



## Woking High School

### Behaviour Policy

<b>SLT Responsibility:</b>	Mike Scott		
<b>Staff / Governors involved in reviewing this policy:</b>	Curriculum		
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## **1. Aims**

This policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how students are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

## **2. Legislation and statutory requirements**

This policy is based on documentation from the Department for Education (DfE) on:

[Behaviour in schools: Advice for headteachers and school staff \(September 2022\)](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

## **3. Definitions**

**Misbehaviour** is defined as:

- Not taking personal responsibility for actions leading to poor behaviour;
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude to learning or staff;
- Incorrect uniform (see Appendix 5);
- Being inconsiderate or disrespectful to any member of the school community;
- Arguing with a member of staff;
- Not meeting the 100%ers expectation (see Appendix 6);
- Use of a mobile phone on school site.

**Serious misbehaviour** is defined as:

- Repeated breaches of school rules;
- Bringing the school into disrepute;
- Foul or abusive language directed towards a member of staff or students;
- Intimidating language or behaviour towards a member of staff or students;
- False allegation towards a member of staff;
- Any form of bullying (see below for definition);
- Sexual harassment, which is any unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Repeated refusal to follow a member of staff's instructions;

- Theft;
- Fighting;
- Smoking or vaping;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
  - Knives or anything perceived to be a potential weapon;
  - Alcohol;
  - Illegal drugs;
  - Stolen items;
  - Tobacco, cigarette papers or vaping equipment;
  - Fireworks;
  - Pornographic images.
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

**Bullying** is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

#### **4. Roles and responsibilities**

##### **4.1 The Governing Body**

The governing board is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

##### **4.2 The Headteacher**

The Headteacher is responsible for reviewing and approving this Behaviour Policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

##### **4.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the behaviour of students who have specific behavioural needs;
- Recording achievement and behaviour in Class Charts;
- Recording incidents of serious misbehaviour.

The Senior Leadership Team (SLT) will enforce the Behaviour Policy. They will support staff throughout school in all incidents of poor behaviour. They will respond to poor behaviour through a regular presence during lessons, Patrol calls and staff and parent meetings.

##### **4.4 Parents and Carers**

Parents and Carers are expected to:

- Support their child in adhering to the Student Code of Conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the school promptly;
- Support the school in dealing with any breaches of the Behaviour Policy.
- Communicate with staff politely.

## **5. Student Code of Conduct**

All students are expected to take personal responsibility for their actions. All students must sign and adhere to the Student Code of Conduct (Appendix 3) at all times. This includes when:

- In school;
- Travelling to and from school;
- Representing the school;
- In the community, where a student's action may bring the school into disrepute.

## **6. Behaviour Management**

All staff are responsible for setting the tone and context for positive behaviour throughout the school. They will:

- Create and maintain an environment that teaches and expects students to take personal responsibility;
- Create and maintain a stimulating environment that encourages students to be engaged with their learning;
- Develop a positive relationship with students, which includes:
  - Greeting students in the morning/at the start of lessons;
  - Establishing clear routines;
  - Communicating expectations of behaviour;
  - Rewarding and promoting good behaviour;
  - Starting the next day afresh and not hold a grudge against any student;

Class Charts is Woking High School's online behaviour recording system. Class Charts stores information about incidents of positive and negative behaviour. Achievement Points, Behaviour Points and Detentions are all recorded on Class Charts. Staff, parents and students are expected to regularly access Class Charts so they can receive notifications and track and monitor student behaviour.

### **6.1 List of rewards**

Positive behaviour will be rewarded with:

- Praise,
- An Achievement Point for:
  - Good Manners
  - Achievement
  - Effort
  - Excellent Classwork
  - Excellent Homework
  - Good progress in assessment
  - Contribution to class discussion
  - Being helpful
  - Contribution and service to school
  - Excellence;
  - Engagement;
  - Personal Responsibility;
  - Inclusion;

- Kindness;
- Resilience.
- 
- Letters or phone calls home to parents
- Certificates
- Positions of responsibility.

An overview of the rewarding positive behaviour through Achievement Points can be found in Appendix 1

## **6.2 Behaviour consequences for poor behaviour**

An overview of the consequences for poor behaviour can be found in Appendix 2.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand;
- A detention during break/lunch or after school;
- A call to SLT Patrol where a student may be removed from lesson;
- One or more days in the Focus Centre;
- Letters or phone calls home to parents;
- A behaviour contract;
- A student behaviour report (Appendix 4);
- Place a student on a Pastoral Support Programme (PSP);
- A Managed Move to another secondary school;
- Time spent (up to 5 days) at a local school's Inclusion Centre;
- A direct suitable off-site placement;
- Suspension;
- Permanent Exclusion.

### **6.3.1 Off task behaviour**

All Year 7 students are explicitly taught and deliberately practise our routines and rules in their first week at Woking High School. All teachers pre-empt any off-task behaviour in lessons, so that all students are on task in every lesson. Teachers insist on silence when giving instructions, explanations or when modelling. The default for every classroom is that when students are working, there is silence. If student discussion is required, this will be directed by the teacher. As soon as any student is off-task, teachers will use reminders, such as:

- Silent non-verbal: hand signal, eye contact, facial expression, shake of head, or pause.
- Unnamed: 'Just waiting for 100%. We need one person ... and 100%.'
- A verbal reprimand: Named: 'David, we listen so we can learn. Thank you.'

There is no 'Stage 1' sanction. Staff are trained to use least invasive interventions to challenge off task behaviour as described above. When a member of staff believes that the behaviour should be recorded and a consequence issued they will use a Stage 2 to Stage 4 sanction.

### **6.3.2 Stage 2 - Behaviour Point**

A Behaviour Point can be given by any member of staff and it is used at their discretion. It is given as a corrective measure if a student makes a poor choice and misbehaves. A Behaviour Point will most typically be awarded for:

- Not taking personal responsibility for their actions i.e. questioning a teacher's decision;
- Lateness without a valid reason;
- Inadequate amount or quality of classwork or homework;
- No or incomplete homework;
- Lack of equipment;
- Incorrect uniform (see Appendix 5);

- Disrespectful behaviour;
- Chewing gum;
- Graffiti;
- Inappropriate language to others;
- Off-task or disruptive behaviour;
- Defiance

If a student receives three Behaviour Points over the 10-day cycle, they will be placed in a 30 minute detention with their HoY.

### **6.3.3 Stage 3 Detention**

A Stage 3 Detention is given by a member of staff for a more serious, or repeated, breach of school rules and it is at staff's discretion. A Behaviour Point (Stage 2) or a verbal reprimand does not need to be given in advance of awarding a Stage 3 Detention. A Stage 3 Detention will most typically be awarded for:

- Inadequate work;
- A repeat of a uniform issue (see Appendix 5);
- Vandalism;
- Inappropriate language;
- Disruptive behaviour;
- Defiance;
- Disrespectful behaviour;
- Bullying behaviour;
- Discriminatory behaviour;
- Not having the correct equipment.

A Stage 3 Detention will be for one hour after school with their HoY the following day. Class Charts will send an email to the parent/carer, tutor and Head of Year to inform them of this.

### **6.3.4 Stage 4 - Patrol Call**

Patrol is used to support staff in managing poor behaviour. Patrol is a reactive strategy used by teachers to call for assistance in dealing with poor behaviour in lessons that they believe may warrant a greater sanction than a Stage 3 Detention.

The member of staff on Patrol will decide whether the student can be reintegrated back into the lesson or be removed. If the student is reintegrated the behaviour is logged as a Stage 3 by staff. If reintegration is not appropriate, the student is removed from that lesson and a Stage 4 is logged. The student will be removed to the Focus Centre for the remainder of the lesson where they will be assessed by the Focus Centre Manager. If it is deemed that the student is not ready to return to their next lesson or out to break or lunch time, the Focus Centre Manager, in collaboration with SLT, will instruct the student to remain in the Focus Centre up to the end of the school day. The Focus Centre Manager will contact the parent/carer of the student as soon as possible to explain the decision and next steps.

A Stage 4 results in a detention for 90 minutes after school with SLT on the following Friday and can also be issued for:

- Truancy from lesson where a student deliberately misses a lesson.
- Refusal to follow a member of staff's instructions

### **6.3.5 Stage 5 – Focus Centre**

The Focus Centre is Woking High School's Internal Inclusion Room. The use of the Focus Centre as a sanction and the number of days spent in the Focus Centre is at the Headteacher's discretion. Students are placed there typically for a minimum of one day following **serious misbehaviour** (see Section 3) or for the following reasons:

- Post suspension (previous named a Fixed Term Exclusion (FTE));
- Defiance to a senior member of staff;
- 2 x Stage 4s in a week.

The full remit of the Focus Centre can be found in The Focus Centre Policy.

### **6.3.6 Suspension (Previously known as a Fixed Term Exclusion FTE)**

A suspension is at the discretion of the Headteacher and can include, but is not limited to, the following:

- Foul or abusive language directed towards a member of staff;
- Intimidating language or behaviour towards a member of staff;
- Another serious misbehaviour (see Section 3);
- Failure in the Focus Centre;
- Persistent disruption and disrespect;
- Serious violation of school rules.

### **6.3.7 Permanent Exclusion**

A decision to exclude a student permanently will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Behaviour Policy, where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

## **6.4 Off-site behaviour**

The school may sanction misbehaviour or serious misbehaviour (see Section 3) by a student when outside the school premises or for an incident that occurs outside of school times, including when online. The school may sanction students for misbehaviour or serious misbehaviour:

- that is unkind or bullying towards a member of the school community.
- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.

## **6.5 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

## **6.6 Physical restraint**

In extreme circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing serious disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents/carers.

## 6.7 Confiscation and searching

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

If a mobile phone is seen or heard by a member of staff on the school site, the phone will be confiscated until the end of the day and the event logged. If this is repeated within the same half term, the phone will be confiscated and parents will be asked to collect the phone. The phone will not be returned to the student. If this continues the student may be instructed not to bring a phone into school at any time.

Searching and screening students is conducted following the school's 'Process for Searching' document which follows the DfE's [latest guidance on searching, screening and confiscation](#).

## 6.8 Student support

At Woking High School, we expect a high standard of behaviour from all our students.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the students. Adjustments will be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behavioural expectations. These adjustments may be temporary. Adjustments will be made proactively and by design where possible. We will be mindful that not all students requiring support with behaviour will have identified special educational needs or disabilities. The school's SENCo will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 6.9 Behaviour Curriculum

Woking High School's behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all stakeholders. The behaviour curriculum represents the key habits and routines required in the school.

If a student embraces our behaviour curriculum they will have all the necessary attributes needed to successfully access the wider world, become independent, informed thinkers, and well-rounded citizens.

Further information can be found in the Behaviour Curriculum Policy

## 6.10 Sexism, sexual harassment and sexual assault

The school will ensure that all incidents of sexism, sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. We take students' safety and wellbeing seriously. We will:



- Listen to them;
- Act on their concerns;
- Not tolerate or accept any form of discriminatory language or abuse;
- The school's response will be:
  - Proportionate
  - Considered
  - Supportive
  - Decided on a case-by-case basis.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. For example, to address a 'lower-level' incident such as a sexist comment through education, our A2B Curriculum and the way we promote respect. In 'higher-level' incidents, this will be considered as a Serious Misbehaviour (Section 3) and sanctioned accordingly, up to and including, a permanent exclusion

We will balance the importance of safeguarding other students with the need to support, educate and protect the alleged perpetrator(s).

We will consider:

- The age and developmental stage of the alleged perpetrator(s);
- The nature and frequency of the alleged incident(s);
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time);

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - o Manage the incident internally;
  - o Refer to early help;
  - o Refer to children's social care;
  - o Report to the police.

Please refer to our Child Protection and Safeguarding Policy for more information.

## **7. Training**

Our staff attend training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development throughout the year.

## **8. Monitoring arrangements**

This Behaviour Policy is reviewed by the Headteacher and Governors' Curriculum Committee every year. At each review, the policy will be approved by the Headteacher.

## **9. Links with other policies**

This Behaviour Policy is linked to the following policies:

- Safeguarding Policy,
- Anti-Bullying Policy,
- Focus Centre Policy.
- Behaviour Curriculum Policy

## **10. Discretion**

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help Woking High School students make better choices and learn from any mistakes.

Any sanctions are at the discretion of the Headteacher, who reserves the right to determine appropriate actions in the handling of cases not covered explicitly by the Behaviour Policy.

## Rewarding Positive Behaviour



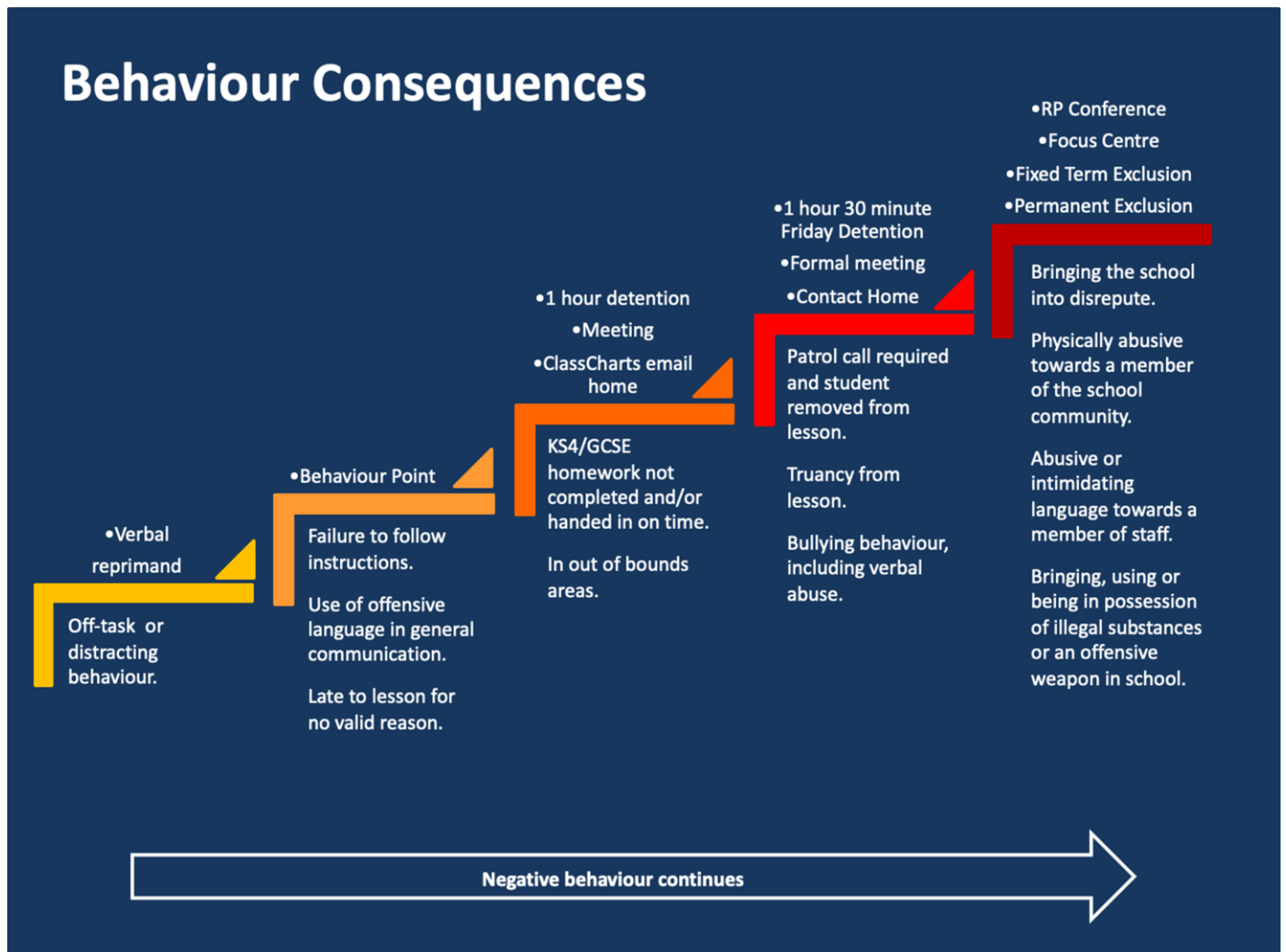
How will positive behaviour be recognised?

Verbal Praise – a positive comment to highlight good behaviour.

Achievement Points – this point can be given for ANY positive contribution to school life.

Examples could include praiseworthy academic work, acts of courtesy or assistance to others or for positive participation in school life.

500	Platinum Award	Letter of Achievement from the Headteacher and a Platinum Star
400	Gold Award	Gold Award Certificate sent home and a Gold Star
300	Silver Award	Silver Award Certificate sent home and a Silver Star
200	Bronze Award	Bronze Award Certificate sent home and a Bronze Star
100	Achievement Award	Letter of Achievement sent home by Head of Year



# Our Code of Conduct

## The Basic Code of Conduct

1. Attend.
2. Be punctual.
3. Act sensibly.
4. Try hard and achieve your best.
5. Treat everyone and everything with respect.
6. Do not tolerate bullying of any kind.

### As a member of Woking High School I will:

- ✓ Show equal respect to all members of our community.
- ✓ Represent the school with pride.
- ✓ Try hard and achieve my best.
- ✓ Work together to prevent bullying of any kind.
- ✓ Help and support others to enable learning.
- ✓ Consider the feelings of others at all times and report those who don't.
- ✓ Be honest at all times.
- ✓ Respect all property and the school environment.

### As a member of our community I expect:

- ✓ To be treated fairly and with respect.
- ✓ To be able to learn without distraction.
- ✓ To receive praise and encouragement.
- ✓ To have a clean, safe and tidy learning environment.
- ✓ To understand how to ask for support and receive it when needed.
- ✓ To feel safe and free from any form of bullying.
- ✓ To receive some form of disciplinary action, if I disregard this code or the school rules.

### Around school I will:

- ✓ Keep left in corridors and on stairs.
- ✓ Move directly and promptly to my next lesson in an orderly way and behave sensibly.
- ✓ Eat and drink only in the restaurant and outside in the grounds.
- ✓ Wear the correct uniform at all times.
- ✓ Keep my school tidy by putting my rubbish in the bin and recycling where possible.
- ✓ Follow instructions from all staff.
- ✓ Be careful with my language and not swear.

### In the classroom I will:

- ✓ Arrive on time.
- ✓ Have the right equipment and place my journal on my desk.
- ✓ Enter and leave in an orderly way, following the teacher's directions.
- ✓ Follow instructions from all staff.
- ✓ Put my hand up to answer and ask questions, without shouting out.
- ✓ Be polite at all times.
- ✓ Stay on task and always do my best.
- ✓ Make sure I'm aware of my current level of work and what I need to do to improve.

## Appendix 4: Student Report

A student will be placed on report if their behaviour is falling below expectations. The report system consists of four levels of monitoring and intervention.

Level of Intervention	Type of Intervention	Intervention Criteria	Ownership	Targets	Success Criteria	Next Steps
1	2-week Daily Report  <i>Parents notified by tutor</i>	-High number of BPs. - Teacher referrals	Tutor	Targets set against the main reasons for BPs (e.g. Lateness, homework etc.)	-Successfully pass the report -Reduction in the number of BPs.	-Tutor to monitor BPs - HoY to monitor BPs
2	2-week Daily Report  <i>HoY meeting with parents</i>	-Failure of level 1 Report  - Stage 5 sanction (FC)  - Consecutive triggers of central detentions through 3 x Stage 2s or Stage 3s/4s	HoY	-Targets set against the main reasons for BPs -The reason the Stage 5 (FC) was awarded. <i>MPT resources available (which could include SEND/Wellbeing/Outside agencies)</i>	- Successfully pass the report  -Reduction in the number of BPs.	-HoY to monitor BPs  -Student placed on MPT register  -Regular meeting with tutor
3	2-week Daily Report  <i>SLT meeting with parents</i>	-Failure of Level 2 Report  - Repeated Stage 5 (FC)  - 2 x suspensions in a term  - 5 day suspension	SLT Mentor and, where appropriate, a designated staff member to offer support and guidance (tutor/pastoral)	-Targets set against the main reasons for poor behaviour  <i>MPT resources available (which could include SEND/Wellbeing/Outside agencies)</i>	- Successfully pass the report by: -No major incidents (Stage 5+) -Reduction in Stage 2/3/4	-HoY to monitor  -Student may be placed on level 1 or 2 intervention.  -Regular meeting with HoY
4	PSP	- Failure of Level 3 Report  - Judged to be at risk from PEx due to high number of suspensions  - 5 day suspension	SCT	Targets are set with parents at a PSP meeting attended by: -Headteacher or SLT representative- -Parents -Governor representative -HoY - SEND representative (where appropriate) -Outside agencies (where appropriate)	-Targets are met	-Individual monitoring plan set out by SCT&HoY (this could include Level 1-3 intervention)



## Uniform and Personal Appearance

### Uniform

**ALL STUDENTS ARE EXPECTED TO WEAR SCHOOL UNIFORM.**

**ALL BELONGINGS MUST BE CLEARLY MARKED WITH STUDENT'S NAME TO AID IDENTIFICATION WHEN FOUND.**

*The school supplier is G&S by Valentino Ltd (23-29 Broadway, Knaphill, Woking, GU21 2DR Tel 01483 475051 or visit [www.gsbyvalentino.com](http://www.gsbyvalentino.com)) where all items may be purchased.*

### Physical Education

GIRLS	BOYS
Navy blue blazer with school badge.	Navy blue blazer with school badge.
Grey Woking High School skirt ( <i>purchased from G&amp;S by Valentino Ltd</i> ).	Plain grey or black trousers. Plain black belt and buckle.
<b>OR</b> Plain grey or black trousers ( <i>If unsure, the correct style can be purchased from G&amp;S by Valentino Ltd.</i> ) <b>NO BOOT CUT, FLARES, LEGGINGS, ANKLE GRAZERS OR TIGHT TROUSERS TO BE WORN.</b>	<b>OR</b> Plain grey or black trousers ( <i>If unsure, the correct style can be purchased from G&amp;S by Valentino Ltd.</i> ) <b>NO BOOT CUT, FLARES, LEGGINGS, ANKLE GRAZERS OR TIGHT TROUSERS TO BE WORN.</b>
Summer Term only - Plain grey/black knee length tailored shorts. <b>NO CARGO STYLE, EXTERNAL POCKETS OR TURN UPS</b> (optional girls and boys).	
Plain blue regulation school uniform style blouse or shirt with collar and sleeves with school tie.	Plain blue regulation school uniform style shirt with collar and sleeves with school tie.
(Year 11 students wear a white blouse or shirt).	
School tie (with shirt).	School tie.
Plain, navy V-neck school style pullover (optional girls and boys). <b>NO LOGOS.</b>	
Plain, black shoes made of a substantial material <u>not</u> canvas/trainers. For reasons of safety, girls' heels should be no higher than 5cm. Platform soles must be no more than 1cm and backless shoes are <u>not permitted</u> .	Plain, black shoes made of a substantial material <u>not</u> canvas/trainers.
Black or white socks to be worn below the knee; black or natural tights.	Black, white or grey socks.

GIRLS	BOYS
White polo shirt (school logo) <i>from G&amp;S by Valentino Ltd.</i> and rugby shirt <u>or</u> sweatshirt for games.	White polo shirt (school logo) <i>from G&amp;S by Valentino Ltd.</i> and rugby shirt for games.
Navy blue Woking High School shorts or skorts (school logo) ( <i>from G&amp;S by Valentino Ltd</i> ).	Navy blue Woking High School shorts (school logo) ( <i>from G&amp;S by Valentino Ltd</i> ).
White socks for indoor sports all year and summer sports outside. Navy blue/gold (WHS) socks for rugby, football.	White socks for indoor sports all year and summer sports outside. Navy blue/gold (WHS) socks for rugby, football.
Astroturf multi-studded trainers or boots with moulded studs or blades.	Astroturf multi-studded trainers or boots with moulded studs or blades.
Towel (optional).	Towel (optional).
Navy blue (school logo) sweatshirt (optional). Rugby shirt (optional).	Navy blue (school logo) sweatshirt (optional).
Navy blue track suit bottoms (school logo) may be worn in cold weather.	Navy blue track suit bottoms (school logo) may be worn in cold weather.
Navy blue leggings (school logo) (optional).	Navy blue leggings (school logo) (optional).
Navy blue base layer (school logo) ( <i>order through the school—optional</i> ).	Navy blue base layer (school logo) ( <i>order through the school—optional</i> ).
Gum shield (advisable for rugby and hockey).	Gum shield (advisable for rugby and hockey).
Shin pads (advisable for football and hockey).	Shin pads (advisable for football and hockey).

## Uniform and Personal Appearance—Continued

### Standards of Dress

The school reserves the right to take appropriate action if a student attends school wearing alternatives to the prescribed school uniform, as set out in this policy. The following guidelines are given:

- Shirts and blouses must be worn tucked into trousers and skirts.
- **All girls must wear a Woking High School skirt (purchased from G&S by Valentino Ltd) or trousers.** No other skirts are allowed. Skirt length must be to the knee; skirts must not be rolled up to create a shorter skirt.
- Denim and corduroy clothing are not acceptable; no hooded/non-hooded fleeces, sweat-shirts or branded tops are to be worn.
- School ties must be worn correctly i.e. fastened to the top button of the shirt and falling to waist level. The badge motif should show clearly beneath the knot.
- No jewellery to be worn apart from a watch or one pair of small stud ear rings (worn in each lower lobe); no other body jewellery or piercings are acceptable. All jewellery must be removed during Physical Education.
- Trainers must be worn only for appropriate activities, e.g. P.E.
- If hijabs are worn, please ensure that they are plain and in either black/navy/white or pale blue.
- If boots are worn to school, they must be changed for indoor wear on arrival.
- Outdoor coats must be removed when entering the school buildings and must not be worn during registration, lessons or in the school restaurant. Students may wear coats outside during break and lunchtimes.
- Logos, motifs, patterns on any item of clothing are not acceptable.
- Students in Years 7 to 9 are not permitted to wear make-up. **Only** Year 10 and 11 students are permitted to wear **discreet** make-up.\*
- Extreme hairstyles are not acceptable. \*1
- Nail varnish and acrylic/false nails must not be worn.

\* *Tanning products and false eyelashes/eyelash extensions are not permitted for any student.*

\*1 *Hair colours must be natural and haircuts should be no shorter than a grade 2, with no razor or tram lines. Long hair must be tied back during practical subjects with plain colour hair accessories to match the school uniform. Hair jewellery is not permitted. Please consult the school if you are uncertain whether a particular style/colour adheres to our school policy.*

**N.B.** Please write a note in the student's journal if there are any problems or contact their Head of Year.



## Appendix 6: 100%ers

The 100%ers bring together the expectations we uphold as a school and the behaviours we believe our students can always achieve. The 100%ers are the things we believe our students are capable of achieving 100% of the time. For example, always wearing the correct uniform, being punctual to school in the morning and to every lesson, always having the correct equipment and working hard in lessons. We are determined to work with staff, parents and students in breaking down any barriers to support students who struggle to achieve all 100%ers. Central to this belief is the importance of developing personal responsibility. The expectations related to uniform, punctuality, and equipment have been set out since September and have now been brought together in the 100%ers, which is designed to help students remember what is expected, understand why they are important and support them in achieving excellent behaviours. The 100%ers has been shared with students over a series of assemblies, tutor time sessions, notifications on Class Charts and are displayed on posters around the school and in every classroom. The 100%ers focus on four key areas: uniform, equipment, punctuality and focus in lessons.

### Uniform

Our uniform is important. It fosters the appreciation that we are all one community; it ensures everyone is equal and, when worn correctly, shows pride. We ask all students to check they are wearing the correct uniform before they enter the school site and to speak to their Head of Year before registration if they have any concerns. Full details of the Uniform Policy can be found on the school website.

### Correct uniform 100% of the time

#### Sanctions (staff guidance)

Shoes – No trainers must be worn. Anyone in incorrect footwear will be dealt with by the HOY at the gate. Student in incorrect footwear will be required to change into plimsolls. Medical documents must be given to HOY if they are unable to wear the school plimsolls. Any uniform pass that is issued will be time bonded and under constant review.

If you see a student in incorrect footwear, issue a Stage 2 Uniform Behaviour Point (BP) if they are not able to provide a uniform pass. If they have shoes in their bag, instruct them to change into them. If they do not, contact Patrol.

Trainers are allowed to be worn at break/lunch times when students are playing sports. Students must be changed back into shoes before entering the school building.

Jewellery – Only watches and a small, plain stud in each ear, which sits in the lower earlobe and doesn't come outside of the earlobe, can be worn.

If a student has an incorrect earring/s, or additional jewellery, such as rings or bracelets, instruct them to remove it and issue a BP (uniform).

Nose piercings, upper ear piercings and other face piercings are not allowed. This includes clear plastic studs. If a student refuses to remove them, or is unable to, contact Patrol who will take the student to the focus centre.

Make Up – Only discreet makeup is allowed in KS4. If you believe that a student has makeup on in KS3 or excessive makeup in KS4 (this includes eyelash extensions or fake tan) please contact Patrol. Patrol will take the student to their Pastoral Coordinator and corrections will be made and sanctions applied where appropriate.

When issuing a Stage 2 Uniform BP, a brief comment must be added so that uniform violations can be tracked, e.g. wearing ring, wearing trainers.

## General Rules (staff guidance)

If you see it, challenge it. Regardless of who you are and who it is. You will be supported. If you are unsure or need support contact Patrol.

If a student needs reminding for not wearing their uniform correctly, e.g. an untucked shirt or loose tie, please instruct them to correct their uniform. A BP should not be issued on such occasions unless the student fails to follow your instruction.

If a student has deliberately broken a uniform rule, e.g. wearing a hoodie under their blazer, or repeatedly needs reminding of a uniform issue, please issue them a BP (uniform) and instruct them to correct their uniform.

## Punctuality

We want all students to be on time to every lesson so they do not miss any of their learning in class. Being late results in students missing instructions or teacher input that will put them at a disadvantage. This could affect their performance in that lesson which will mean they may not make as much progress in their learning. Being late may also cause a disruption to others' learning.

### •On time to every lesson 100% of the time

## Sanctions (staff guidance)

- Teachers should issue a BP (Negative – Stage 2 Late to Lesson) if a student is late to class.
- Teachers should issue a BP (Negative – Stage 2 Disruption) if a student is found hanging around in the wrong class line.
- HOY/PC should issue a BP (Negative – Stage 2 Disruption) if a student arrives at their office unannounced and without good reason.

## Equipment

In order that students can be successful in their education, it is vital that they take personal responsibility for being prepared for each of their lessons. When students are prepared and organised, they can take full part in lessons and no time is wasted because they have everything that they need to hand. It allows everyone to focus on teaching and learning.

Students must have the following equipment with them every day: pen, pencil, ruler, rubber, pencil sharpener, protractor and calculator. This equipment has been displayed on posters in every classroom since September and students have been reminded frequently of the expectation to be ready to learn, by coming to school with the correct equipment.

To support our students in meeting the equipment expectation, we encourage students to:

- Pack their bag the night before.
- Recheck their bag in the morning.
- Look after their things during the day.
- Have spare equipment - more than one pen and pencil.

We also run an equipment shop each morning, where students are able to buy all the required equipment (excluding calculators). All items in the shop are 10p. We can offer credit on the morning if a student is not able to purchase items; we really want to remove any barriers to all students having their equipment. We regularly check students have the equipment detailed above. Where students are missing this basic equipment, they are loaned a pencil case for the day to ensure they are prepared for their learning. If in the rare eventuality that a student does not have the correct equipment, as a deterrent, we are trialling a 30-minute equipment detention. We value and want to develop in our students' personal responsibility and preparedness, and in setting the detention we are demonstrating the importance of having the correct equipment.

### •Have all the correct equipment 100% of the time

All students must have a pen, pencil, ruler, rubber, pencil sharpener, protractor, highlighter, and calculator with them each day. Year 7 and Year 8 students must also have a reading book.

### Sanctions (staff guidance)

-SIL issues 30-minute Stage 3 detention (Negative – HOY & SLP – Issued pencil case) where a student is missing equipment.

-Teachers should issue a BP (Negative – Stage 2 Lack of Equipment) if students do not have their exercise book, folder or other class materials.

NB Where a student arrives at a lesson, is missing equipment and was not issued with a pencil case during tutor time, please contact Patrol. Patrol will loan the student a pencil case and issue a Stage 3 detention (Negative – HOY & SLP – Issued pencil case). Patrol does not need to be contacted, nor should a Stage 2 BP be issued, where a student has already been loaned a pencil case but does not have a calculator.

### Focus in lessons

Throughout this year, we have been working with students on remaining focused in lessons and working hard. We have been impressed, when visiting so many classrooms, that students are engaged and focussed on their learning. We know that when students are focussed, they are able to rapidly progress and produce outstanding work.

#### •Lesson time is focused on learning 100% of the time

- > Sit up.
- > Listen.
- > Ask and answer questions.
- > Track the teacher.