



WOODBIDGE HIGH SCHOOL

Parents' Handbook 2026-27





Introduction

September 2026

Dear Parent / Carer,

We are delighted to welcome you to Woodbridge High School. Woodbridge offers a rich, stimulating and rewarding learning environment. As a fully comprehensive school, we cater for all students' needs and ambitions, whatever their background. This is something of which we are very proud, and we believe being part of a school like ours is the very best way for young people to learn about the world around them and have every opportunity to achieve the very best that they can.

Students will often hear us talk about what makes us who we are at Woodbridge. We believe that all students should be kind, inclusive, respectful and aim for excellence in all that they do. This, for us, characterises the 'Woodbridge Way'. The education we provide will be in line with these values and will develop your child's knowledge, understanding and skills such that they can become highly qualified, responsible citizens able to participate fully in all aspects of community life.

We set high standards in every area of school life. Only through doing so will our students have the opportunity to achieve the level of excellence that we want for them. Your child will be taught by teachers with very high expectations about their excellent attitude and preparedness for work, and we hope that they tell you that we are strict. We set out our ground rules about how we expect students to behave in our Code of Conduct. We will sanction students in line with our Behaviour and Sanctions Policies should they fail live up to these expectations. We expect full support from parents in holding young people to account for their actions. We thank you in advance for supporting the school at all times in upholding our high standards.

Examination results are very strong, and our size means that our curriculum encompasses all of the subjects that your child might want to study at GCSE and A Level. There are also many activities beyond the classroom to involve your child further in the life of the school. The school is a caring, busy, disciplined and happy place. It is a pleasure to be in the company of our students each day.

Your child's education is of total importance to us. Everything that we do is geared towards providing the very best for the students that we serve. We will give you lots of information to help you appreciate more about your child's progress and their courses of study starting with this induction booklet. A partnership between us based on excellent communication and collaboration is the foundation of a child's future success.

The purpose of the Parents' Handbook is to explain some of the key policies and procedures that the school has in order to keep our young people safe and help them be successful. In keeping with the Department of Education's practice we use the term 'parent' to refer to anyone who has parental responsibility for, or care of, a child. As such, it is an inclusive term to refer to all parents and carers. Please read the handbook carefully and put it somewhere safe so that you know where it is in case you want to refer to it in the future.

Finally, we would like to take this opportunity to thank you for your support of the school and your cooperation in promoting the school's policies and procedures. It is only through this collaboration that we are able to do our best by the children in our care. We would like to draw your attention to our Parent Charter on the page 4, and our Parent Partnership and Abusive Parents and Visitors Policy, both of which are on our website. The charter sets out on one side how parents can effectively support the school and their child's education. Please follow it as best you can.

We are Woodbridge and we welcome you to our community. We wish you every success in the coming years.

Yours sincerely,

Steven Hogan
Headteacher

Talvinder Bhullar
Associate Headteacher



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Parent Charter

Woodbridge is committed to the success and positive experience of our students. Our success is determined by having a good quality partnership between school and parents. We ask parents to familiarise themselves with this charter and support us by meeting our parental expectations.

Uniform and Equipment

- Please ensure your child has all the required uniform and equipment for each day.
- Please ensure bags are packed the evening before school with everything your child needs for the following day.
- Please let us know in advance of any issues with equipment or uniform so we can help.

Attendance

- Please ensure your child maintains a good attendance record.
- Please ensure your child arrives to school on time each day.
- Please contact the school to inform us of any absences.

Behaviour standards

- Please read and familiarise yourself with the school's Code of Conduct.
- Please discuss your child's behaviour and support the school from home.
- Parents are reminded that the school is responsible for setting sanctions and deciding on outcomes of any incidents. Parents are expected to fully support any decision made by the school.
- Remind your child that they are the school's responsibility during the school day. This includes travelling to and from school.

Lessons & Learning

- Please take an active interest in the different subjects that your child is studying.
- Use the Curriculum Booklets on our website, which not only share the content, but also give excellent ideas for extension activities.
- Please give your child an opportunity to talk through their learning at home; this is an excellent way to consolidate what they are doing in school.
- Please attend all Parents' Evenings and other relevant school information events.

PPR (previously known as Homework)

- PPR is crucial in supporting and extending your child's learning.
- Please use Firefly, our virtual learning environment, to keep track of all work set.
- Please help your child keep to deadlines and complete home learning to the best of their ability by checking their Firefly regularly

School Community

- Please get involved in our PTA, sports, theatre and musical experiences.
- Please encourage your child to participate in the school's extra-curricular programme.



School Organisation and Curriculum Matters

School Day

The normal school day begins at 8.35am and ends at 3.10pm Monday to Friday, apart from those students who are involved in the Period 6 sessions which finish at 4.15pm. Students must be on site by 8.35am so that they are in good time for morning registration. The gates are open to students from 8.15am and are locked at 8.35am, and those arriving after this time will receive a same-day detention at lunchtime. For reasons of safety, all year 7 to 11 students should come straight onto the school site and they must stay on site throughout the day. Sixth form students may leave the site during the day through the main entrance only, and must swipe in and out using their electronic ID cards which must be worn on the yellow or grey lanyard provided.

Student Timetable Card

All students are provided with a card which contains their timetable and other key information, such as the Code of Conduct and the names of those members of staff that they can contact if they need help or support. This card is an essential item of equipment and students must ensure they carry it with them at all times.

Books and Equipment

All students are issued with a number of books that they are allowed to take home. These become their responsibility and must be brought into school when required. Although specialist equipment is provided, students need to have their own basic equipment: a black pen, a green pen, a whiteboard pen, a pencil, a rubber, a ruler, a protractor and compasses. Year 7 students are given this equipment at the start of the year. They will also need a scientific calculator. Appropriate calculators can be bought from the school finance office. Students should have a reading book with them at all times. Equipment will be checked every lesson and students who do not have the correct equipment will be given Behaviour Points. Some type of sturdy bag is necessary to keep a student's belongings together and protect them from damage.

PPR: Practice, Preparation and Retrieval (Homework)

Teachers set PPR tasks rather than homework. PPR stands for 'Practice, Preparation and Retrieval'. PPR tasks allow students to consolidate, practise and revise content and skills learnt in lessons. Completed PPR tasks will be acknowledged and used in lessons. This could be done in a range of ways, e.g. by using targeted questioning, low-stakes testing, self or peer-assessments, mini-whiteboards or whole class feedback. Our aim is to ensure that all tasks done outside of lessons are meaningful, purposeful and impactful.

The exact days for each subject are flexible and vary by class and year. Tasks are also recorded on the school's Firefly system by teachers so that students can see exactly what they need to do when they get home. Students and parents are given login details for this system each year. Students can check tasks, due dates and access resources, and parents can check tasks set and due dates. Please contact the school if you would like to be reminded of your login details. If you have concerns about PPR tasks, please contact your child's form tutor in the first instance.

Grouping and Setting

When children arrive at Woodbridge they are placed in mixed tutor groups denoted by house colour:

- Blue - Tutor Groups B and E
- Green - Tutor Groups G and N
- Red - Tutor Groups R and D
- Yellow - Tutor Groups Y and W
- Purple - Tutor Groups P and L

Students will be taught as both mixed ability or in sets depending on the particular subject. As the students move up the school, they are set according to ability in some subjects. The sets are reviewed at regular assessment points



during the year and students are moved as appropriate. Parents are informed when students are moved. It remains the school's decision as to the set or group in which a student will be taught.

Key Stage 3 Curriculum

In their first three years students study art, computing, English, drama, geography, history, mathematics, music, modern foreign languages (either French or Spanish, and either German or Russian), physical education, religious education, science and technology. There is also a Life Studies programme which covers personal, social and health education and careers advice and guidance. In year 9, students have a guided choice to continue with the second language or choose a new subject to study in years 9, 10 and 11. Full details of the school's Key Stage 3 Curriculum, including half-termly plans, additional reading and details of what parents can do to support students can be found in the curriculum booklets on the school's website.

Key Stage 4 Curriculum

In Years 10 and 11 all students are prepared for an appropriate number of public examinations. The core subjects include English and English literature, mathematics, physical education and science. All students also continue to follow the Life Studies programme. A wide range of other examination courses are offered annually. Currently the range includes, art, business studies, child development, computing, design technology, drama, French, food, German, geography, health & social care, history, information technology, media studies, music, physical education, psychology, Russian, religious education, sociology and Spanish. Most students are expected to study a curriculum which includes at least one language and either geography or history. Full details of the school's Key Stage 4 Curriculum, including half-termly plans, additional reading and details of what parents can do to support students can be found in the curriculum booklets on the school's website.

Key Stage 5 Curriculum

In Years 12 and 13, students can study a range of courses. The majority of our students study three A Levels. The list of options currently includes art, biology, business studies, chemistry, computer science, drama & theatre studies, economics, English language, English literature, film studies, French, geography, German, history, mathematics, further mathematics, media studies, music, physical education, physics, politics, psychology, religious studies, Russian, Spanish and sociology. We also offer Cambridge Technical qualifications in Science, IT, Business, Health & Social Care and Sport. The Foundation Course is for those students who have not yet reached the standard required for Level 3 (A Level equivalent) study. It comprises GCSE English and Maths, as well as a Level 2 Cambridge Technical course. All students are also expected to study an 'Edge' super-curricular course from a wide range of choices available. Full details of the school's Key Stage 5 Curriculum can be found in the prospectus on the school's website.

Aspire Higher and the Beyond Excellence Programme

Stretch and challenge is provided in every lesson. Teachers ask more of students who already understand and who aspire to improve. Teachers will support them less; ask them to lead groups, to present work and answers first, and to reach to the standards required by the next key stage of learning, always adapting their teaching to ensure students are stretched appropriately. In addition, higher attaining students are asked to use higher order thinking skills to provide evidence for their ideas, make links and tackle open ended tasks.

Students are given opportunities to lead in class. When they are ready to master a subject or skill, teachers will look for opportunities for student demonstrations and present to larger audiences. Public speaking and debating are open to all and a core part of the Aspire Higher extra-curricular programme.

Students who wish to demonstrate that they are in the highest 10% of ability or aspire to achieve the best possible outcomes are invited to have an additional weekly 'Aspire Higher' lesson from Year 7 to Year 13 as part of our extra-curricular Beyond Excellence Programme. We know that preparation for these ambitions starts early, with appropriate steps over a seven-year journey. Additional period 6 activities cover a range of complex extended projects, aimed at developing critical thinking, academic leadership and deepening their study in the facilitation subjects needed for Russell Group Universities and other centres of excellence. They often involve completing cross-curricular projects and approaching topics in new ways. Students can also opt to keep a diary of their research and critical theory, which



teachers will monitor. More information, as well as frequently asked questions, can be found under the Beyond Excellence Programme tab in the Learning and Teaching section of our website.

Life Studies Programme

The programme covers Relationships, Sex and Health Education (RSHE), as well as careers advice and guidance, and is taught by a specialised team based at the school. It is designed to help our students to take better control of their lives and to enhance their abilities to achieve. All sessions provide the students with safe and supportive opportunities to reflect on the challenges of being a young person and offer strategies to help students successfully manage their teenage transition years. The programme includes study of key issues facing young people in Britain today, and what it means to be British in the 21st Century. It also tackles our duty as a school to safeguard our students against radicalisation and extremism. The programme is fully supported by year group assemblies and form time discussions. An outline of this year's programme can be found on the website.

Relationships, Sex and Health Education

Our relationships, sex and health education provision is part of our Life Studies programme, and it fully compliant with the new statutory requirements for September 2026. The programme promotes the positive, person-centred education that is at the heart of the purpose. The programme seeks to ensure that all students accept their own and others' sexuality positively in order to enjoy relationships based on mutual respect, dignity and responsibility. The biological aspects of sex are largely taught within the science curriculum whereas the emotional, legal and moral aspects are covered in the Life Studies programme supplemented by work done by other subjects such as religious education. Great care is taken to teach this content in a manner which promotes a responsible attitude towards sexual behaviour and the value of family life. Parents have the legal right to withdraw their child from the sex education element only of this programme. This happens rarely, but parents should contact Ms V Wardle, Head of Life Studies, should they wish to exercise this right, and we will discuss the matter with them. Further information about the content of the programme, samples of teaching materials used and parents' right to withdraw their child is available on the school website.

Special Educational Needs

We believe that all students are entitled to a broad and balanced curriculum and should be involved in the full life of the school including children who have special educational needs. This is so that they too can fulfil their potential as learners, and experience and contribute to the life of the school. Our provision matches needs, takes account of the wishes and feelings of the individual student and is delivered in partnership with parents. We identify students who are experiencing learning difficulties by using information from the primary schools and the results of our screening tests, listening to the concerns of the students and their parents and by noting teachers' observations and assessments. Provision for many students with special educational needs simply means ensuring staff know that a little extra attention may be necessary. Other students who need more specific help might be taught by specialist learning support staff in small withdrawal groups, or they might be helped in their normal lessons when a second member of staff is present. The school's Director of SEND, Ms K Honeysett and SENDCO, Ms E Fahy, are available should parents require further information. A full copy of the school's Special Educational Needs Policy and information about its implementation is available on the website.

Disability

We are committed to ensuring the school does not treat disabled students less favourably for a reason related to their disability and we continue to make reasonable adjustments for the disabled so that they are not at a disadvantage. Details are available from the school regarding our Equality Plan and its implementation.

Charging and Remissions

The Governing Body's Charging and Remissions Policy complies with paragraphs 449-42 of the Education Act 1996 and defines what the school cannot charge for, what the school can charge for, the position in respect to voluntary contributions and the school remission policy. A copy of the policy is available from the school and on the website.



Assessment & Reporting

Marking and formative student feedback is an important part of learning and teaching. Students can expect to have their work marked on a regular basis. Home learning tasks will be checked and marked once completed, where appropriate.

Types of Assessment

Students at Woodbridge are assessed in a variety of ways. This can be:

- Live assessment in lessons to check understanding, for example using mini-whiteboard or questioning, with appropriate feedback.
- Low-stakes learning checks or quizzes which help students and teachers to identify any gaps in learning which might need to be closed.
- Formal assessments at set intervals during the year which test specific aspects of what has been taught over time, with relevant feedback.
- Examinations which take place towards the end of the year or course to test what has been learnt during the year or course.

Key Stage 3: Years 7-9

Following regular formal assessments in Key Stage 3, students will receive a percentage score and specific feedback on areas that went well and what needs to be improved. Students are expected to respond to their feedback as appropriate, perhaps by redrafting a section of their work or trying another question as set by the teacher.

Regular and ongoing feedback does not necessarily take the form of written marking in students' books. It can be verbal, written or electronic in format, or students may work in groups to assess each other's work. Parents should not expect to see teacher comments and writing on every piece of work completed by students.

Three times during the year, students in Key Stage 3 are assessed by their teacher against the following categories:

- Organisation and Preparation for Learning
- Effort
- Behaviour
- PPR (Homework)
- Academic Progress

This assessment is reported to parents on a traffic light (red, amber, green) scale.

In the summer term of each year of Key Stage 3, students will sit their summer examinations. Results in each subject will be reported to students and parents as a percentage, together with relative information about the performance of the year group as a whole and performance relative to the students' starting points.

Key Stages 4: Years 10-11

In Key Stage 4, students' work may be assessed using examination board mark schemes or mark grids. Areas for improvement will be given. Feedback does not necessarily take the form of written marking in students' books. It can be verbal, written or electronic in format, or students may work in groups to assess each other's work. Parents should not expect to see grades, teacher comments and writing on every piece of work completed by students.

Each student has a target grade based on the Key Stage 2 score they received at the end of their primary school education. Achieving their target will place the student in the top 25% nationally for their ability level.

Tests and formal classroom assessments are used in subjects to determine progress and attainment, or to contribute to their summative assessment grade. Mock examinations are held at regular intervals during Key Stage 4: once in year 10 and twice in year 11.



Parents receive progress reports three times per year. These contain details of progress made towards the expected grade to be reached based on the student's prior attainment, relevant mock exam results as well as information on behaviour and study habits.

An indication of the predicted grade will be given (grades 9-1 for GCSE). Sometimes 'fine grades' are used which divide each grade into three levels, e.g. 5:1, 5:2, 5:3, where 5:1 is a strong grade 5, or nearly a 6.

Key Stage 5: Years 12 and 13

In Key Stage 5, students work may be assessed using examination board mark schemes or mark grids. Each student has an ALPS (A Level Performance System) target in the 6th Form. This is their target grade for all subjects, and is based on their prior attainment at GCSE. Achieving their target will place the student in the top 25% nationally for their ability level.

Parents receive progress reports three times per year. These contain details of the predicted grade for the student for each subject. Mock examinations are held in January of year 13 and June of year 12, though exam-based assessment will continue throughout the course. An indication of the predicted grade should be given (A*-E for A Level). Areas for improvement will be given. Sometimes 'fine grades' are used which divide each grade into three levels, e.g. C1, C2, C3, where C1 is a strong C, or nearly a B.

If you have comments or concerns regarding marking or assessment, please contact your son / daughter's year co-ordinator in the first instance.

Key Stage 3: Years 7-9

If you have comments or concerns regarding marking or assessment, please contact your child's year co-ordinator in the first instance.

Progress Check Reports

Parents receive progress check reports three times per year. Depending on the key stage, these reports contain information on behaviour and study habits, as well as details of progress made towards the expected level or grade to be reached based on the student's prior attainment and examination marks where relevant. Following tests and assessments, sets or student groupings can be revised. Parents are informed when students are moved. Full details of the progress checks and when to expect them are on the school's website.

Tests, Examinations and Formal Assessments

Tests and formal assessments are used in subjects to determine progress and attainment, or to contribute to summative assessment grades or levels. All Key Stage 3 students have regular formal assessments and formal examinations in every subject at the end of the year. For Key Stage 4, formal mock examinations are held in June of year 10 and the November and March of year 11. Mock examinations for Key Stage 5 students are held in the June of year 12 and January of year 13. Many applied courses and some GCSEs and A Levels have coursework (called 'non-examination assessment' or NEA) elements. Public examinations take place in May and June of year 11 and year 13. Parents are informed of the dates of exams, tests and assessments.

Progress Meetings for Parents

Each year group has an annual Progress Meeting when parents can meet with subject teachers. These take place online for all year groups. Appointments are made using the school's online booking system available through the website. All parents are kindly requested to attend these evenings to gather vital information about their child's progress. Dates and further details are on the school's website.



Student Care

Form Tutors

Students are placed in a tutor group of approximately thirty and this group stays together until the end of Year 11. These groups are looked after by teachers who act as the students' Form Tutors, meeting with their groups each a day. Form Tutors are responsible for the academic and personal progress, as well as the welfare of the students entrusted to their care. Over time they come to know your child very well, perhaps better than anyone else at the school. As such, the Form Tutor is your first point of contact for most queries such as progress, attendance or behaviour. Their email addresses are on the school's website.

Year Co-ordinators

All the tutor groups in one year are looked after by a Year Co-ordinator. As well as being responsible for the academic and personal progress of the year as a whole, they deal with the more serious issues that sometimes arise. If a student is seriously underperforming or experiencing a major problem, the Form Tutor will ask the Year Co-ordinator to become involved. The email addresses of the Year Co-ordinators are on the school's website.

Appointments

You will appreciate that the teachers have responsibility for a variety of teaching groups and we try to ensure that this teaching is disturbed as little as possible. Therefore, if you wish to talk to a member of staff, it is requested that an appointment is made. This can be done using the contact emails on the school website. However, if it is a matter of urgency, please do come in and we will do our best to arrange for someone to see you as soon as possible.

Wellbeing Team

The Wellbeing Team comprises of a team of highly qualified and experienced staff who work to support students with particular wellbeing needs within the school. We recognise that growing up can sometimes be difficult and occasionally despite the best efforts of the school or parents, there are students who struggle to learn, who cannot find their place in their peer group and who struggle to fulfil their potential. Working in the team are counsellors, mentors, our wellbeing officer and our child protection officer. The team is led by Ms J North, Head of Wellbeing and Counselling Clinical Lead.

Our mentors' primary role is to work with students to overcome barriers to learning. Referrals are often for young people who are anxious about their work, who are struggling with their behaviour, who lack confidence in their ability and who are becoming disengaged with learning. The team also supports student when they are out of school in alternative provision and help new students who join us mid-year to settle in.

The counselling service supports students with social, emotional or behavioural concerns in order to help them to resolve their difficulties and make the most of the opportunities offered by the school. Counselling is based on the building of a trusting relationship between the counsellor and the student which enables students to talk about their experiences and to make sense of them. Counsellors are trained to listen carefully and thoughtfully to the issues students may be facing without judgement. They do not give advice but support students in making positive decisions for themselves. Further information is available from the school.

Behaviour Support Team

The Behaviour Support Team comprises five Behaviour Support Officers and is led by our Head of Behaviour Support, Mr J Spall. The team works to support students who have had difficulties managing their behaviour in school, including providing mentoring to an identified caseload as well as investigating incidents, supporting staff and dealing with students who have been removed from their lesson due to disruptive behaviour.

The Behaviour Support Team runs the school's Learning First Zone (LFZ), which is an area where students can receive support with their behaviour for learning, as well as where we work with students who are not yet ready to learn within the mainstream classroom. Students will be accommodated within the LFZ if they have received a warning and behaviour point within their lesson, but have continued to be disruptive. The team also run the school's internal exclusion facility, the Focus Room, which is used as a sanction for a serious behaviour incident.



Safeguarding and Child Protection

As part of pastoral care provision, we seek to adopt an open and accepting attitude towards all of our students. In turn, we hope that the students and their parents will talk about any concerns they might have and that they come to see the school as a safe place if there are any difficulties at home. Children's worries and fears will be taken seriously if they seek help from a member of staff.

As we have a responsibility for the welfare of all our students and in keeping with our statutory duties set out in the Keeping Children Safe in Education (KCSE) document (2026), we are obliged to make referrals to Social Services in very specific cases. Therefore, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If you have concerns about a child's welfare, in school or outside of school, you can contact us to let us know by emailing childprotection@woodbridgehigh.co.uk, and we will take appropriate action.

Further information is available from the school and a copy of the latest policy can be found on the school's website. The school's Designated Safeguarding Lead (DSL) is Ms C Moore, Assistant Headteacher, and the school's Deputy DSLs are Ms K Tabb and Mr D Laws, Associate Assistant Headteachers for Key Stage 3 and 4 respectively. They work with the school's Child Protection Officer, Ms M Licheri, who is a member of the support staff and liaises with families and with the Local Authority.



Uniform and Equipment Policy

The uniform is an important part of our identity as a school. Uniform must be worn in school, to and from school and at official functions organised by the school. We believe that with all students in uniform, we can best reach our objectives of high achievement in an orderly atmosphere. The appearance and general conduct of students makes an impression on the local community and parents are asked to co-operate in ensuring that this impression is a favourable one. The dress code for students in the Sixth Form is set out on the school's website.

It is our aim to make the school uniform as simple as possible so that the majority of items can be obtained at low cost from any clothing retailer. The only compulsory Woodbridge-specific items required are a blazer, tie and PE T-shirt and PE quarter zip tracksuit top. Blazers and ties are available from a range of local school uniform suppliers. Badges are available to iron on to generic black blazers, which may be cheaper. PE kit items are available from SchoolSports4U, at a reduced rate with students' initials embroidered free.

In cases of financial need, the school is also able to support parents by supplying all items of school uniform free to those in need from our second-hand stocks, including blazers and ties. The school also holds a stock of PE kit for purchase at a reduced rate from the finance office, or to be given to parents for free if they are in need. It may also be the case that parents can apply to their Local Authority for assistance towards the cost of school uniform.

Students coming to school in unacceptable or incorrect uniform will be supplied with the correct uniform and / or plimsolls by the school office. Since changing fashions may make it necessary to specify in detail what is acceptable, the school's decision is final. Inappropriate items will be confiscated.

All items of uniform and equipment should be named. The school cannot accept any liability for loss or damage to clothing or equipment incurred on the school premises.

Required Uniform for Years 7-11

Item Required	Notes
Black blazer with school badge	<i>Badges which can be ironed on to any black blazer can be purchased from school or uniform retailers. Blazers must be worn to, from and around school. This requirement may be adjusted during periods of hot weather, and students and parents will be notified if this occurs.</i>
School tie	<i>All students must wear ties. Five stripes must be visible. Ties can be purchased from school or uniform retailers.</i>
White plain school shirt	<i>Top button must be done up and shirts must be tucked in. Shirts can be long- or short-sleeve. No blouses or camisole tops which cannot be worn with a tie.</i>
Black tailored school trousers <u>or</u> Black tailored school shorts <u>or</u> Black knee-length school skirt	<i>Trousers, shorts or skirts must not be skinny or tight-fitting. Skirts must not be rolled. No PE skirts, leggings, jeans or denim. Undergarments must not be showing. Tailored school shorts (not PE shorts) may be worn at any time of year.</i>
Black V-Neck long-sleeved plain pullover (optional)	<i>No sweatshirts, no cardigans and no logos apart from school badge. Pullovers / jumpers do not have to have the school badge if worn, but must be v-neck. No hoodies or branded jumpers.</i>
Black leather shoes with black soles and black laces	<i>No trainers, no high heels, no canvas shoes, no high boots, no coloured laces.</i>
White or black socks	<i>Must be worn below the knee, no patterns. 'Leg warmers' are not allowed</i>
Flesh tone or plain black tights (optional)	<i>No patterns and tights must not be torn or ripped</i>
Outdoor coat (optional)	<i>Appropriate coat suitable for school. Hoodies or tracksuit tops may not be worn instead of a coat.</i>

**Required PE Kit**

PE Kit for Years 7, 8 and 9

Item Required	Notes
White T-Shirt with school badge	<i>T-shirts can be purchased from SchoolSports4U. Initials are not compulsory but are available for no extra charge from SchoolSports4U.</i>
Black quarter zip tracksuit top with school badge	<i>Tracksuit tops can be purchased from SchoolSports4U. Initials are not compulsory but are available for no extra charge from SchoolSports4U. Other top layers are not allowed.</i>
Black shorts <u>or</u> Black track bottoms <u>or</u> Black skort	<i>Any appropriate plain black bottoms may be worn. These do not have to have the school badge.</i>
White sports socks	
White long socks	<i>For certain activities</i>
Shin pads	<i>For certain activities.</i>
Mouth guard	<i>For certain activities.</i>
Trainers	<i>Trainers may be worn for PE only.</i>
Optional Items: Boots (moulds or studs) Base layer Winter hat Gloves	<i>These items are all optional.</i>

PE Kit for Years 10 and 11

Item Required	Notes
White T-Shirt with school badge	<i>T-shirts can be purchased from SchoolSports4U. Initials are not compulsory but are available for no extra charge from SchoolSports4U.</i>
Black quarter zip tracksuit top with school badge	<i>Tracksuit tops can be purchased from SchoolSports4U. Initials are not compulsory but are available for no extra charge from SchoolSports4U. Other top layers are not allowed.</i>
Black shorts <u>or</u> Black track bottoms <u>or</u> Black skort	<i>Any appropriate plain black bottoms may be worn. These do not have to have the school badge.</i>
White sports socks	
Trainers	<i>Trainers may be worn for PE only.</i>
Optional Items: Boots (moulds or studs) Base layer Winter hat Gloves	<i>These items are all optional.</i>



For students studying GCSE or CNAT PE, some items of additional PE kit may be required. The school can support with the purchase of these if necessary, and these items will be supplied free to students in receipt of Free School Meals.

Parents in financial difficulty should contact the school and we can support with the supply of new PE kit if needed.

Other Uniform and Appearance Requirements for Years 7-11

Item	Notes
Appropriate Jewellery	<i>Two small earrings (max 1.5cm in diameter) or studs per ear. One stud in the side of the nose and / or one small nose ring are allowed. No other visible body piercings (including large or multiple nose rings, eyebrows, tongues etc.) are allowed.</i> <i>Chains or necklaces may be worn under shirts. One ring and one bracelet may be worn. Non-smart watches may be worn but not during exams. Piercings and other jewellery must be removed or covered for PE and some other practical activities. No visible tattoos / fake tattoos allowed.</i>
Hair	<i>Excessive hair accessories should not be worn.</i> <i>Long hair must be tied back for PE and some other practical activities.</i>
Hoodies and other non-uniform jumpers or coats	<i>Never allowed in school at any time and will be confiscated if worn.</i>
Religious Head Coverings	<i>Plain, black or white, un-patterned hijabs or headscarves may be worn. Plain black or white taqiyahs, kippahs or turbans may be worn. The face must not be obscured in any way by any religious head covering. There should be no tassels, logos, fringes or brightly coloured clips.</i>
Caps, hats and other non-religious head coverings	<i>Never allowed in school at any time and will be confiscated if worn, unless the student has an exemption. On cold days, students may wear hats outside. On very hot days, students may be allowed to wear appropriate sunhats or caps outside only.</i>
Make-up	<i>Small and subtle amounts of make-up are allowed. This includes minimal eye liner, foundation and mascara. Discrete false eyelashes are allowed.</i> <i>Students will be expected to remove excessive make-up.</i>
Contact Lenses	<i>Lenses must be clear only. Coloured lenses are not allowed.</i>
Nails	<i>Nails or false nails must be plain / natural coloured and not excessively long.</i>
Badges	<i>Appropriate badges as issued or approved by the school may be worn on blazer lapels, including those denoting requested pronouns. Badges denoting political campaigns are not allowed.</i>

**Required Equipment for Years 7-11**

Item Required	Notes
School bag	<i>Big enough to contain an A4 size folder, all exercise books, planner and equipment, and so handbags are not appropriate.</i>
Exercise books and textbooks issued by the school	<i>Students should bring all the equipment they need to school each day, including the correct exercise books and textbooks.</i>
Clear Pencil case	<i>Pencil cases must contain:</i> - black pen - green pen - pencil - rubber - ruler - whiteboard pen - protractor - compasses <i>All students joining in year 7 will be issued with a pencil case containing these items.</i> <i>Missing items can be obtained from the school library for a small fee.</i> <i>Pencil cases must be clear to comply with exam regulations.</i>
Scientific calculator	<i>Appropriate calculators can be purchased from school.</i>
Water Bottle	<i>Students should bring their own bottle to fill from the bottle refilling stations around the site.</i> <i>Water is freely available in both canteens at lunchtime.</i> <i>No non-school compliant fizzy drinks, including sports energy drinks, are allowed in school.</i>



Attendance & Punctuality

It is a legal duty of parents to ensure good, regular attendance and to explain any absences. The dates for this academic year when your child is expected to be in school can be found below. If your child is absent from school, please inform us the first morning your child is unable to attend and give us an idea of when your child might return to school.

The school regards an attendance figure of 95% as good and attendance below this figure over a period of time as a cause for concern, particularly if there is a pattern of frequent short-term absence. The Attendance Policy, on the school's website, sets out the actions that the school will take if students do not attend as expected.

Family Support Team

The school's Family Support Team comprises Family Support Lead and Education Welfare Officer, our Attendance Officer who checks attendance and punctuality each day, and our Child Protection Officer. Our Family Support Lead and Education Welfare Officer, Ms W Smith, works with families where students are not attending school or who need support. She often makes home visits in these circumstances, and will do her best to support families to secure good attendance. In some circumstances, it may be necessary to refer families to the Local Authority have the power to take legal action against families if they fail to make sure that their child goes to school regularly and there is no legitimate reason for the absence. This action might take one of two forms: the issuing of a fixed penalty notice (fine) and, if necessary, prosecution in the local magistrate's court.

Holidays

Parents are strongly advised to avoid taking children out of school during term time. However, if it is absolutely essential, a letter asking permission must be written to the Headteacher and handed in at least three weeks before the requested period of absence. Retrospective approval will not be given. It is important to stress that, by law, it is the Headteacher's decision whether a child is given permission to be off school. Permission will only be granted in very exceptional circumstances based on the individual facts of the case. The opportunity to save money by going on holiday during term time is not considered as being a justifiable reason. If permission is granted it is for the Headteacher to determine the number of days a student can be away from school, and this will only be in very exceptional circumstances. Any leave of absence taken without the Headteacher's approval will be deemed unauthorised and may result in a penalty notice.

Punctuality

As with attendance, it is a legal duty of parents to ensure correct punctuality. Students are expected to arrive at school before 8.35am and be lining up outside their tutor room by 8.40am. A bell goes at 8.35am to give them a five-minute warning. The bell will sound at 8.40am to mark the start of registration by which time all students should be in tutor room.

If your child is to be late for school, please do your best to inform the school in advance and provide a note in the Planner. Gates are locked at 8.35am and students arriving after this time must sign in at the main reception and will be recorded as late. A senior member of staff will greet them and take appropriate action. Those arriving after 8.35am will receive a same-day lunchtime detention. Persistent lateness will trigger more serious sanctions.

Lateness to any lesson during the day will also be sanctioned with a detention the following day.

Leaving the Site

Parents may request permission for students to leave the school site during the day via a letter to their child's tutor. Please keep these requests to a minimum as permission will only be granted for essential appointments such as dental visits that could not be arranged in the holiday or after school. If granted, written permission will be confirmed by the tutor signing the note from a parent. For reasons of safety students are required to sign out at reception before leaving.



Behaviour

Behaviour Policy

Woodbridge has a detailed Behaviour Policy that is updated regularly. A copy of the latest policy can be found on the school website. The policy has effect in the school, its environs and at times and locations that include journeys to and from school and any occasion when the school is being represented off-site.

The Woodbridge Way: Our Ethos

Our ethos at Woodbridge can be characterised as follows:

- We are **kind** – we always do what we can to help others and look after those in need, we exchange greetings and we look out for each other.
- We are **inclusive** – we do not treat each other differently because of who we are, and we understand that diversity and variety make us stronger.
- We are **respectful** – we are polite towards others, respect others' opinions and always listen to what others have to say.
- We aim for **excellence** – we try our best at all times, always seeking to be the best that we can be – but we understand that excellence is different for different people.

Code of Conduct

To ensure that effective teaching and learning can take place and that everyone's health and safety is protected, we have a Student Code of Conduct that promotes the fundamental importance of respect. A copy of the Code can be found in the student planner. Please read it through with our child that you are familiar with our expectations.

We Are Woodbridge and We Always:

1. Ensure Learning Comes First

We will be prepared for lessons by wearing our full uniform smartly and having all our equipment. We will be on time. We will ensure that our learning is never disrupted.

2. Respect Ourselves and Others

We will be kind, tolerant and respectful. We will use positive language with others and respect social, gender, cultural and religious differences. We will respect others' opinions.

3. Follow Instructions First Time, Every Time

We will listen to all members of staff and carry out their instructions immediately. We will respect the authority of all staff within the school.

4. Keep our School Safe for All

We will move around the school safely and quietly. We will keep hands, feet and objects to ourselves. We will ensure that banned items are not brought to school.

5. Aim for Excellence

We will try our best in all our lessons. We will accept new challenges and rise to them. We will be proud of what we have achieved and always look for ways to improve.

We are Woodbridge and we understand that our community expects these things of us, and that if we are not able to follow them, there will be an appropriate sanction.



Rewards

We reward all areas of achievement from academic excellence to outstanding attendance. Students will receive achievement points when they go above and beyond the Code of Conduct set out above. You and they will receive an email to inform them that an achievement point has been awarded. There will be voucher rewards for those students who reach certain thresholds, and the Headteacher will invite those students with the highest number of achievement points each week to meet with him. Formal achievement evenings are also held annually in March to which parents of prize winners are invited. On grounds of health and safety, the school reserves the right to take into account a student's behaviour record when deciding who should be allowed to participate in a school trip. We are also pleased to celebrate students' achievements outside school by mentioning them in assemblies and writing home. You are strongly urged to let us know about such achievements as we cannot always rely on the students telling us.

Sanctions

The school has high expectations of students regarding behaviour and in the vast majority of cases our students follow the Code of Conduct. If students contravene this Code of Conduct in a lesson, they will be warned. If the poor behaviour continues after this warning they will receive a behaviour point, and you will receive an email about this. If the poor behaviour continues after this, the student will be removed from their lesson. Behaviour points can also be issued for poor behaviour in a corridor or during social time, or for failure to wear the uniform correctly in lessons or around the school.

Students will be issued with a next-day level 1 detention (20 minutes) for receiving two or more behaviour points in one day, for being late to a lesson, or for being removed from a lesson. Failure to attend this detention will result in a longer level 2 detention (40 minutes), Loss of Social Time (LOST), a level 3 detention (1 hour), and ultimately a period of internal exclusion or respite at another school. Our full behaviour policy is set out on our website.

More serious sanctions are applied when students persist in low level disruption or commit an act that is considered to be more serious, such as arguing with a member of staff, defiance, refusing to follow instructions or being violent or aggressive. Such behaviour endangers the education of others or poses health and safety risk and can lead to internal exclusion, suspensions and permanent exclusion. Although by law the school does not require parental permission to apply sanctions, including after school detentions, we do appreciate the support we get from home when sanctions are imposed.

Monitoring Reports

Students may be placed on report to monitor their progress or behaviour and help them to improve this. There are three types of report – behaviour reports, effort reports and punctuality reports. Students may be asked to report to their form tutor, their year-coordinator or a senior member of staff. If your child is placed on report, please check and sign this each day.

Behaviour Support Team

Our Behaviour Support Team consists of our Head of Behaviour Support, Mr J Spall, and a team of four experienced Behaviour Support Officers. The role of the team is to work proactively to improve the behaviour of students in the school, provide mentoring and support, provide supervision during social time, support Year Co-ordinators in investigating incidents and intervene where necessary to protect the safety of students in the school. The team also supervises the Learning First Zone and Focus Room.

Learning First Zone

In order to ensure that learning is not disrupted for the majority of students, students who have been removed from lessons where disruption continues following a warning and a behaviour point may be placed in our Learning First Zone. They will spend time reflecting on their behaviour, receive appropriate counsel from our Behaviour Support team, and will only return to lessons when they have demonstrated that they are 'ready to learn'.



Focus Room (Internal Exclusion)

Woodbridge has a policy of placing disruptive students or students suspected of seriously breaching the Code of Conduct in isolation away from other students for a limited period, typically no longer than the equivalent of one school day in the school's Focus Room. Students attending the Focus Room should report to Mallards Reception by 8.15am and will be dismissed from Mallards Reception at 3.30pm.

Suspension (Fixed-Term Exclusion)

It is occasionally necessary to suspend a student from school for a fixed period. This sanction is usually applied once other sanctions have proved to be ineffective, or where a serious incident needs to be investigated and it is untenable for the student to be in school while this happens. Provision for alternative education is always made once the first five days of suspension have elapsed. When students return from suspension, they will always spend at least one day in the school's Focus Room so that we can ensure they are ready for return to the mainstream school.

Alternative Provision or Respite Placements

In cases of persistent breaches of the school Code of Conduct or where a student seriously breaches the Code of Conduct on one occasion, the Headteacher may decide to direct the student to be educated off site at an alternative education provider for a period of time. This could be at another local school or in a pupil referral unit, usually for a period of between three to ten days. When this situation arises the school will contact parents to explain the reasons why this is happening and what the arrangements will be made to provide education offsite. Alternative Provision may also be arranged for a student who is struggling to access the mainstream curriculum and where another provider is more suitable and able to secure more positive outcomes for the student.

Directed Offsite Placements

Where we think it is in the best interest of a child to have a fresh start, we discuss with the parents the possibility of a directed placement at another school for a longer period of time. This involves seeking a place for the student at another school, with the hope that behaviour will improve. If the student settles in well, it may then be possible to arrange a permanent move to the new school. If the child does not settle well in the new setting, alternative arrangements, including permanent exclusion, may be appropriate.

Violence and Bullying

The vast majority of our students are a credit to the school. We strive to make school a violence-free zone where all can feel safe, secure and happy, but abuse or violence do sometimes occur, as they do in all schools. Students who use abusive language, are violent or bully others, use language or possess images that are racist, sexist or homophobic will be sanctioned and they and their parents will be held accountable for their actions. This includes those who engage in play-fighting or retaliation. Most serious sanctions will be issued to repeat offenders or those who are repeatedly violent or fight in school, and this will include fixed-term or permanent exclusion.

We are proud of our anti-bullying work, but, as in all schools, bullying does occasionally occur in school. Students who are worried or concerned can report issues through the website, by seeing their tutor or year co-ordinator, or any member of the Wellbeing Team. Mentoring staff are able to work with victims of bullying and supports them to develop their confidence, and we have a team of student anti-bullying ambassadors who work with students to raise awareness of bullying and the consequences. We recently won the Diana Award for our anti-bullying work. Our Anti-Bullying Policy is on the school's website. Mr D Laws, Associate Assistant Headteacher, leads the school's work on anti-bullying.

Social Media

We have seen increasing incidents of social media use amongst young people becoming a distraction to learning. In some cases, disputes on social media spill over into school, or students say things in writing that they would not say to someone's face, thus causing conflict. Some students have found themselves in 'chat groups' with large numbers of young people, many of them unknown to them. Parents should ensure that they know their child is using social



media, and who they might be communicating with. The school will issue sanctions to students who misuse social media or use it to bully, intimidate or be unkind, as these matters often spill over into school.

Discrimination

We take very seriously any examples of discrimination on grounds of race, gender, disability, sexual orientation or other protected categories. Again, students and parents are urged to inform us of any such incidents and they will be investigated thoroughly.

Substance Use and Misuse

Drug misuse is a major threat to individuals, families and the wider community. Taking illegal drugs, drinking alcohol, smoking or vaping by students are strictly prohibited in school and within the environs of the school. If a student is found with illegal substances, drug paraphernalia, vapes, tobacco or alcohol in their possession, or is caught using an illegal substance, vapes, tobacco or alcohol, or in the company of someone who is, the substance will be immediately seized and appropriate action will be taken, including a most serious sanction. Sanctions will be escalated for repeated incidents.

Where students have been excluded for any substance misuse matter, terms and conditions may have to be agreed between the school, the student and the parents before a return to school takes place. Immediate referrals of the family to Social Services, and reports to the Police must be made in the case of illegal drugs. Any student found to be selling, supplying or intending to supply illegal drugs will be reported to the Police and is very likely to be permanently excluded from the school.

Searching and Confiscation

The school has the right to search a student's possessions if we suspect them to be carrying items banned in school. We also have the right to confiscate, retain or dispose of a student's property as appropriate in the circumstances. The school will always involve the police when weapons or drugs are involved. Other items that will be confiscated include: high sugar or caffeine content drinks; inappropriate clothing such as hooded tops, denim jackets and baseball caps; inappropriate jewellery; hair accessories; electronic equipment; headphones; mobile phones and chargers (but see below); any item brought into school with the purpose of selling such as food and drink; vapes of any type, cigarettes, cigarette papers, lighters, matches; controlled drugs, drug paraphernalia, and other substances such as 'legal highs'; alcohol and fireworks. To avoid conflict, parents are asked to ensure that their children do not bring to school items that are banned under our policy. In addition, valuable items should not be brought into school as they school will take no responsibility if they go missing. The full list of banned items and the approach to searching and confiscation is set out in the school's Behaviour Policy.

Mobile Telephones and Headphones

Students in years 7, 8 and 9 are not allowed to bring smartphones to school. They may bring 'dumb' (non-internet enabled phones). Any phone they do bring must be kept switched off and in their bag. Students in years 10 and 11 may bring a smartphone, but it must be kept switched off and in their bag. Students in years 12 and 13 may bring a smartphone, and it may only be used within the designated Sixth Form areas. It may not be used after the first five minutes of private study (PPR) sessions. The policy also applies to earphones, earpods, smart watches and similar devices. It includes the period after the end of the day at 15:10 until students have exited from the school site. If these items are seen or heard, then they will be confiscated. They will not be returned until the end of the following day. Our full mobile devices policy is set out in the Behaviour Policy.

Use of Restrictive Practice and Reasonable Force

All members of staff have legal power to use force that is reasonable in the circumstances, i.e. using no more force than is needed. Force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. As such, occasionally reasonable force is used either to control students or to restrain them. However, force must never be used as a punishment. Other examples of where touching students is proper or necessary include: demonstrating the use of a musical instrument or a technique in PE; congratulating or praising a student; to give first aid or to comfort a student who is distressed. Information about this is in the Behaviour Policy.



Malicious Allegations against Staff

Should a serious allegation be made against a staff member the school follows a procedure that includes involving the local authority and possibly social services and the police. All allegations are investigated in keeping with the statutory guidance and action taken as necessary. All parties, including parents and students, must make every effort to maintain confidentiality throughout the process to protect all concerned. If it is found that a student's allegation is malicious, i.e. that there has been a deliberate act to deceive and the allegation is entirely false, the matter will be regarded as a most serious disciplinary offence and a sanction will be issued.

Health, Safety and the Environment

Access to the Building

Students are expected to behave sensibly when on the school site as the buildings and grounds are very important to the school and the wider community. All are expected to take great care of our facilities by treating the fabric of the building with respect, not dropping litter, keeping to the designated areas and to the pathways. Students may arrive at school from 8.15am and from this time, they have access to the outside areas and also the library. At times special initiatives are arranged, for example Breakfast Clubs and Sports Clubs. On these occasions the school makes appropriate arrangements for the earlier supervision of students. Full supervision is in place from 8.35am. During lunchtime, there are certain parts of the buildings which cannot be accessed by students as they are unsupervised or it may be that lessons are taking place. Access to the building after 3.10pm is restricted to those students participating in activities organised by the school such as period 6 lessons or clubs.

Lunchtime arrangements

The school operates a split lunch system: year 7 and 11 students have the first lunch break each day (12.20pm – 1pm) and years 8, 9, 10, 12 & 13 have the second lunch break (1.25pm – 2.05pm). This provides the year 7 cohort with their own space and allows them to make a positive transition as they familiarise themselves with life at secondary school.. All students in years 7 to 11 stay on site.

School Canteen

Catering services at Woodbridge are provided by Impact Food Group (IFG), also called *Innovate*. The school has a large canteen that offers a wide range of products. Students can purchase a 'meal deal' consisting of a main course and dessert. Main courses include a choice of hot meals, paninis, salads, sandwiches and baguettes. Canteen services are open in the morning before school, at breaktime and at lunchtime. Students are expected to behave in a responsible manner, sitting down to eat, talking quietly and clearing their own tables.

The school is committed to promoting healthy eating and works with the catering company to ensure that a range of healthy options are available. All parents will receive an information pack in September with promotional offers and up-to-date prices. 'Theme days' are included within the annual meal-cycle to enable students to purchase foods traditionally associated with annual festivals and cultures.

The school uses a cashless catering system. Students entitled to free school meals will have their account automatically credited with money. All other students will have to credit their account using the online ParentPay system.

Biometric System

Students are registered on the school's biometric system to enable them to access the canteen (see school canteen section for details) and printing devices around the school. Each student has a small quota of printing per month. If you do not wish your child to be registered on this system, they can instead be allocated a numerical code.



Large Sums of Money

Large sums of money, such as payments for activities, trips or visits, should be paid through our online payment system available on the school website, or if necessary brought to school in the form of a cheque. Cheques should be paid in at the school's finance office. If cash is brought it should be paid into the finance office immediately. On no account are students to carry large sums of money around with them.

Medication and Illness

If your child is feeling unwell they should inform a member of staff and will be referred to the medical room. If we feel that your child is too ill to remain in school, or need medical attention, we will contact you. However, we will do our utmost to keep them in school. If we do need you to collect your child, we ask that you do so as soon as possible as our medical room capacity is limited.

If your child has, or has had any serious illness or medical problem, it is important that we are told about it so that we can respond correctly should any problem occur. If your child is taking any form of medicine prescribed by the doctor it is advisable that this medicine is left with the office for safe-keeping. If your child takes medicine on a regular basis e.g. insulin or inhalers, it is again advisable that a store be left at the appropriate office with complete instructions. Please clearly mark the medicine with your child's name. In these cases, your child will need to have an appropriate health care plan established. Please contact the school office to arrange this.

On occasion, students arrive at school already suffering from obvious severe illness. In such cases students rarely, if ever, get better. Like many schools, our facilities for caring for sick students are very limited and we usually end up having to call parents to ask them to collect their child. When children are really suffering, parents are asked to keep them at home and let us know in the normal way.

Emergencies and Hospital

We have a number of trained first aiders in school and they deal with most problems. If the first aider considers that a student needs hospital treatment we adopt the following procedure:

- The emergency service is contacted by the school with details of our concern and informed that the child is on the way or needs an ambulance;
- Immediately after we contact the emergency service, we contact a parent to inform them of the situation in order that they can get to hospital or school as soon as possible;
- The child will be accompanied by an adult if you have not arrived at school before the ambulance, or in the case of a sixth former, possibly another student, who will stay with your child until you arrive.

For this reason, it is essential that parents ensure that the school has the correct personal details including emergency telephone numbers. Please ensure that the school has the most up-to-date information. For example, let us know immediately if you change your mobile phone number.

School Nurse Service

We have school nurse service support to advise us on health assessments of individual students with particular health condition, and to support in the drawing up of individual health care plans with parents, students and school staff. School staff are fully briefed on how to manage should a student with an individual health care plan become unwell. Parents with queries and medical situations should contact the school office.

Immunisation Programme

During a student's school career, a variety of inoculations and immunisations, e.g. HPV, measles, mumps, rubella, are available through the local health service and administered by Vaccinations UK. Parents will be informed at the appropriate time and consent will be sought. No immunisations are ever given without parental consent.



Travelling by Public Transport

You may apply to Transport for London (TfL) for an Oyster Photo Card which allows free travel for students between the ages of 11 and 15 and half the adult rate for 16-18 year olds. We expect the students to behave in a sensible and considerate manner when travelling to and from school and wearing the school's uniform. Students misbehaving before or after school are still subject to the school's behaviour policy. As such, disciplinary action will follow if the school's reputation is brought into disrepute.

Severe Weather Emergency Closure

In the event of severe weather the school will determine whether children and staff can travel safely to and from school and if the site will remain safe throughout the day. To do this we are expected to conduct a risk assessment taking into account a range of factors. These include: the state of the pathways, steps and slopes around the school; the condition of the local roads the paths; if the school has heating, lighting and water; whether we can provide catering; the availability of public transport at the beginning and end of school; and what the forecast is telling us about the weather later in the day.

Should we need to close before school starts, a decision will be reached by 7.30am based on the best information available at that time. This will be communicated as soon as possible via email, the school website, social media and the London Borough of Redbridge website. In the case of closure during the day we will inform you via the website and also by email. Please ensure that your child has an address / phone number of an adult who is available to look after him / her should you be unavailable. You will appreciate that we cannot send a child to an address where there is no adult supervision.

Privacy Notice

In order to fulfil our legal responsibilities, we need to process personal data about our students. As such, we are considered a data controller for the purposes of the Data Protection Act and the General Data Protection Regulations (GDPR) and are obliged to provide you and your child with certain information. Please refer to the policy and privacy notices on the school's website.



Beyond Excellence Programme: Extra-Curricular Activities

Beyond Excellence Team

Beyond Excellence is the name we give to our extra-curricular work. It encompasses clubs and activities, provision for higher aspiring students, study provision for students who want to work at school, trips and visits, competitions and fund-raising events, house activities, charity work and student responsibilities. It also encompasses our support for the activism that our students are involved in, such as to do with the environment. The work is led by our Beyond Excellence Team, including our out-of-class study leader, extra-curricular co-ordinator and our diversity, equality and inclusion co-ordinator, amongst others. Full details of all clubs offered are on our website.

Leadership Opportunities

Woodbridge High School gives students many opportunities to shine as leaders throughout their school career. They may choose to do this by becoming a form representative on their year council, a Prefect or Senior Prefect in Years 10 and 11, or a Sports team or House captain. Sixth Form students may become mentors working with younger students on pastoral or academic matters. Year 12 students may also apply to be on the Sixth Form Council. This team is led by the Head Students and their deputies and helps in the running of the school.

Careers Information and Guidance

The school recognises that our students need knowledge and experience of the real world if they are to progress. As part of the Life Studies programme all year groups will have sessions on Careers Education, Information Advice and Guidance where they will meet guest speakers from different institutions and work places. Students have access to the school careers library where they can receive advice and access resources. One-to-one interviews and group talks take place throughout the academic year. Students aiming for vocational pathways benefit from attending work experience in their specific field of interest. Other students are supported to write to employers to organise work experience placements during the school holidays. A learning visit to a Russell Group University or a comparable centre of excellence is arranged for higher attaining students in each year group.

Sports Clubs and Teams

As part of our commitment to develop the whole person the school offers a range of activities for the students that take place before and after school, at lunchtimes and at weekends. Our PE staff hold a range of coaching qualifications and occasionally bring in outside expertise to support students' development. These activities always depend upon the availability of staff and the students and parents are informed of the activities that are available at the beginning of each term. Please encourage your child to get involved in one or more of the activities.

Your child may be selected for one of the school teams or may decide to stay behind to participate in something else. Please ensure that you have agreed how your child will get home and they have a telephone number where you, a relation or a close neighbour can be contacted in the case of any change of plans.

Performing Arts

Opportunities to get involved in art, dance, drama and music activities feature regularly and individual music tuition is available for a range of instruments. Annually, there are a number of evening performances, shows, exhibitions and concerts to which parents are invited. Full details of extra-curricular activities running at school are available on the school's website.

Educational Visits

The school has a strong reputation for the number and variety of trips it runs each year. To aid their studies, students are given the opportunity to take part in day visits to such places as museums, places of worship and theatres as well as other locations. These visits complement the students' normal timetable by offering enriching experiences.



Partnership with Parents

Parent Charter

It is through our partnership with each other that we can ensure the best possible experience in school, and the best possible exam results for your child. We expect full support from parents in ensuring that the highest behaviour standards are maintained in school at all times, and in ensuring that the young people in our care have clear boundaries and receive consistent messages. I therefore draw your attention to our 'Parent Charter' on page 4. This sets out what we would expect from our parents. Please support the school in any sanction issued for your child. Only by us standing united will we set the clear boundaries required for young people to be successful.

Communication with School Staff

We encourage all parents to keep in touch with the school on a regular basis. This can be done by telephone, email or in writing. Email is our preferred method of communication. We expect all communications to be calm and courteous. Should a parent be rude, staff have been instructed to give parents due warning that they will end the conversation if the anger or abuse continues. Please also be advised that recording of meetings is not permitted.

School Website and Electronic Communication

The school's website contains more detailed information on all of the topics in this handbook. Please do refer to it if you require further details or clarification.

You will occasionally receive emails and text messages from the school. Email is used to send you regular newsletters, key information, notifications about achievement points, behaviour or conduct concerns, or letters about particular events or matter for information. Text messages are used to inform you of a concern such as your child's absence from school, or to notify you of a detention.

We also Instagram and Facebook pages which we use mainly to celebrate the school and our students. Please do check the website for links and further details. The school will update these regularly.

ParentView and Parental Survey

If you are happy with the school and the education which your child is receiving, please let us know by completing the Ofsted ParentView survey. You can do this at any time and details are on the school's website. Please also complete the yearly parental survey which your child will bring home.

Complaints

The school is a community that seeks to serve a large number of people. Thankfully, most parents are very pleased with what we do but if you are not satisfied or have a concern please let us know.

To aid consistency there are a number of stages: first, it is usually best to liaise directly with the staff member involved as very often this will resolve the matter; secondly, if you are still not happy, ask to speak with the staff member's line manager (such as the Head of Department); thirdly, if you are still unhappy please write the Headteacher who will ensure your concern is investigated; and finally, should that not lead to satisfactory conclusion, you can write the chair of Governors who can be contacted via the school address.

After these stages have been exhausted, any parent still not satisfied can write to the Secretary of State for Education. Further information about the complaints Procedure can be obtained from the school and can be found on the school website.



And Finally....

At the school we are always seeking to improve on our previous best. If you have any observations about the contents or design of this handbook please do let us know.

Term Dates 2026-27

Autumn Term	
Period	Wednesday 2nd September to Friday 18th December
Inset Days	Wednesday 2nd September Thursday 3rd September
Half Term	Monday 26th October to Friday 30th October
Christmas Break	Monday 21st December to Friday 1st January
Spring Term	
Period	Monday 4th January to Friday 26th March
Inset Day	Friday 22nd January
Half Term	Monday 15th February to Friday 19th February
Easter Break	Monday 29th March to Friday 9th April
Summer Term	
Period	Monday 12th April to Thursday 22nd July
Inset Days	Wednesday 21st July Thursday 22nd July
Bank Holiday (May Day)	Monday 3rd May
Half Term	Monday 31st May to Friday 4th June
Summer Break Starts	Friday 23rd July



Key Post Holders 2026-27

Headteacher	Mr S Hogan	
Associate Headteacher	Mr T Bhullar	
Deputy Headteacher	Mr J Clifton	
Assistant Headteachers	Ms A Année Mr J Steacy-Buck Mr C Portnoi Ms L Evans Ms C Moore	<i>Key Stage 3 Standards</i> <i>Key Stage 4 Standards</i> <i>Director of Sixth Form</i> <i>Professional Development</i> <i>Designated Safeguarding Lead (DSL)</i>
Associate Assistant Headteachers	Ms K Tabb Mr D Laws Ms K Honeysett	<i>Director of Key Stage 3, Deputy DSL</i> <i>Director of Key Stage 4, Deputy DSL</i> <i>Director of SEND Provision</i>

To contact one of these senior members of staff, email the main school email address info@woodbridgehigh.co.uk.

Year Co-ordinators

Year 7	Mr A Kelly	akelly@woodbridgehigh.co.uk
Year 8	Mr S O'Brien	sobrien@woodbridgehigh.co.uk
Year 9	Mrs N Brock-Carey	nexposito@woodbridgehigh.co.uk
Year 10	Ms R Gleeson	rgleeson@woodbridgehigh.co.uk
Year 11	Mr S Payne	spayne@woodbridgehigh.co.uk
Year 12	Mr A Gillard	agillard@woodbridgehigh.co.uk
Year 13	Ms N Roberts	nroberts@woodbridgehigh.co.uk
Deputy Head of 6th Form	Ms E Canessa Davies	ecanessadavies@woodbridgehigh.co.uk
Head of 6th Form	Mr M Beckett	mbeckett@woodbridgehigh.co.uk

Heads of Department

Art	Ms C Ward-Mills	cward@woodbridgehigh.co.uk
Behaviour Support	Mr J Spall	jspall@woodbridgehigh.co.uk
Business and Economics	Mr A Pazik	apazik@woodbridgehigh.co.uk
Computing	Mr D Brock-Carey	dbrock-carey@woodbridgehigh.co.uk
Drama	Ms H Farr	hfarr@woodbridgehigh.co.uk
English	Ms J Theodorou	jtheodorou@woodbridgehigh.co.uk
Family Support	Ms W Smith	wsmith@woodbridgehigh.co.uk
French	Mrs R Bemath	rbemath@woodbridgehigh.co.uk
Geography	Ms K Gray	kgray@woodbridgehigh.co.uk
German	Mrs R Tann	rtann@woodbridgehigh.co.uk
Health & Social Care	Ms E Griffiths	lgriffiths@woodbridgehigh.co.uk
History	Ms A Latino	alatin@woodbridgehigh.co.uk
Inclusion	Ms A Boaten-Rolfe	aboaten-rolfe@woodbridgehigh.co.uk
Languages	Mr C Hennessy	chennessy@woodbridgehigh.co.uk
Mathematics	Mr D Blunt	dblunt@woodbridgehigh.co.uk
Media	Ms D Tagoe	dtage@woodbridgehigh.co.uk
Music	Mr L DeFreitas-Archer	ldefreitas-archer@woodbridgehigh.co.uk
PE	Mr D Mahoney	dmahoney@woodbridgehigh.co.uk
Social Sciences	Ms S Sohota	ssohota@woodbridgehigh.co.uk
RE	Mr J Edwards	jedwards@woodbridgehigh.co.uk
Russian	Ms R Clark	rclarke@woodbridgehigh.co.uk
Science	Mr M Williams	mwilliams@woodbridgehigh.co.uk
Spanish	Ms E Zmirou	ezmirou@woodbridgehigh.co.uk
Technology	Ms M Rivers	mrivers@woodbridgehigh.co.uk
Wellbeing	Ms J North	jnorth@woodbridgehigh.co.uk
Child Protection		childprotection@woodbridgehigh.co.uk