trends (SIMS/CPOMS)
- Analyse:
 - Detentions
 - Isolation
 - Suspensions
- Identify vulnerable groups
- Take proactive action
- Evaluate the impact of interventions and adjust provision accordingly, ensuring continuous improvement in behaviour outcomes

16. The Legal Framework

Governing bodies of maintained schools have a duty under Section 175 of the Education Act 2002 requiring them to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The school also has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

Teachers have a statutory authority under Sections 90 and 91 of the Education and Inspections Act 2006 to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.

This policy has been constructed so that it accords with the school's legal obligations, whilst also considering Woodford's particular circumstances. The DFE guidance document "Behaviour in Schools" (February 2024) and the statutory guidance "Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units In England, Including Pupil Movement" (June 2026) further underpin the contents of this policy.

17. Roles and Responsibilities

9. The Governing Board establishes, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keeps it under regular review. It ensures that it is communicated to pupils and parents, is non-discriminatory and the

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school's expectations about pupil behaviour are clear. Governors support the school in maintaining high standards of behaviour.

3. The Headteacher is responsible for the school's policy and procedures and for its implementation and day-to-day management.

4. All staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. The power to discipline pupils applies to *all* staff with responsibility for pupils. These staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

5. The Governing Board, Headteacher and staff ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They also ensure that the concerns of pupils are listened to and appropriately addressed.

6. Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and can raise with the school any issues arising from the operation of the policy.

7. Students are expected to take responsibility for their own behaviour on or off the school site and are made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

8. Students who are (a) in school uniform and/or (b) travelling to or from school and/or (c) representing the school, are expected to behave responsibly and in a way that will not bring the school into disrepute. Failure to do so would be viewed as a breach of school rules and would be dealt with accordingly.

9. Any misbehaviour, whether or not the conditions above apply, which could have repercussions for the orderly running of the school, which poses a threat to another pupil or member of public or could adversely affect the reputation of the school will also be dealt with by the school. If the behaviour is anti-social or criminal, the police will also be informed. In situations where

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misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm, the school will act in accordance with the safeguarding policy.

18. Procedures

The procedures set out in this policy have been developed by the Headteacher in consultation with the staff and students. The procedures are applied consistently and fairly. Staff, students and parents are made aware of the rewards and sanctions in place in the school.

The following systems have been devised to encourage good behaviour:

1. The Year 7 and 12 induction programme sets out expectations of behaviour to students and parents – The Woodford Charter; Sixth Form Contract, Acceptable Use Policy and Equality Charter.
2. Student planners (Y7-11) have copies of The Woodford Charter; Acceptable Use Policy, Equality Charter, Uniform List; Housepoint and Referral Tariffs
3. Every student is in a house and all their housepoints contribute to the total for their house. This is a competition.
4. Form Tutors in all years adopt a guidance role; praising good behaviour, setting standards, monitoring house points and conduct points and sanctions as well as punctuality to school. Form Tutors play a pivotal role in celebrating and mentoring students as required.
5. Students are encouraged to develop good patterns of behaviour by involving themselves in a range of activities: House events, extra-curricular activities, sporting activities, assemblies, School Council, etc.
6. Positions of responsibility are recognised publicly – Silver Badges, House Captains and Representatives, Form Prefects, Games Captains, Librarians, Form Captains and School Council Representatives. Students holding these positions are presented with a badge of office in an assembly or meeting.
7. Our annual Prizegiving ceremony and other special assemblies reward students who have shown good effort and attitude and exhibited the school values as well as those who have achieved academically.
8. Parents / Carers are informed about the accumulation of house points, and these are given on reports. Parents / Carers are contacted in cases of students who deserve praise.
9. Each department uses a reward system to encourage and award progress and effort in individual subjects. The rewards include certificates, prizes, stickers, letters home, etc

Approach to Learning behaviour

Students in Y7-13 receive an Approach to Learning behaviour comment from each of their subject teachers every term. These are analysed and monitored by school leaders to look for trends and to

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implement support for individuals as required.

Behaviour related challenges

The aim of school sanctions is primarily to encourage good behaviour by students. Acceptable behaviour is defined in the Woodford Charter (a copy of this is printed in the Student Planner which all Y7-11 students are given). This includes adherence to the school's uniform rules.

Items that are not allowed to be brought into school (or must not be used in school, eg. smartwatches) may be confiscated. Students may also be given conduct points. or detention. Students' possessions will be returned unless they are 'prohibited items' (see below). The school will not be liable for loss or damage to confiscated items.

If behaviour falls below an acceptable level, sanctions will be put into place. In normal circumstances a teacher will use a step-by-step approach (see table above) to help the student recognise that she has made a mistake and to rectify it. Where repeated poor behaviour is occurring in lessons it is expected that in the first instance the Head of Department will intervene to support when requested by the class teacher.

In all circumstances, pupil behaviour will be monitored by the Form Tutor, with the assistance of the Head of Year (if necessary). In some circumstances, a member of the Head of Section of a member of the Senior Leadership Team (SLT) may be involved.

In certain circumstances, teachers have the power to search without consent for 'prohibited items' including knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or likely to be used to commit an offence, cause personal injury or damage to property and any item that the school rules identify as an item that may be searched for (eg vapes, mobile phones). Any student found in possession of any of the above items is likely to be given the most severe sanctions available to the school and, in some circumstances, the police would be involved. (*References: Section 550ZA of Education Act 1996 & Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012*)

The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a member of staff can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, and in the time available, it is not reasonable practicable to summon another member of staff either to carry out or witness the search. (*Searching, Screening And Confiscation, DFE July 2023*)

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All students in Year 7-11 have school lockers. It is a condition of possessing a locker that the school may search them at any time for prohibited items when there is a reasonable suspicion that such items could be stored in a locker.

Behaviour Support

Early intervention is prioritised with graduated response for emerging behaviour needs.

If a student is continually not meeting the expectations of behaviour they produced and coordinate a Behaviour Support Plan that is matched to the challenges faced by the student. This is communicated to staff, the student and the parent with the impact being reviewed after a fixed time.

Notice of Detentions

A student may be kept behind school for 15 minutes or put into a lunchtime detention with no notice to parents. In some circumstances they may also wish to ring home to inform parents that the detention has occurred.

If an after-school detention exceeds 15 minutes, then parents will usually receive at least a day's notice before the detention is due to be served, and they will be provided with the reason(s) for the detention. While parents may wish to discuss the rationale for the school issuing a detention, they do not have the right to refuse to allow their child to serve one; neither is there a legal requirement to give 24 hours' notice of a detention exceeding 15 minutes, though we will usually seek to give parents notice.

In normal circumstances after school detentions will be served at the end of the school day (usually a Tuesday or Thursday), but the school has the power to require a student to attend a detention on a weekend (except the weekend preceding or following the half term break) and on non-teaching days (eg INSET days).

Parents will not be informed routinely of the accrual of conduct points before a 4-point tally is reached.

Internal Isolation

In some cases of poor behaviour it may be deemed appropriate to isolate a pupil from peers. In these circumstances they will be placed in a room under staff supervision and provided with work to complete. They will be given an opportunity to use the toilets and get food at break and lunchtime, but will usually remain in isolation during these periods. The length of the internal isolation will be determined on a case-by-case basis but will not exceed one week.

Parents will usually be informed about an internal isolation before it occurs, but this may not always be possible. In such cases they will be informed as soon as it is practical to do so. Once the period of isolation is completed the pupil will be reintegrated into their usual classes, although they may be placed on report for an additional period to monitor their ongoing behaviour.

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In less serious cases, a student may be removed from a classroom for a short period of time to restore order and calm. In most cases it will not be necessary for the student to be removed for more than five minutes but longer may be required should it be judged that allowing the student to return to the classroom will likely result in a recurrence of serious disorder.

Exclusions

In the case of serious misconduct, students may be excluded for either a fixed term (suspension) or permanently. Behaviour which could incur an exclusion might include one of the following:

- Persistent disruption to teaching and learning in lessons and/or repeated breaches of the school rules.
- Inappropriate sexualised behaviour such as sexual language and sexual bullying, which can include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching.
- Sexual assault, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Swearing, threats or using abusive language to staff or other students.
- Bullying, including cyberbullying.
- Vandalism/theft.
- Fighting and/or organised wrongdoing.
- Behaviour likely to put the student and others at risk, including setting off the fire alarm.
- Smoking, vaping or consumption of other illicit substances such as alcohol or drugs.
- Being under the influence of illicit substances (drugs, alcohol etc.) at school
- Racist, sexist, homophobic or discriminatory behaviour or language.
- Bringing prohibited items into school, such as drugs, alcohol or weapons
- Using social or other electronic media in such a way that it brings the school into disrepute, breaches GDPR rules, constitutes a breach of trust with staff and/or poses a safeguarding risk.
- Any of the above examples carried out in public, thereby bringing the good name of the school into disrepute.
- Any of the above examples while on a school trip or activity, in or out of school time

Please note that this list is not intended to be exhaustive.

Before an exclusion is likely to be issued, the affected students will always be given the opportunity to make their case. Once a decision is made to exclude, parents will always be contacted. In the case of a permanent exclusion, they also have the right of appeal. The procedure for appealing against an exclusion will be outlined in the letter accompanying notification of the exclusion. If we are unable to contact a parent, then notification will be sent via email.

Permanent exclusions will only be made:

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- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

Other Sanctions

A range of other sanctions is available to the school and will be used when it is deemed appropriate. These may be used in lieu of, or in addition to, the measures outlined above. Examples of some of these other sanctions are:

1. **Loss of Privileges.** Examples are barring a pupil from their form room at lunchtime, separating them from their friends for a specified period, not allowing them to take part in an enrichment activity etc.
2. **Community Service.** Pupils may be required to help the midday assistant wash utensils and wipe tables, pick up litter, help sort through lost property, carry out departmental filing etc.
3. **Placed on Report.** A student may be placed on report to monitor their behaviour or submission and completion of schoolwork. This will normally be for a set period.
4. **Confiscation.** Items which are not permitted in class are which are judged to be contributing to poor behaviour or otherwise undermining the educational practices of the school will be confiscated. These will usually be returned to the student at the end of the day but may be retained for longer if the school judges it necessary to do so. Whilst the school will endeavour to take care of confiscated items, it is not liable for any damage or loss that may occur (Section 94 of the Education and Inspections Act 2006).

The list above is not exhaustive.

Parents will be informed of these sanctions when it is deemed appropriate by the school, but always in the case of a student being placed on Report.

Mobile Telephones and Other Devices

Students are not permitted to carry or use mobile telephones during the school day and within the school buildings at any time unless given permission specifically. Breach of this rule will result in confiscation. In addition, if the school has good reason to believe that a device has been used to cause harm, disrupt teaching or break the school rules its contents will be accessed to deal with the offence. The offence concerned does not have to have occurred during the school day or on the school premises for such action to be taken.

Messages will only be accessed and read by the Senior Leadership Team, Head of Section, Head of Year or member of the Student Guidance Team. The student will be consulted before they are read to avoid where possible reading messages that are irrelevant to the investigation. However, neither the pupil nor parent has a right to refuse the school access to the messages should it be deemed necessary.

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If inappropriate material is found on the device then it is up to the senior leader involved to decide whether they should delete the material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

(Searching, Screening And Confiscation: Advice For Schools (DFE July 2023))

Use Of Reasonable Force

Corporal punishment is not permitted in any circumstances, but members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. The Senior Leadership of the school, Heads of Section, Heads of Year and members of the Student Guidance Team may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs or medications not authorised on site, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, articles that have been or could be used to commit an offence or cause harm. When considering using reasonable force, staff will consider the risks and recognise specific vulnerabilities, such as mental health, SEND or medical conditions. (Behaviour In Schools, DFE, February 2024; Searching, Screening And Confiscation, DFE, July 2023 paragraph 22.)

Evidence In Relation To Sanctions

All sanctions decisions, whatever their scale, will be made with a view to the evidence. The evidence test for schools is the civil one of balance of probabilities. In most cases the evidence is clear-cut, but where there is ambiguity, this is the test that will be applied. If a student does not co-operate with an investigation (eg by not answering questions or refusing to write a statement), the implications of this will be weighed by the school when deciding if a sanction should be applied. Furthermore, the absence of evidence, such as a prohibited item or CCTV footage, will not necessarily prevent a sanction up to and including permanent exclusion, being applied.

Record Keeping

Incidents of poor behaviour are recorded on SIMS, which is also used for administering detentions, and, for more serious cases (for example bullying, racism and any incident warranting an internal isolation or an exclusion) on CPOMS, a system used to track behaviour, safeguarding and other student welfare issues. Records of all appropriate documents are attached the pupils' records in SIMS and, where necessary, in CPOMS.

The school will keep a record of searches for prohibited items.

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19. Pupils With SEND

Adjustments to the sanctions outlined above may be made in the case of a student with Special Educational Needs (SEND), although this will not be automatic and will be judged on a case-by-case basis. Reasonable adjustments will be made if the misbehaviour is judged to be a consequence of pupil's SEND status, but this does not mean they will be exempt from sanctions. Whilst ensuring that the school is compliant with the Equalities Act 2010, we must also take into consideration ways in which other pupils are protected from disruption.

20. Pupils Who Make Malicious Accusations Against School Staff

Accusations made against school staff will be dealt with in accordance with the statutory guidance Keeping Children Safe in Education (part 4)

If an accusation is found to be malicious, then the Headteacher decides whether disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible. This decision will be made on a case-by-case basis.

21. Training

The Governing Board will ensure that appropriate training on all aspects of behaviour management is provided to all relevant staff.

22. Other policies & outside agencies

Where appropriate, reference should be made to the following school policies: Safeguarding and Child Protection; Equality; ICT Acceptable Use; ICT E-Safety; Anti-Bullying The school will work with relevant outside agencies to ensure that the needs of students are met.

The following documents can be consulted for further information and guidance on some of the processes outlined above:

- Behaviour in Schools (DfE, February 2024)
- Keeping Children Safe in Education (DfE, September 2025)
- Suspension and Permanent Exclusion (DfE, June 2026 – effective July 2026)
- Searching, Screening and Confiscation (DfE, July 2023)
- Use of Reasonable Force in Schools (DfE, December 2025)
- SEND Code of Practice: 0–25 years (DfE, updated 2024)
- Mobile Phones in Schools (DfE, February 2026)

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23. Monitoring and review

When monitoring this policy, through its committee work, the governing board will:

- require the Headteacher to report to the governors on the way the policy is being implemented.

This policy will be reviewed by the governing board annually, or earlier if considered necessary.

Furthermore, in accordance with DFE requirements this policy will be publicised in writing to staff, parents and pupils once a year (normally at the start of the new academic year).

24. Approval/amendment

This policy is approved by the Governing Board of Woodford County High School. Any amendments to this Policy require approval by the Governing Board of Woodford County High School.

25. Questions

If you have any questions about this policy, please contact the Assistant Headteacher (Pastoral), Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.