



William Hulme's Grammar School
The best in everyone™
Part of United Learning

WHGS

Praise and Behaviour Code

2023-24



Secondary Phase

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The WHGS Praise Code (Secondary Phase)

Staff Guidance

Rationale

- Primarily, the purpose of the Praise Code is to recognise and/or acknowledge positive student behaviour at all time.
- It will also help measure student engagement with school and to specifically quantify other issues that students are having in lessons.
- Praise and reward will happen to every student every day in every lesson.
- Rewards and sanctions will be inextricably linked.
- There will be more opportunities to celebrate achievement.

Summary

- All colleagues have personalised self-inking stamps to be used every lesson and around school in student planners.
- All students who are **ON TIME, ON TASK, ON SIDE** receive 1 stamp per lesson in their planner; this is the **basic expectation** that we must have for each student and an inability to fulfil this expectation indicates that there is a problem and the student will receive a planner comment indicating this instead of a stamp.
- **EITHER** one stamp **OR** a comment **MUST** be recorded every lesson for every student.
- The first stamp is for upholding standards but **up to 2 stamps can be awarded** during a lesson for excellent work; awarding 2 stamps must be for something exceptional.
- Stamps can be awarded for attendance an enrichment activity and around school for positive behaviour and being involved in activities such as helping at Open Evening.
- The first form period of the week every Monday will be the Praise lesson, where stamps will be counted by students and recorded by form tutors. Each week, every student who has achieved 15 stamps or more will receive an SLT/ELT/HOY/AHOYs stamp and the top achievers from each form will receive a Principal's stamp. The top achievers may be those who have achieved the most stamps but could equally be students who have improved or consistently gain 15+ etc. Those who have not achieved 15 stamps will be challenged.
- The top performer in each year group will be rewarded during the end of term celebration assembly and individual certificates and house trophies will be awarded for stamps and stamp totals will contribute towards the House Championship.

Key Roles

All Colleagues (including Support Staff)

- Have a stamp to use around school, including supply staff.

Form Tutors

- Check that students have their planners every morning.
- Take Praise lesson every Monday (see Praise Lesson Guidance).
- Sign planner and enters tally on spreadsheet.
- Question students on lack of stamps.
- Award merit for clean sheet (no negative comment) weekly.
- Select students to see the Principal each week for a Principal's stamp

Teaching Staff

- Enter stamp(s) or comment into planner in the appropriate place EVERY LESSON and/or around school (see Appendix 6).
- Have the right to praise students, including contacting parents, as and when they choose to do so.

Subject Leaders (SLs), Heads of Faculty (HOFs) and Heads of Year / Assistant Heads of Year

- Can reward for outstanding academic work.
- Can use planner comments to get an idea about what is going on in their department/year group.
- Will be responsible for their department's stamps.

Senior Leadership Team (SLT), Extended Leadership Team (ELT) and Heads of Year / Assistant Heads of Year

- Circulate allocated forms during Praise lesson and award stamps to all students with 15+ stamps and no comments.
- Challenge planner comments and students with fewer than 15 stamps.
- Select parent to call each week.

Students

- Have planners with them every day.
- Put open planners on desk every lesson, including registration.
- Keep a running total to give to their Form Tutor during Praise session.

Form Tutor Guidance

Every Morning Registration

- Students enter form room and put planner on desk.
- Form Tutor checks that students have planners every day.
- Students without planners should be issued with a planner sheet for one day and must attend an after-school detention that day.
- Regularly forgetting results in replacement and £5 charge at HOY discretion.
- If planner is forgotten no retrospective stamps will be awarded.

Form Period

- Students put planners on desk open at the correct page.
- Form Tutor checks that planner has been signed by parent/carer.
- Form Tutor signs planner.
- Form Tutor has discussions with students about planner comments/not having planner signed etc. If this becomes a pattern of behaviour, liaises with the HOY and contacts parents. Ongoing issues may require additional support. These students should have planners monitored throughout the week.

Praise Lesson Guidance

Form Tutors

- The Praise lesson is not to be used for anything other than Praise administration.
- At the beginning of the lesson, the Form Tutor informs the class that silent reading time is about to start and establishes a purposeful working environment.
- Ask each student how many stamps they have earned that week; ideally, get students to bring their planners out to your desk to do this.
- Award 2 tutor stamps to students with signed planners and no planner comments.
- Record stamp totals on spreadsheet in the Shared Staff Drive. This information will be added to Arbor periodically.
- The highest achievers ☆ (see below) will receive a Principal's stamp.

Students

- Students use the time to first quietly calculate their stamps for the week and report to the form tutor when asked.
- For the rest of the lesson, students read their own books or choose one from the book box.
- Students are not allowed to run errands or do anything not related to the Praise code/working silently.

SLT/ELT/HOYs/AHOYs

- To visit all forms during the lesson and check/challenge/endorse all planners.

☆ *The highest achievers may be those pupils who have attained the greatest number of stamps – although initially, this is a good idea; as the term progresses, you can nominate pupils for having no planner comments and a full quota of stamps, those who may have made significant progress which can be evidenced through the planner or those who consistently achieve **15** every week.*

Pupils without Stamps

- You must expect to award stamps in your lesson as not achieving a stamp means that a student is not **ON TIME, ON TASK, ON SIDE** and there has to be a consequence for this.
- Class teachers not awarding stamps **MUST** enter a planner code or comment instead and take appropriate action; discipline is a collective responsibility and negating responsibility undermines the system and makes it harder for everyone. (See Behaviour Code). Although planner comments will be picked up in Praise lesson and queried by tutor, it is not the tutor's responsibility to sort out problems in your lesson. (See Behaviour Code).
- SLT/ELT/HOYs/AHOYs will also scrutinise planners/comments every week.

Behaviour and Consequences

The following levels of consequence may be recorded in the planner. They refer to the levels of behaviour identified below.

Consequence Level	Behaviour	Examples of Behaviours	Example of Appropriate Class Teacher Sanction
C1	Actions that have negative impact on a student's own learning	Forgotten equipment Forgotten homework	Planner comment Teacher detention Teacher phone-call home
C2	Actions that have a negative impact on the learning of other students	Disruptive behaviour such as: Failure to follow instructions at the first time of asking Disrespectful responses to staff e.g. What? etc. Refusal to engage in the learning process	First C2 offence will result in the teacher issuing a verbal warning and this will be noted in planners as VW Second C2 offence will result in a planner comment and ELT intervention leading to removal to Internal reflection for 24 hours Record referral in ARBOR; undertake Restorative meeting and contact parents / carers within 24hrs
C3	Breaches of the behaviour code with a profound impact on the school community	Bullying Fighting Verbal abuse towards staff	Impact Centre Placement Internal reflection Fixed term suspension Temporary transfer (step-out)
C4	Illegal or profoundly anti-social activity	Theft Assault Possession of narcotics	Fixed term suspension Temporary transfer (step-out) Permanent exclusion

And finally...

- For any system to succeed, ALL STAFF must rigorously adhere to an established framework.
- The Praise Code needs protected time dedicated to it every week.
- The system will be monitored and regularly reviewed.

Student Guidance in Planner

About Your Planner

Your planner is one of the most important pieces of equipment that you have this year. It is a personal organiser, logbook and contact book which must be taken to morning registration and then to every lesson, without fail.

Your planner must be placed on your desk during morning form registration, when your form tutor will check that you have it. If you forget your planner, a planner sheet will be issued during morning registration and checked by the form tutor the following day; should you forget your planner again the following day, you will be issued with, and charged £5 for, a replacement.

At the beginning of every lesson throughout the day, your planner should be opened on the appropriate page and placed on the desk or designated area.

Your planner allows us to see how well you are doing and is an important way of communicating with your parent/carer. Your planner must be checked and signed by both your form tutor and your parent/carer every week.

WHGS Ambition

I will:

1. Show pride in everything I do
2. Be enthusiastic and say 'yes' to opportunities that come my way
3. Show resilience by adapting to overcome obstacles
4. Show determination, embracing failure and learning from mistakes
5. Challenge myself and step out my comfort zone

WHGS Compassion Charter

I will:

1. Be kind to everyone, including myself
2. Be inclusive, understand, celebrate and embrace diversity
3. Show empathy, by being open to others' points of view
4. Challenge behaviour that I feel is unkind or morally wrong
5. Be generous and help others within the school and local community

WHGS Respect Charter

I will:

1. Speak with respect
2. Respect the school environment
3. Behave with respect
4. Respect other students' learning
5. Respect my own learning

Your main responsibility is to show self-control. If you disrupt others, then you must accept that there will be consequences.

As a member of William Hulme's Grammar School community, I have both rights and responsibilities.

I have these responsibilities:

- To behave sensibly and politely
- To treat others with respect
- To avoid actions which will harm others
- To support and help those around me
- To achieve the best I can in my work
- To use my skills to contribute positively to the school
- To observe the school and classroom rules
- To complete all class work and homework to the best of my ability

I have these rights:

- To learn
- To be treated with fairness
- To feel safe and secure in a peaceful environment
- To be valued and respected as an individual

You are asked, along with your parents/carers, to sign a School Code of Practice at the beginning of your WHGS career. This accepts that we ALL work together in a partnership.

The Praise Code

WHGS will always tell you when you are doing well. Teachers will recognise, praise and reward students with stamps and certificates which will be presented at the end of term award ceremonies. Stamps earned will be recorded in your student planner and will be part of your Progress Record.

Stamps have to be earned.

Each subject teacher will tell you how and when stamps will be awarded. To achieve one stamp, you must be: on side, on task, on time, in other words, doing the right thing throughout your lessons, and every student in school has the ability to succeed at this.

Stamps may also be awarded for:

- Effort
- Attainment
- Written praise in exercise books
- 100% attendance
- 100% punctuality
- Conduct around school

At the end of each week Form Tutors will award 2 stamps for a 'clean slate' centred around:

- Good behaviour
- Being equipped for lessons
- Completion of homework
- Correct uniform
- Having planner signed by parent/carer

Stamps for involvement in extra-curricular activities and contributions to school life may also be awarded, for example participating in or helping out with:

- Sports teams
- Drama productions
- Music productions
- Charity events

They may also be awarded around school by all members of staff for positive behaviour.

William Hulme’s Way Award (#EducationwithCharacter)

Stamps contribute to the ‘William Hulme’s Way Award’. The ‘William Hulme’s Way Award’ recognises students who are working to the best of their ability and taking pride in their work, their school and themselves. It celebrates students who are making the most of the opportunities that are available to them by participating in the extensive enrichment programme, taking on responsibilities and leadership roles within the school community. The ‘Star Student Award’ highlights students who have an exemplary attendance record, an outstanding approach to learning in lessons and contribute widely to the life of the school. The pinnacle of the Award is the ‘Principal’s Award’ that recognises those students that consistently show excellence in all aspects of school life throughout the school year.

During Praise Lesson each week, you will have the opportunity to count and keep a running total of the stamps that you have been awarded that week. Teachers will check these and they will be entered onto your Progress File.

Stamp Recording Guidelines:

- Count up stamps from that week’s planner page.
- Inform your teacher of the total during the Praise Lesson when showing them your planner.

Planner Codes and Comments

If you do not receive a stamp during a lesson, this shows that you have not been working: on task, on side, on time. You will receive a planner comment instead, which explains the problem to your form tutor and parent/carer.

Each negative comment will lose your House vital points in the Championship.

The following levels of consequence may be recorded in the planner. They refer to the levels of behaviour identified below.

Consequence Level	Behaviour	Examples of Behaviours	Example of Appropriate Class Teacher Sanction
C1	Actions that have negative impact on a student’s own learning	Forgotten equipment Forgotten homework	Planner comment Teacher detention Teacher phone-call home
C2	Actions that have a negative impact on the learning of other students	Disruptive behaviour such as: Failure to follow instructions at the first time of asking Disrespectful responses to staff e.g. What? etc.	First C2 offence will result in the teacher issuing a verbal warning and this will be noted in planners as VW Second C2 offence will result in a planner comment and SLT

		Refusal to engage in the learning process	intervention leading to removal to Internal reflection for 24 hours Record referral in ARBOR; undertake Restorative meeting and contact parents / carers within 24hrs
C3	Breaches of the behaviour code with a profound impact on the school community	Bullying Fighting Verbal abuse towards staff	Impact Centre Placement Internal reflection Fixed term suspension Temporary transfer (step-out)
C4	Illegal or profoundly anti-social activity	Theft Assault Possession of narcotics	Fixed term suspension Temporary transfer (step-out) Permanent exclusion

Letter to Year 7 Parents

Dear Parent/Carer

I am writing to remind you about the praise system that is in place at William Hulme's Grammar School, to celebrate the daily achievements of our pupils and to inform both home and school about how well your child is doing on a daily basis. We call this system 'The Praise Code' and you need to be aware of the following information and how it will involve you.

The Praise Code

The Praise Code is built around the use of the school planner which is one of the most important pieces of equipment that your child will have this year. It is a personal organiser, log book and contact book which must be brought to school every day.

The Planner

The planner must be placed on the desk during morning form registration, when your child's form tutor will check that they have it. If your child forgets their planner, a planner sheet will be issued during morning registration and checked by the form tutor the following day; should your child forget their planner again the following day, they will be issued with, and charged £5 for, a replacement.

Stamps

Every lesson, your child will be awarded a stamp in their planner for being 'on time, on task and on side'; the stamp is a recognition that your child has been doing everything that is expected of them. Stamps may also be awarded for:

- Effort and/or attainment
- Written praise in exercise books
- 100% attendance and punctuality
- Conduct around school

At the beginning of each week, form tutors will award stamps for a 'clean slate' centred around:

- Good behaviour
- Being equipped for lessons
- Completion of homework
- Correct uniform
- Having planner signed by parent / carer

Stamps for involvement in extra-curricular activities and contributions to school life may also be awarded, for example participating in or helping out with sports teams, drama productions, music productions and charity events.

Stamps may also be awarded around school by any member of staff for positive behaviour. Each week, form tutors will select pupils who have performed exceptionally well to receive further praise from the Principal, which is indicated in the planner by the Principal's stamp.

During a dedicated Praise Lesson each Monday, pupils will have the opportunity to count and keep a running total of the stamps that you have been awarded that week. Form tutors will check these and they will be entered onto your child's progress file and contribute towards the House Championship. Certificates and awards which acknowledge how many stamps a pupil receives will be presented at the end of term Award Ceremonies.

The William Hulme's Way Award (#EducationwithCharacter)

Stamps contribute to the 'William Hulme's Way Award'. The 'William Hulme's Way Award' recognises students who are working to the best of their ability and taking pride in their work, their school and themselves. It celebrates students who are making the most of the opportunities that are available to them by participating in the extensive enrichment programme, taking on responsibilities and leadership roles within the school community. The 'Star Student Award' highlights students who have an exemplary attendance record, an outstanding approach to learning in lessons and contribute widely to the life of the school. The pinnacle of the Award is the 'Principal's Award' that recognises those students that consistently show excellence in all aspects of school life throughout the school year.

The criteria is as follows (Awards given out termly):

Principal's Award (Principal's Award Badge / Certificate)

- **Year 7 - BRONZE PRINCIPAL'S AWARD BADGE- 3 Gold stars** in Year 7.
- **Year 8 & 9 - SILVER PRINCIPAL'S AWARD BADGE – 3 Gold stars** within a year.
- **Year 10 - GOLD PRINCIPAL'S AWARD BADGE – 3 Gold stars** in year 10.
- **Year 11 - GOLD PRINCIPAL'S AWARD TIE-2 Gold stars** in year 11.

Star Students (Star Badge / Certificate)

- **ATL** - MUST have **Outstanding** ATL.
- **Attendance** - MUST have **96%** or above Attendance.
- **Behaviour** - MUST NOT have been sent to Reflection.
- **Character** – MUST have taken part in the **enrichment programme** and/or contributed to the wider life of the school.
- **Praise** - MUST have the minimum of **15 stamps** per week.

Gold Award (Certificate)

- **ATL** - MUST have Good ATL.
- **Attendance** - MUST have **96%** or above attendance.
- **Behaviour** - MUST NOT have been sent to Reflection.
- **Character** – MUST have taken part in the **enrichment programme** and/or contributed to the wider life of the school.
- **Praise** - MUST have the minimum of **15 stamps** per week.

William Hulme's Way Certificate (Certificate)

- **ATL** - MUST have Good ATL.
- **Behaviour** – Only been sent a minimum of one time to Reflection.
- **Character** – MUST have taken part in the **enrichment programme** and/or contributed to the wider life of the school.

Students will NOT receive an award if:

- **ATL** – their ATL is RFI or Serious.
- **Behaviour** – if they have been sent to Reflection or received a worse sanction during the term.
- **Character** – if they have not taken part in the enrichment programme or contributed anything to the wider life of the school.

Planner Codes and Comments

If your child does not receive a stamp during a lesson, this indicates that they have not been working: on time, on task, on side. They will receive a specific planner comment instead, which will explain the problem to you and their form tutor. These will also be recorded each week and will be dealt with accordingly. Each negative comment will also lose vital points in the Championship.

The following levels of consequence may be recorded in the planner. They refer to the levels of behaviour identified below.

Consequence Level	Behaviour	Examples of Behaviours	Example of Appropriate Class Teacher Sanction
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C4	Illegal or profoundly anti-social activity	Theft Assault Possession of narcotics	Fixed term suspension Temporary transfer (step-out) Permanent exclusion

All of the above information will be available in your child's planner, but we recommend that you keep this letter for future reference.

We are very pleased with the success of this system and hope you agree that it helps us recognise the achievements of those pupils who always do the right thing and enable us to take much more targeted action with those for whom it is more of a challenge. It is also a more useful way for you to monitor how well your child is doing on a daily basis and we look forward to your support in helping us ensure that WHGS is a great place to learn.

Guidance for Staff (SLT/ELT/HOYs/AHOYs)

- Most of the above colleagues have been allocated 2 forms each. This is for the purpose of awarding an SLT/ELT/HOYs/AHOYs stamp to each pupil who has achieved at least 15 stamps for lessons alone and no negative comments in their allocated forms. Colleagues are also required to challenge students who have received comments and fewer than 15 stamps to reinforce behavioural expectations.
- The form tutors will nominate the top performers each week and note of commendation sent to parents.
- SLT/ELT/HOYs/AHOYs to select 1 parent per week to call to reinforce praise.

Guidance for Supply Staff

All colleagues have personalised self-inking stamps to be used every lesson and around school in student planners.

Students must put their planners on their desks at the beginning of the lesson open at the appropriate page. Stamps should be rewarded towards the end of the lesson.

All students who are **ON TIME, ON TASK, ON SIDE** receive 1 stamp per lesson in their planner; this is the basic expectation that we must have for each student and an inability to fulfil this expectation indicates that there is a problem and the student will receive a planner comment indicating this instead of a stamp.

The following levels of consequence may be recorded in the planner. They refer to the levels of behaviour identified below.

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Praise Code FAQs

1. Why am I awarding stamps every lesson?

- To gain consistency in our expectations of pupil conduct in lessons.
- To ensure we praise all of those pupils who do the right thing every lesson, instead of only the bright and the unruly.
- To raise the profile of doing the right thing and being on time, on task, on side.
- To add an academic dimension to House competition.
- To enable all staff and parents to track and quantify pupil engagement; to look at the kind of behaviour that certain pupils exhibit in certain lessons and to act on this.
- To be able to have very specific discussions about progress with both pupils and parents.

2. How many stamps should a pupil earn in a week?

A pupil must do everything right in a lesson to earn ONE stamp, so the average pupil should have is around 15 stamps per week. Obviously, if a pupil is performing exceptionally well, then they will be awarded more, and they may also be achieving stamps for extra-curricular work and around school; form tutors also award up to 2 stamps in the Praise lesson for a planner that is signed with NO comments.

3. How many stamps should I award in a lesson?

To ensure equality, only the class teacher should award stamps in lessons; in most lessons, ONE stamp will be awarded: one stamp should be regarded as an achievement; it should represent the standard that we expect in the classroom; the stamp should be put in the numbered box which corresponds with the day and the lesson. Additional stamps and stamps earned outside of lessons should be placed in the space allocated for additional stamps. A second stamp should only be awarded for something extra or outstanding that the pupil has done. Most colleagues do award one stamp; if other colleagues constantly award 2/3 for no particular reason, it devalues the work of those who make pupils work for one.

Likewise, if pupils misbehave in lessons and are still given stamps, then the work of colleagues who do not do this is undermined, as is the system. Therefore, if a pupil is sent out, seriously told off, stops others from learning, etc. they forfeit their stamp even if they work for the rest of the lesson.

4. What do I do if I do not award a stamp?

If you do not award a stamp, there must be a planner comment saying why. This should be in the form of the corresponding C code with your initials next to it. Please write code in the box that corresponds to that lesson, in place of the stamp.

5. What do I do if I forget to take my stamp to a lesson?

Make a note of this and who you need to reward in your planner and do this during the next lesson.

6. What do I do in morning registration?

During morning registration, pupils should have their planners on the desk so that the form tutor can check that they have them. The design allows tutors to see how students are doing very easily.

7. What do I do if a pupil doesn't have their planner if I am a form tutor?

If a pupil does not have their planner, form tutors should: issue a planner sheet that they need to check in registration the following morning; send their name to WHGS Detention Team who will place them in after school detention that day. If a pupil does not have a planner the following morning, then the HOY needs to be informed and a decision has to be made about whether parents should be contacted and when/whether a new planner will be issued and charged for.

8. What do I do if a pupil does not have their planner in a lesson?

They need to have the planner sheet on the desk, which has been issued by the form tutor. They do NOT get any stamps that day, no matter how marvellous they are and they do not have stamps issued retrospectively: no planner in lessons = no stamps. There is no compromise here.

9. What do I do during Praise lesson?

In Praise lesson, the pupils should arrive, get their planners out and count their stamps for the week. They should have been keeping a running total throughout the week so this should only take a minute. They should read or prepare for the week ahead silently for the rest of the period until they are asked for their totals by their form tutor, who will award 2 stamps for clean and signed planners and fill in their tally sheet.

10. When do I refer pupils to SLT/ELT/HOYs?

Each form has a member of SLT/ELT/HOY attached to them; during Praise period, they will visit the form and circulate, awarding a stamp to those pupils who have achieved 15+ stamps and no comments from lessons alone and challenging any comments that have been made in the planner.

11. How do I choose who to refer to the Principal?

The highest achievers will be sent a note of commendation from the Principal and form tutors can use their discretion here when nominating pupils: they may send those who have achieved the highest number of stamps but if another pupil deserves the award, eg because they consistently do well or they have shown improvement, then they should be sent.

12. What if a pupil has a lot of stamps and a lot of comments?

It is likely that there is something wrong here: this is generally to do with how colleagues are awarding stamps and consistent across the board, then this should not happen. If they have a lot of comments, they should not be sent for extra Praise, even if they have the most stamps. If a pupil has fewer than three comments, then these can often be discussed and resolved at form tutor level.

13. What happens if a pupil has a lot of comments?

If a pupil has a lot of comments, this should be picked up by the form tutor as in the past, during form period or Praise. If the comments are largely from one department, then the first port of call should be to the HOF; if the comments are more widespread, then the HOY needs to be alerted to this. You can also enlist the assistance of your visiting colleague during Praise period.

14. What if a pupil has hardly any stamps or comments?

Unless they have been absent, there is a problem here. Form tutors should challenge pupils about this and HOY should be informed to speak to the pupil / track them the following week.

15. What will ultimately happen to the stamps?

The stamps totals will be used for the following things:

- a. The totals for each pupil will be put onto their Arbor record.
- b. The totals for each form will be collated and published.
- c. The totals for each House will be collated and published.
- d. Prizes for top performers will be awarded each term.
- e. Prizes for top forms will be awarded each term.
- f. Totals will go towards the House Championship.

Positive Behaviour Code (Secondary Phase)

Roles and Responsibilities for Behaviour Management and for the Escalation of Sanctions and Support

Introduction

Several Senior Leaders are responsible for managing student behaviour the Head of Secondary, Vice Principal (Personal Development, Behaviour and Attitudes) (PDBA), Assistant Principals (KS3/KS4) and the Directors of Pastoral Care. In addition, Heads of Year, Assistant Heads of Year, Heads of Faculty, Subject Leaders, Form Tutors, Classroom Teachers and Support Staff all play a part in managing student behaviour. Any form of sanction given to a student must be recorded and logged on Arbor in the Behaviour module.

Classroom Teachers

Classroom teachers attempt to resolve any behaviour problems using the verbal warning system as part of the Binary Behaviour Programme and follow the pre-binary guidance for positive behaviour management – refer to the tables on the levels of consequence and the section on escalation procedures in the classroom as well as the Binary Behaviour Guide. Classroom teachers should make use of the student planner as this is seen every week by both parents / carers and the form tutor. Students should be told to have their planners out on desks at the beginning of every lesson. Any problems must result in a code in the planner and no stamp would be issued.

If problems persist, the teacher must liaise with the Subject Leader or Head of Faculty for a departmental / faculty sanction/s to support the Binary Behaviour Programme (see below). The Form Tutor is the first point of contact and should be made aware of any issues; this would ideally happen through the use of the planner or by email.

Heads of Faculty (HOFs) and Subject Leaders (SLs)

HOFs and SLs may make use of specific departmental and faculty strategies to promote good behaviour and learning. This may include letters home to parents / carers or departmental report systems etc. This is left to the professional discretion of the HOFs/SLs. There should be liaison with the Year Team; this may help to identify if there are problems in more than one area. HOFs/SLs should also be aware of how well the Praise Code is working within their departments / Faculties (see Praise Code).

Form Tutors

Form Tutors must check that students have their planners and should look at the planners as often as possible. This will identify any issues during the week. Form Tutors should reinforce colleagues' comments even if that is only in the form of a conversation with the student. Form Tutors may decide, in liaison with the Head of Year, to place a student on a Report Card. Liaison with Year Teams is crucial at this point in deciding what to do next with the student.

Heads of Year and Assistant Heads of Year

Heads of Year / Assistant Heads of Year liaise regularly with both Form Tutors; Directors of Pastoral Care, Assistant Principals (KS3/KS4) and the Vice Principal (PDBA). There are a range of sanctions and support mechanisms available to the Head of Year - report cards, school detentions, individual behaviour programmes as well as liaison with the Attendance Officer; the SENCO and Impact Centre Manager, use of external agencies etc. to support and promote positive behaviour through therapeutic interventions.

Throughout these processes, it is crucial that parents are kept informed. Senior pastoral leaders will regularly liaise with and advise Heads and Assistant Heads of Year. In collaboration with the SENCO and Impact Centre Manager. Heads of Year may use Pen Profiles and Individual Behaviour Plans with particular students and

Class Conferences for key groups. Some pupils may benefit from contracts between the school, the student and the parent / carers.

If problems persist, Heads of Year will officially refer to the relevant Director of Pastoral Care and/or Assistant Principals (KS3/KS4) to enable Heads of Year to spend more time working with other students in the year.

Directors of Pastoral Care, Assistant Principals and Vice Principal (PDBA)

Directors of Pastoral Care along with Assistant Principals are responsible for monitoring all the above; making sure that it takes place and offering support where necessary and liaising with other key staff.

Assistant Principals (Pastoral) and Directors of Pastoral Care are heavily involved with the work being undertaken by the Heads and Assistant Heads of Year, the Attendance and Safeguarding Officers. All parental contact regarding students referred to reflection rooms are undertaken by class teachers, Heads of Year, and Directors of Pastoral Care and these are viewed as serious offences. Assistant Principals and Directors of Pastoral Care will seek additional support through a Pastoral Support Plan; placements in the Impact Centre or respite in the Learning Support bases for pupils demonstrating challenging behaviour. If the behaviour persists, Assistant Principals may look at a temporary transfer to another school using the managed-move and/or step-out processes. The Assistant Principals and Vice Principal (PDBA) oversee the Directors of Pastoral Care and any appropriate external agencies to provide additional, tailored support for students or groups of students with profound and complex needs. The nature of the support provided will depend upon the needs of the student. A catalogue of external agencies has been developed for this purpose.

Senior Leadership Team

Senior Leadership Team (SLT) as a whole works collaboratively to support the highest standards of behaviour and pastoral care across the school. The Vice Principal (P&O) takes a particular interest in Y11 academic progress. The Head of Sixth Form has responsibility for behaviour and pastoral support in the Sixth Form.

The Pastoral Team

The Pastoral Team is led by Vice Principal (PDBA) and supported by the Assistant Principals, Directors of Pastoral Care and Year Teams. The team meets fortnightly and consists of the Vice Principal (PDBA), Assistant Principals, Directors of Pastoral Care, Heads of Year, SENCO, Impact Centre Manager, Attendance and Safeguarding Officers.

The team will analyse behaviour, attendance and engagement data and seek to identify action points, including those arising from the Internal reflection rooms and other whole school sanctions. A schedule of meetings are circulated at the start of the academic year. An agenda is sent in advance and there is a strong emphasis on behaviour, attendance, and engagement data. Each meeting is minuted and the minutes are circulated to the Pastoral team (for which there is an agreed Distribution List). The meetings are also used to provide high impact training on aspects of behaviour and pastoral care.

Scaling Sanctions for Student Behaviour in Classrooms

Teachers follow a Binary Behaviour Programme in classrooms to ensure all pupils can maximise progress.

- Binary Behaviour separates behaviour into two, and only two categories; acceptable and unacceptable. This means that the child's behaviour is either good or it is not. Where it is not teachers will take firm action. This is a zero-tolerance model and carries high tariffs for students who do not behave properly in classrooms.
- The crucial element to the Binary Behaviour's success is its simplicity. The expectation is that the students are at school to learn and with precise guidelines on what is acceptable behaviour and what is not – students have a clear choice either to stay and learn in a classroom or be removed.

- With Binary Behaviour, unacceptable behaviour is dealt with almost instantly which means teachers can spend so much more time teaching which in turn means students can complete more work and make better progress.
- The Binary behaviour programme has in-built reasonable adjustments for pupils with Special Educational needs and those looked after or previously looked after. These will be tailored to the individual needs of pupils. See some examples below.
- Pre-warnings for VWs
- Time in Zen Zone for SEND pupils
- Time in the Impact Centre for P(LAC) students
- Access to LSAs and Learning Mentors in the reflection room to process the behaviour leading to the referral to the Reflection room

Escalation Procedures in the Binary Behaviour Programme in classrooms:

■ Stage 1:

If a student misbehaves or is not concentrating on their work, the teacher will issue a verbal warning to the student that any further transgression will result in removal to a reflection room and this will be noted in planners as **Verbal Warning**.

■ Stage 2:

If the student offends again, they will be removed from the class by On-call. The class teacher contacts the “on-call” team using the On-call icon on desktops and inserts their class number in a pre-populated email which will be sent to the On-call team. The “on-call” team will assist and the student will be escorted to the reflection room.

On arrival in the reflection room, the student hands their phone in and completes a reflection sheet explaining why they are there and what they could do better next time. Planners will be stamped by the member of staff on duty with a bespoke reflection stamp to show the pupil has spent 24 hours in the reflection room.

The student then works in silence using a Chromebook to access work from Teams.

■ Stage 3:

The student spends 24 hours in the reflection room. This applies whichever period they arrive; a student arriving Period 2 on Monday, for example, will be in the reflection room until the end of Period 2 on Tuesday. The student takes their breaks and lunch at different times to the rest of the school. The student’s parents/carers are telephoned and informed why their child has been sent to the reflection room on the same day by the class teacher referring the student and this is recorded on the pupil’s behaviour file. Also, any pupil sent to reflection for unacceptable behaviour in lessons will remain there until 3.30pm on the day of the referral unless they are referred after 2.30pm and in these cases the pupil will remain until 3.30pm on the following day. Within 24 hours, a restorative meeting will take place with the class teacher.

■ Stage 4:

The Binary Behaviour Programme is also in place in the reflection room, so if a student misbehaves or talks to another student, they are given a verbal warning. If they continue to misbehave, they are sent home on a 1-day fixed term suspension. For repeat offenders, the school runs bespoke intervention programmes, which seek to address any underlying issues and reasons behind the behaviour.

■ Stage 5:

The school reserves the right to explore all avenues, including alternative provision, to address patterns of behaviour that disrupt the learning and progress of other students.

Pulse Checks

The Extended Leadership visit lessons daily to monitor the climate for learning. The areas that are monitored are listed below – this is not an exhaustive list and is reviewed regularly.

- Planners / Engagement / Correct Equipment

Internal Reflection

Internal Reflection Rooms

Students referred to the reflection room will spend 24 hours in the base. If students adhere to the expectations of the base they will return to lessons. Any repeated breach of the expectations of the reflection room will result in a fixed term suspension.

Students referred to the reflection room will attend between 1-3 days for a more serious breach of the school's expectations particularly those outside the classroom. This period of time would give the student the opportunity to reflect on his/her behaviour whilst still completing constructive work on Teams. In some circumstances a student may be placed in the reflection room (unplanned) during the course of a day if he/she is referred there by a member of the SPLT or Pastoral Teams.

Record Keeping and Data

- Referrals are recorded on the student's individual electronic file in Arbor.
- Data on referrals is analysed by the Pastoral Team and a half-termly report is produced by the Vice-Principal (PDBA): this is used to plan interventions and address issues raised by the data.
- Records of referrals are kept by the Director of Pastoral Care (Reflection) and shared with key staff.
- Referrals automatically trigger contact with home from Directors of Pastoral Care or Heads of Year.

Detentions

Rationale

Students are issued **school** and **academic** detentions for a variety of reasons. This time is used for students to reflect and make better choices in the future. Parents / carers are notified of the detention by text, **24-hours before the detention take place.**

School Detention

School detentions take place after school for the offences listed here and the tariff for each transgression is below. Staff should email the **WHGS Detention Team** to refer pupils for an after-school detention.

- A. Unacceptable behaviour around school
- B. Failure to bring a planner to school
- C. Incorrect school uniform
- D. Being late to school
- E. Being late to lessons
- F. Disruptive behaviour in form time

Students will serve a **1-hour** detention for more than one offence from points A to F from the above.

- A. Students will serve a 30-minute detention for unacceptable behaviour around school
- B. Students will serve a 30-minute detention for a uniform violation
- C. Students will serve a 30-minute detention for no planner
- D. Students will serve a 30-minute detention for being late to registration
- E. Students will serve a 30-minute detention for being late to lessons
- F. Students will serve a 30-minute detention for disruptive behaviour in form time

For repeat offenders, the school reserves the right to issue further sanctions such as a referral to the school's reflection room and/or suspension.

These detentions are organised by the Pastoral Team and taken by the Pastoral Team and the SLT. Teachers of period 3 are required to escort pupils to school detention, and they will be notified by the pastoral team of detainees for the day by email and on the Arbor message board.

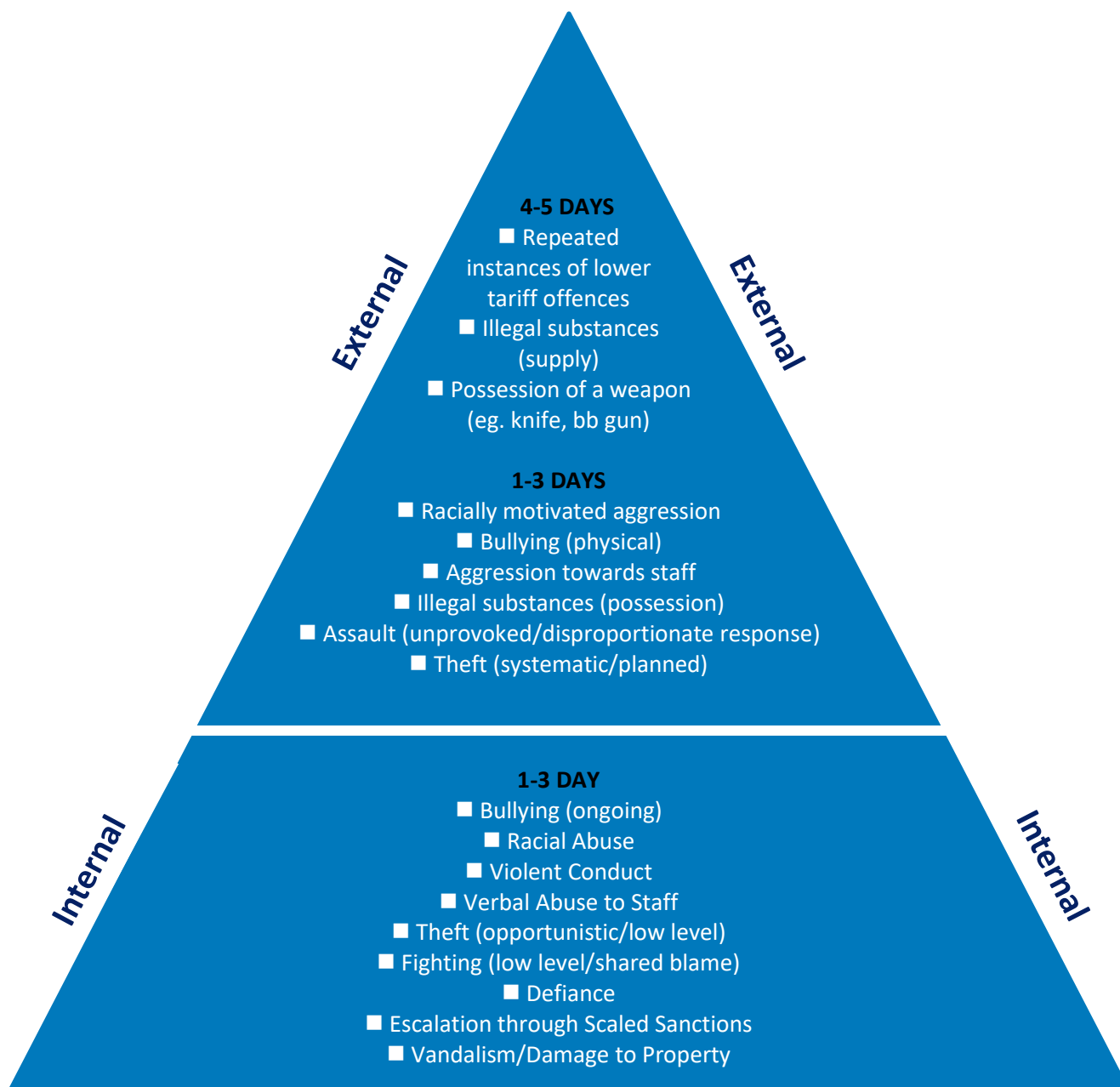
Academic Detentions

In addition, academic detentions take place at lunchtimes and/or the end of the school day. The maximum length of a detention is 30 minutes. Students are issued detentions from the list below: this is not an exhaustive list.

- Failure to produce homework
- Failure to bring correct equipment

Failure to attend a teacher detention may result in a departmental or faculty detention, administered by Subject Leaders and/or Heads of Faculty. Teachers setting detentions are strongly encouraged to contact home to share their concerns and record the information on Arbor communication / behaviour module. In extreme cases, failure to attend departmental and faculty detentions will result in further action being taken by SLs and HOFs, plus a referral to the school detention.

Guidelines on Sanctions at WHGS



Policy Information and Review

Designated Lead Person/s	Mr K Khalique, Vice Principal (PDBA) and Mr A J Richardson, Director of Enrichment
Reviewed	Annually
Date of last review and by whom	December 2023, K Khalique, Vice Principal (PDBA)
Nominated Governor (if applicable)	LGB TBC
Ratification by Local Governing Body	
Next Review Date	August 2024



Appendix 1

The following levels of consequence may be recorded in the planner. They refer to the levels of behaviour identified below.

Consequence Level	Behaviour	Examples of Behaviours	Example of Appropriate Class Teacher Sanction
C1	Actions that have negative impact on a student's own learning	Forgotten equipment Forgotten homework	Planner comment Teacher detention Teacher phone-call home
C2	Actions that have a negative impact on the learning of other students	Disruptive behaviour such as: Failure to follow instructions at the first time of asking Disrespectful responses to staff e.g. What? etc. Refusal to engage in the learning process	First C2 offence will result in the teacher issuing a verbal warning and this will be noted in planners as VW Second C2 offence will result in a planner comment and SLT intervention leading to removal to Internal reflection for 24 hours Record referral in ARBOR; undertake Restorative meeting and contact parents / carers within 24hrs
C3	Breaches of the behaviour code with a profound impact on the school community	Bullying Fighting Verbal abuse towards staff	Impact Centre Placement Internal reflection Fixed term suspension Temporary transfer (step-out)
C4	Illegal or profoundly anti-social activity	Theft Assault Possession of narcotics	Fixed term suspension Temporary transfer (step-out) Permanent exclusion

The Learning Resource Centre Code

What should be expected from me when I use the LRC?

- To be prepared to work
- To select book(s) and other resources
- To read magazines and/or newspapers
- To remain quiet at all times because the LRC is a 'silent area'
- To do my work and to allow others to do theirs i
- To use the ICT resources in accordance with the Acceptable Use Policy

What should I expect when I am using the LRC?

- To be shown how to find information
- To be respected by staff and other students
- To be treated fairly by staff and other students
- To be given help and clear explanations of what to do

Travelling to and from School - Code of Conduct for students

The aim is to ensure the safety, security and comfort of students and the general public, and to maintain the good reputation of the academy.

Students who fall short of the school's Code of Conduct and highest standards of behaviour in the vicinity of the academy and travelling to and from school will be subject to appropriate sanctions which in the most serious cases may result in a fixed term suspension. The academy will also work closely with neighbouring schools and other agencies such as the police to address unacceptable behaviour outside the school grounds.

Bus Transport - Standard Code of Conduct for students

The school will support the bus operator in banning persistent or serious offenders from using the bus, following discussion between the bus operator and the school or a parent/carer.

1. Students should at all times treat the driver and other passengers with respect.
2. Wherever possible students should remain seated unless disembarking.
3. Students should create a bully-free environment, avoiding any of the following behaviour:
 - verbal abuse
 - threatening, intimidating or impolite behaviour
 - abusive text-messaging
 - physical assault
 - theft or damage to property

These will be reported to the appropriate school and the school will take disciplinary action.

Students are reminded that harassment, assault and hate related behaviour are criminal offences and may be reported to the police.

4. Smoking and the possession of, or use of, alcohol or illegal substances is strictly forbidden.
5. Students must report incidents which breach the Code of Conduct to the appropriate teacher in their school or to a parent to inform the school.